University Undergraduate Teaching Award
Candidate Packet Guidelines

Please share this document with the candidate.
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. Please do not label packets with a specific award name.

Packet Overview and Page Limits

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<td>Sample Syllabus</td>
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1. Teaching Philosophy Statement (1 page max., 1” margins, min. 11 pt. font)
A teaching philosophy is more than a statement of beliefs about teaching and learning. A
teaching philosophy explains why a faculty member does what they do in their courses. Effective
teaching statements provide supporting examples of how the instructor enables learning for all
of their students. The least effective statements never mention students and discuss only the
faculty member or their subject expertise. Teaching philosophies of previous Atherton,
Eisenhower, and Alumni Teaching Fellow recipients are available on the Penn State Teaching
Awards website.

2. Appointments and Courses Taught (1 page max.)
   a. Appointments
      Please include all Penn State ranks, titles, and appointment types, including beginning and
      ending years for each.
   b. Courses Taught (Semester, Course Abbreviation, enrollment; most recent listed first)
      This replaces some of the information that was formerly available in the SRTE table which we
      no longer request.

3. Penn State Undergraduate Teaching Improvement Activities (2 pages max.)
Please include activities and service that have contributed to the improvement of course-based,
undergraduate teaching excellence and student learning at Penn State. Please exclude teaching
achievements at other institutions and undergraduate research mentoring; while the latter is a
form of teaching, it is not the focus of this award.
   a. Teaching and learning innovation
      e.g., development of a new program, creation of new teaching materials (not updating),
significant revisions using evidence- or research-based pedagogical methods. Developing a
new course is not necessarily innovative, but a case may be made.
b. **Equity and Inclusion**
e.g., contributions that create a more inclusive and equitable learning environment for marginalized or minoritized students

c. **Service related to undergraduate teaching and learning**
e.g., instruction-related committees, program assessment committees/roles

d. **Teaching and learning scholarship**
e.g., articles, presentations, teaching grants, websites, blog posts, podcasts related to undergraduate teaching and learning at Penn State

e. **Instructional development activities**
e.g., delivery or participation in workshops, short courses, teaching conferences

f. **Serving as a teaching mentor for:**
   i. other faculty (this is a requirement of Eisenhower Award recipients)
   ii. undergraduate learning/teaching assistants or interns

   While we recognize that undergraduate research is a form of instruction, undergraduate research mentoring is not part of this award.

4. **Letters of Support** *(4 letters, one page each)*

5. Each letter must include the author's name and email address. **Please provide all letter writers with the following guidelines.**

   Every letter of support should:
   - state why the faculty stands out above and beyond all other good teachers;
   - provide examples of teaching activities or behaviors that demonstrate the extraordinary teaching of the faculty member (expertise in the field and meeting with students are expected of all who teach); and
   - be less than one page in length.

A maximum of four letters of support may be included in the packet.

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. If a student has graduated during the past two years, they may still write a letter as a recent undergraduate student.

   Letters from the following are not appropriate:
   - undergraduate Learning Assistant or undergraduate TA
   - undergraduate research advisee
   - graduate TAs or research advisees

b) **Peer Review of Teaching Letter** *(1 page)*

   Letter author must have conducted a Peer Review of Teaching for an undergraduate course and provide specific examples focused on criteria relevant to the undergraduate teaching awards and why this faculty member is an exceptional teacher. This letter should not be a repurposed letter prepared for a promotion dossier because the criteria differ.
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 reviewed for alignment with the award review criteria and teaching philosophy. Screenshots from the LMS are appropriate for courses without a syllabus document, if they are of a size that approximates the text size of a readable document.

7. **Example Assignment** (from the above course)
A copy of one original undergraduate course assignment from the course above; no modification is necessary. The assignment may be an in-class or outside of class assignment. The assignment will be reviewed for alignment with the syllabus, learning objectives, and teaching philosophy.