

Statements of teaching philosophy submitted for the Kimble First-Year Teaching Award will be assessed according to the following criteria:

- The statement offers at least one or more clear, compelling goals for student learning. (Student learning goals can be formulated by answering questions such as “What knowledge, skills, and attitudes important for students in your discipline?” “What are you preparing students for?” “What are the key challenges of the teaching-learning process?”)
- The statement clearly connects the articulated student learning goals with specific methods, activities, and assessments that are imaginative and sound, and have a clear rationale.
- The statement demonstrates change in teaching practice over time or identifies plans for future change. (Change over time can be demonstrated by answering questions such as “How is the instructor reflecting and acting on trends in student performance and feedback, or on peer, departmental, campus-wide, or national conversations about teaching and learning to enhance the learning experience for students?”)
- The statement is rhetorically compelling, gives a sense of the instructor’s particular perspective and persona, and offers well-chosen, specific examples,