

## **Excellence in Teaching/Counseling Award**

### **Purpose of the Excellence in Teaching/Counseling Award**

The Excellence in Teaching/Counseling Award is intended to recognize individual part-time faculty for sustained excellence in teaching/counseling.

The award identifies outstanding part-time faculty who have a proven track record as exceptional teachers with a positive, inspiring, and long-lasting effect on students and their learning, who demonstrate a belief in the potential of students to learn, to fulfill their potential, and to excel and who have provided extraordinary or unique contributions to excellence in teaching/counseling . This award serves to promote teaching/counseling excellence and to demonstrate the excellence that characterizes the entire Montgomery College part-time faculty. Counseling part-time faculty may be nominated for and recipients of this award.

### **Criteria for Excellence in Teaching/Counseling Award**

Criteria for nominating a candidate may include but are not limited to the following:

1. **Expertise in Discipline, Program, Field**
  - a. sustains performance of excellence in classroom teaching/counseling and learning outcomes, resulting in student success
  - b. knows discipline thoroughly, is thought-provoking, and ensures a rich learning experience that promotes student success
  - c. designs, redesigns, and updates courses effectively, evidencing pedagogical growth and new knowledge
  - d. provides achievable but high expectations for students
  - e. evidences teaching/counseling and learning beyond the classroom: conference presentations, workshops, performances, exhibitions, invitations to other colleges, articles, piloting teaching/counseling methods, etc.
  - f. provides examples of extraordinary, unique, or pioneering contributions to excellence in teaching/counseling
2. **Collegiality**
  - a. shares knowledge, successful curricula, or instructional materials and other forms of expertise with colleagues and students; involved in integrative/interdisciplinary teaching/counseling and learning, etc.
  - b. inspires/earns respect of colleagues, including both instructional and counseling faculty
  - c. demonstrates willingness to meet the needs of the department or discipline
3. **Positive and Lasting Impact on Students**
  - a. makes students aware of significant relationships between course materials and other fields, the world at large, contemporary issues, and student experiences
  - b. employs effective teaching/counseling strategies that encourage discussion, intellectual curiosity, self-directed learning, problem-solving, and higher order thinking skills, such as critical thinking, analysis, synthesis, etc.
  - c. encourages students to be self-directed, independent, lifelong learners
  - d. impacts breadth and/or depth of students' intellectual development
  - e. inspires students to excel

- f. promotes critical reading, thinking, and writing
  - g. affects students' educational and career goals and achievements
4. **Committed to Teaching/Counseling and to Students**
- a. engages students and creates a climate of respect, trust, and concern
  - b. demonstrates enthusiasm and vitality in learning and teaching/counseling
  - c. is accessible to students in and out of the classroom
  - d. advises students with personal attention and care
  - e. shows genuine interest in and respect for student needs and concerns
  - f. writes letters of recommendation for students
  - g. leads review and/or tutoring sessions
5. **Communicates Effectively with Students in teaching/counseling and in Establishing Goals**
- a. engages students, stimulates participation, and incites intellectual curiosity in students
  - b. interacts with diverse student population in a culturally responsive manner
  - c. communicates in organized, enthusiastic, and innovative ways
  - d. provides clear expectations, relevant assignments, and ample feedback
  - e. is actively involved in the guidance of student research projects, papers, labs etc.
  - f. adjusts teaching/counseling strategies as necessary to facilitate understanding and student achievement
  - g. assesses both students' critical thinking skills and their knowledge of the content and provides fair and constructive evaluation of student performance