

**University Undergraduate Teaching Award**  
**Candidate Packet Guidelines**  
2010 Award Year

The process below has been designed compiling candidate packets is straightforward for nominees and administrators and minimizes the creation of new material. These Guidelines reflect the selection criteria for the Eisenhower and Atherton teaching awards.

**Packet Structure**

<b>Section</b>	<b>Max. # Pages</b>
Teaching Fellow Consent Form	1
Teaching Philosophy	1
Biographical Sketch	2
Letters of Support	6
SRTE Table	1
<i>Total</i>	11
Sample Syllabus*	N/A
Sample Assignment*	N/A

\* Please include copies of documents given to students during class; no modifications are necessary for inclusion here.

**1. Nomination Form(s)**

All nomination forms for the selected candidates will be added to each candidate packet by the Schreyer Institute before distribution to Selection Committee members.

Nominations are collected on-line by the Schreyer Institute for Teaching Excellence. After the deadline, nominations are sorted by campus and college. All nominee names are forwarded to Deans and Chancellors. The number of candidates per campus and college is based on the number of eligible faculty in each unit.

**2. Teaching Fellow Award Consent Form (1 page)**

If the Candidate wishes to be considered for the Alumni Teaching Fellow award, a signed consent form must be included in the packet. If no form is included, the candidate will be considered for the other awards. Please review the eligibility requirements before signing.

**3. Teaching Philosophy (1 page)**

A teaching philosophy is more than a statement of beliefs about teaching and learning. Beyond beliefs, teaching philosophy statements are intensely individualized and personal descriptions of what instructors do in their courses to encourage student learning and to exemplify their beliefs. These statements discuss policies, practices, and behaviors used by the instructor to promote student learning and realize instructional objectives.

#### 4. **Biographical Sketch** (2 pages maximum; may be excerpted from current CV)

Please include the following subheadings:

##### a. **Appointment**

Please include all Penn State ranks, titles, and appointment types with beginning and ending years. This information is requested to confirm the Candidate's eligibility.

##### b. **Evidence of Growth and Development as an Instructor**

The items listed should demonstrate the broader impact of the individual's professional and scholarly activities related to teaching and learning, including, but not limited to:

- Scholarly activities or products related to teaching and learning (e.g. presentations, grants, articles, websites, CDs)
- Innovations in teaching and learning (e.g. curricular materials, pedagogical methods, activities engaging underrepresented groups in higher education, outreach activities related to teaching and learning)
- Activities that distribute effective teaching information/resources to other faculty (Penn State or external)
- Instructional development activities (workshops attended or facilitated)
- Advocacy for teaching and learning issues (e.g. through disciplinary or learning communities, committee membership, program assessment activities)
- Serving as a teaching mentor for students and/or faculty

#### 5. **Letters of Support** (6 pages total)

Please provide letter writers with the following guidelines. Every letter of support should:

- provide examples of teaching excellence exhibited by the nominee,
- specify why the writer believes the faculty member is an excellent teacher,
- be one page in length.

A maximum of six letters of support may be included in the packet, although less than six letters is also acceptable.

##### **Current Undergraduate Students** (3 students maximum; 1 page each)

Letters from 3 undergraduate students who have had an undergraduate course with the faculty during the current or previous academic year.

##### **Former Undergraduate Student** (1 page)

##### **Department or Division** (1 page)

Letter writer must have previously observed the instructor in an undergraduate classroom (or analogous review for online courses). This requirement ensures that the writer is able to provide specific examples and a strong rationale for the support. Peer evaluation letters repurposed for this award packet do not make the best support letters. The writer may be a colleague or head.

##### **Campus/College** (1 page)

This letter should describe why the unit supports this nomination; the letter need not provide an executive summary of the candidate's packet; typically written by an administrator.

**6. SRTE Summary Table**

Please include data only for undergraduate courses; 1 page maximum. List the most recent courses first. Use the template provided or a copy of the table below.

<b>Course Number</b>	<b>Course Name</b>	<b>Semester/Year</b>	<b>Enrollment</b>	<b>Response Rate (%)</b>	<b>Q. A3 Average</b>	<b>Q. A4 Average</b>

**Note:** Please do not include students’ written comments collected simultaneously with SRTEs. Such comments are not uniformly collected throughout the university. Nominees may choose to discuss how they have improved their courses based on students’ comments in the teaching philosophy. Letters of support may reference students’ comments, but should not exceed 1-page.

**7. Syllabus**

Include a copy of one original course syllabus used by the instructor in an undergraduate course; no modification is necessary.

**8. Assignment**

Include a copy of one original course assignment used by the instructor in an undergraduate course; no modification is necessary. The type of assignment is up to the instructor, both in-class and outside of class assignments are acceptable, but should provide an example of one aspect of the faculty member’s teaching philosophy.

## Teaching Awards Selection Process

### Process

The deliberations and decisions of Awards Selection Committee members are based solely on the information contained in the packet. Committee members' prior knowledge of or interactions with the nominees are not considered.

### Conflict of Interest

If a committee member has a personal or professional relationship with the nominee, s/he will be asked to abstain from discussions.

### Committee Membership

The Selection Committee is comprised of:

- 2 Undergraduate Students (1 University Park, 1 campus)
- 2 Administrators (1 college, 1 campus)
- 4 Faculty members, preferably previous award winners (2 returning, 2 new)
- 1 Director, Schreyer Institute for Teaching Excellence (non-voting committee chair)
- 1 Schreyer Institute instructional consultant

The following list of attributes will be considered when reviewing packets and ranking nominees. Attributes are considered in order of importance.

1. Knowledge and use of effective, active, and engaging pedagogy
2. Alignment between teaching philosophy, student learning expectations, coursework, and grading/assessment practices
3. Advocacy for teaching and learning
  - Passion for teaching and students' learning
  - Engaging students—active learning in classes, group work, service learning, community-based learning
  - Impact beyond candidate's own courses—e.g. curricular development or assessment
4. Sharing teaching and learning expertise with other faculty (e.g. via publications, presentations, web resources)
5. Involving undergraduates in research and mentoring undergraduates

### Eisenhower Award Only

- Extensive and career-long commitment to teaching (only Eisenhower)
- Teaching mentorship of other faculty (only Eisenhower)