Please share this document with the award candidate so they know what the review committee is expecting.

This process has been designed to ensure that compiling the candidate packet is straightforward and creation of new material is minimal. Candidates will be considered for all awards for which they are eligible. Do not label packets with a specific award name.

Packet Structure

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* The example syllabus and assignment should be copies of the originals provided to students in a course; no modifications or annotations are necessary.

1. **Teaching Fellow Award Consent Form** (1 page) **(Tenured faculty only)**
   If the Candidate wishes to be considered for the Alumni Teaching Fellow award, a signed consent form must be included in the packet. Eligibility: tenured, at least 3 years teaching full-time at Penn State, primarily undergraduate teaching. Obligations: share expertise with others.

2. **Teaching Philosophy** (1 page maximum)
   A teaching philosophy is more than a statement of beliefs about teaching and learning. The most effective statements talk about students, not just the faculty member’s beliefs about teaching and learning. Teaching philosophy statements are intensely individualized and personal descriptions of what a faculty member does to enable student learning and should include examples. The teaching philosophies of previous Atherton, Eisenhower, and Alumni Fellow award recipients are available on the Penn State Teaching Awards webpages.

3. **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 for each.
   b. **Evidence of Growth and Development as an Instructor**
   These items should demonstrate the broader impact of the individual’s professional and scholarly activities, but limited to those related to teaching and learning (not research). It may include, but is not limited to:
   i. **Teaching and learning scholarship** (e.g., articles, presentations, grants, websites, CDs, blog posts)
   ii. **Teaching and learning innovation** (e.g. new/revised curricula, new teaching materials, new pedagogical methods, activities that engage students underrepresented in higher education, outreach activities related to teaching and learning)
   iii. **Disseminating effective teaching to other faculty** (Penn State or external)
   iv. **Advocacy for teaching and learning** (e.g. through disciplinary or learning communities, committee membership, program assessment activities)
   v. **Instructional professional development activities** (e.g. participation in workshops, short courses, teaching conferences)
   vi. **Serving as a teaching mentor for:**
   - other faculty
• undergraduate students (e.g. Learning Assistants)
4. **Letters of Support** (6 pages total)  
**Please provide all letter writers with the following guidelines.**

Every letter of support should:
- reference examples of teaching excellence exhibited by the faculty member
- why the writer believes the faculty member is an excellent teacher

A **maximum of six** letters of support may be included in the packet. Fewer than six letters is acceptable, but is not advisable; packet preparers should endeavor to obtain all letters.

a) **Recent Undergraduate Students** (3 students maximum; 1 page each)  
Letters from 3 students who have **taken an undergraduate course** with the faculty member during the previous two years, excluding the semester in which the packet is being prepared. If a student has graduated during the past two years, they may still write a letter as a recent undergraduate student.  

Letters from current graduate students are not appropriate unless the student took a course with the instructor as an undergraduate student. Letters from students who have served only as a Learning Assistant (or undergraduate TA) or advisee are not appropriate.

b) **Past Undergraduate Student** (1 page)  
Each candidate is limited to only one letter from a former undergraduate student. Past students are those who took an undergraduate course at Penn State from the instructor more than two years ago.  

Letters from graduate students are not appropriate unless the student took a course with the instructor as an undergraduate. Letters from graduate advisees or TAs are not appropriate. Letters from students who have been only an advisee or served only as a Learning Assistant (or undergraduate TA) are also not appropriate.  

If unable to obtain a letter from a past undergraduate, you may include 4 letters from current undergraduate students and 0 former undergraduate students.

c) **Observer** (1 page)  
The writer may be a colleague or an administrator who has previously **observed the instructor** in an undergraduate course (or analogous review for an online course). This letter should be an original letter from the observer focused on information relevant to the teaching awards. This letter should not be a repurposed peer review letter.

d) **Administrator** (1 page)  
This letter should describe why the unit supports this candidate, but need not summarize the candidate’s packet. Writer may be head, associate dean, director of academic affairs, dean, or chancellor.

5. **SRTE Summary Table** (1 page maximum)  
Please use the table template and include only undergraduate courses. List the most recent courses first. Use the template provided or a copy of the table below.

Please do not include a summary of students’ written comments collected with SRTEs. Candidates may choose to discuss how such comments have improved their courses in their teaching philosophy. Letters of support may reference students’ comments, but should still not exceed 1 page in length.

6. **Example Syllabus**  
Include a copy of one original course syllabus used by the instructor in an undergraduate course; no modification is necessary. Syllabi will be examined for alignment with teaching philosophy and award review criteria.

7. **Example 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.