

# ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC



## MENTORING

Mentoring includes activities such as advising and presentations and publications of research with graduate, undergraduate students, and alumni. Additionally, mentoring includes working with junior faculty.


FACULTY PERFORMANCE LEVEL	OVERALL %s OF COURSE(S)*	UNDERGRADUATE [Avg. of 8 courses /year]	GRADUATE [Avg. of 6 courses/year]
Emerging	20% - 39%	1-2	1
Developing	40% - 59%	3-4	2-3
Proficient	60% - 79%	5 -6	4
Advanced	80% - 100%	7-8	5-6

\*Courses refer to the number of sections or number of courses

EVIDENCE	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
<b>MENTORING AND ADVISING STUDENTS</b>	In addition to advising students regarding degree requirements, the faculty advises students in professional goals and careers.  The faculty member makes connections in the professional community to help students transition into their careers.	The faculty member is knowledgeable of resources available for students across the university, helps students successfully access the resources, and follows up with students to close the loop.	The faculty member participates in professional development activities to learn best practices in advising students.  The faculty member keeps at least the minimum office hours, and accurately documents advising notes in students' files.	The faculty member participates in professional development activities to learn best practices in advising students.
<b>MENTORING ALUMNI</b>	The faculty member engages alumni in research and presentations, and encourages them to remain connected to ORU alumni office.	The faculty member helps facilitate mentoring relationships between alumni and current students.	The faculty member engages alumni in their teaching and learning activities as guest speakers-	The faculty member stays in contact with alumni of his/her program.
<b>MENTORING COLLEAGUES</b>	The faculty member serves in a leadership role as an expert in one or more areas of the ORU Exceptional Teaching and Innovation Framework Domains and presents the Framework locally, nationally, and globally.	The faculty member models exceptional and innovative instructional strategies for colleagues, leads professional learning activities, and serves in a leadership role as an expert in one or more areas of the ORU Exceptional Teaching and Innovation Framework Domains.	The faculty member participates in or serves as a leader of one or more learning groups focused on improving teaching and learning in one or more of the ORU Exceptional Teaching and Innovation Framework Domains.  The faculty member designs and presents professional development activities aligned with one or more of the ORU Exceptional Teaching and Innovation Framework Domains	The faculty member seeks to engage in a mentoring relationship with his/her colleagues to develop expertise in one or more of the ORU Exceptional Teaching and Innovation Framework Domains.



## ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC

 <p><b>HOLY SPIRIT EMPOWERED TEACHING &amp; LEARNING</b></p>	<p>The faculty member's mentoring activities are anchored in a biblical worldview and include matters of purpose and faithful living. Spiritual and ethical issues are explicitly addressed.</p>	<p>The faculty member's mentoring activities are anchored in a biblical worldview. Spiritual and ethical issues are explicitly addressed.</p>	<p>The faculty member engages with colleagues to learn how to incorporate Holy spirit empowered teaching and learning principles into his/her mentoring responsibilities, and provides evidence of implementing at least one of the strategies learned.</p>	<p>The faculty member engages in professional development activities to learn how to incorporate Holy Spirit empowered teaching and learning principles into his/her mentoring responsibilities.</p>
---	--	---	---	--