

Candidate: _____

Reviewer: _____

Note: a point-scale guide is at the bottom of the page. The open area is for private notes.

1. Teaching Philosophy

Does the philosophy:

- Convey a passion for teaching and students' learning?
- Express interest in students and in students' learning?
- Mention use of effective, active, and engaging pedagogy?
- Describe examples of learning activities that meaningfully engage students to help them learn (e.g. small group discussions or discussion forums, short writing assignments, team problem-solving, student-initiated questions)?
- Reflect a learner-centeredness, or does it focus primarily on content and the faculty member's achievements and knowledge?
- Indicate that the faculty member tries to motivate students to learn and succeed?
- Communicate respect for students and their contributions?
- Suggest that the faculty member gets to know his/her students in online or in face-to-face contexts?

Teaching Philosophy Points (out of 5):

2. Biographical Sketch

Has the faculty member:

- Worked to improve their teaching or students' learning?
- Been involved in curricular revisions and instructional innovations?
- Developed teaching innovations, resources, or materials?
- Shared teaching and learning expertise with others?
- Collaborated on teaching and learning projects?
- Worked on teaching and learning committees?
- Made teaching and learning presentations at conferences or to colleagues at Penn State?
- Published on teaching and learning?
- Participated in degree program assessment?
- Been involved in formal or informal out-of-class learning activities such as undergraduate research/scholarship, creative projects, student clubs?

Biographical Sketch Points (out of 5):

Score guide: 5 = Exceptional, 4 = Above expectations, 3 = Expected of all, 2 = Below expected, 0-1 = poor.

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3. Letters of Support

Do the letters communicate:

- An exceptional commitment to teaching and learning?
- Knowledge and use of effective, active, and engaging pedagogy?
- Students' learning and motivation are encouraged by the faculty member?
- Use of varied teaching methods—beyond just lecture or presentation of content?
- Respect for students and their contributions to the learning process and learning environment?
- Interest in student feedback about their learning or course experiences?
- Teaching or learning service to an academic unit, campus, college, or the university?

Letters Points (out of 5):

4. Example Syllabus

Does the syllabus:

- Reflect the faculty member's passion for teaching and students' learning?
- Communicate the relevance of the course content?
- Focus on the students or primarily on the instructor or content?
- Communicate respect for students and opportunities to make unique contributions?
- Reflect the faculty members' teaching philosophy?
- List explicit course learning objectives for students?
- Provide clear learning expectations?
- Align course learning objectives student work (e.g. in-class activities, assignments, exams)?
- Include different opportunities for students to demonstrate their learning?
- Communicate a respect for students' contributions and an interest in student feedback?

Syllabus Points (out of 5):

Score guide: 5 = Exceptional, 4 = Above expectations, 3 = Expected of all, 2 = Below expected, 0-1 = poor.

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5. Example Assignment

Does the assignment reflect:

- Alignment between assignment and course learning objectives?
- Prompt the kind of and level of thinking described in the syllabus?
- Learner-centeredness through clear, student-focused learning expectations and directions (or does it focus primarily on course content?)
- Application or use of course content?

Assignment Points (out of 5):

6. SRTE Table

- Is the record sufficient to indicate a commitment to undergraduate teaching?
- Are the SRTE average scores consistently at the higher end of the scale? (most faculty have a few anomalous scores)
- Do the data show a pattern of improvement over time, if early scores are lower or indicate efforts to improve?

SRTE Points (out of 5):

Total Points (out of 30):

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Atherton & Eisenhower Teaching Awards
Evaluation Rubric

Eisenhower Candidates ONLY (score only candidates eligible for an Eisenhower award)

Please make note of examples from the packet that demonstrate the faculty member has:

- A career-long commitment to improving teaching and learning
- Mentored other faculty, especially junior faculty at Penn State
- Shared expertise in teaching and learning with the academic community

Eisenhower Points (out of 5):

Score guide: 5 = Exceptional, 4 = Above expectations, 3 = Expected of all, 2 = Below expected, 0-1 = poor.

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