



ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC

SCHOLARLY TEACHING AND LEARNING

Scholarship includes discipline-based research and/or research in the area of teaching and learning.


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
PROFESSIONAL COMMITMENT TO SCHOLARLY TEACHING AND LEARNING	The faculty member engages and leads colleagues in designing and implementing strategies to improve the intellectual, social, emotional, spiritual, and physical environment in which students learn.	The faculty member collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address needed improvements to the intellectual, social, emotional, spiritual, and physical environment in which students learn, and implements changes as needed in all of his/her courses.	Based on knowledge gained from professional development activities, reflection and other sources of feedback, the faculty member takes responsibility for his/her self-assessment of practice and ongoing professional learning to implement strategies to improve the intellectual, social, emotional, spiritual, and physical environment in which students learn.	The faculty member engages in structured individual and group professional learning opportunities specific to his/her needs to reflect on and identify improvements needed to enable him/her to provide all students with an intellectual, social, emotional, spiritual, and physical environment in which students learn. The faculty member researches new ways to create a learning environment that supports the intellectual, social, emotional, spiritual, and physical environment in which students learn.
PROFESSIONAL ORGANIZATIONS	The faculty member engages and leads colleagues and students in accessing local and global people and resources in designing projects related to teaching and learning.	The faculty member provides leadership in academic and/or professional societies in addition to attending and presenting topics related to teaching and learning.	The faculty member becomes involved in academic and/or professional societies by attending and presenting topics related to teaching and learning.	The faculty member joins academic and/or professional societies and begins to attend meetings to improve in discipline-based teaching and learning.
SCHOLARSHIP	The faculty member works with colleagues both in and outside of the university and across disciplines to successfully publish article(s) in a discipline-based teaching and learning journal.	The faculty member successfully published at least one article in a discipline-based teaching and learning journal.	The faculty member submits a minimum of one article for publication in a discipline-based teaching and learning journal.	The faculty member becomes familiar with discipline-based teaching and learning journals, and how to publish in them.



ORU TEACHING EXCELLENCE FRAMEWORK RUBRIC

RECOGNITION	Is recognized outside of the university by colleagues in the discipline for teaching excellence and/or innovation.	The faculty member is recognized at the university level for teaching excellence and/or innovation.	The faculty member is recognized at the college level for teaching excellence and/or innovation.	The faculty member is recognized at the department level for teaching excellence and/or innovation.
COLLABORATION	<p>The faculty member collaborates with colleagues in other disciplines to improve and create learning experiences that engage students in working with interdisciplinary themes that equip them to apply knowledge from multiple disciplines to understand complex concepts and/or to address real-world issues.</p> <p>The faculty member provides evidence of implementing the new experiences in 80 to 100% of his/her courses.</p>	<p>The faculty member collaborates with colleagues in other disciplines to improve and create new learning experiences that engage students in working with interdisciplinary themes that equip them to apply knowledge from multiple disciplines to understand complex concepts and/or to address real-world issues.</p> <p>The faculty member provides evidence of implementing the new experiences in 60 to 79% of his/her courses.</p>	<p>The faculty member collaborates with colleagues in other disciplines to improve and create new learning experiences that engage students in working with interdisciplinary themes that equip them to apply knowledge from multiple disciplines to understand complex concepts and/or to address real-world issues.</p>	<p>The faculty member collaborates with colleagues in other disciplines to improve and create learning experiences that engage students in working with interdisciplinary themes.</p>
 <p>HOLY SPIRIT EMPOWERED TEACHING & LEARNING</p> <p>Criteria will be evident in publications and presentations.</p>	<p>The faculty member engages with colleagues in his/her discipline to integrate discipline-based scholarship reflecting biblical principles and worldview into teaching and learning activities in 60 to 79% of his/her courses.</p> <p>The faculty member presents on Holy Spirit Empowered Teaching & Learning at regional, national, and international conferences.</p>	<p>The faculty member engages with colleagues in his/her discipline to integrate discipline-based scholarship reflecting biblical principles and worldview into teaching and learning activities in 60 to 79% of his/her courses.</p> <p>The faculty member presents on Holy Spirit Empowered Teaching & Learning at University professional development events.</p>	<p>The faculty member engages with colleagues in his/her discipline to integrate discipline-based scholarship reflecting biblical principles and worldview into teaching and learning activities in 40 to 59% of his/her courses.</p>	<p>The faculty member engages in professional activities to better understand how to integrate discipline-based scholarship reflecting biblical principles and worldview into teaching and learning activities.</p>