

Excellence in Teaching Award

Purpose of the Excellence in Teaching Award

The Excellence in Teaching Award is intended to recognize individual faculty for sustained excellence in teaching.

The award identifies outstanding 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. This award serves to promote teaching excellence and to demonstrate the excellence that characterizes the entire Montgomery College faculty. Counseling faculty may be nominated for and recipients of this award.

Criteria for Excellence in Teaching 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 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 and learning beyond the classroom: conference presentations, workshops, performances, exhibitions, invitations to other colleges, articles, piloting teaching methods, etc.
 - f. provides examples of extraordinary, unique, or pioneering contributions to excellence in teaching
2. **Collegiality**
 - a. shares knowledge, successful curricula, or instructional materials and other forms of expertise with colleagues and students; involved in integrative/interdisciplinary teaching 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 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 and to Students**
- a. engages students and creates a climate of respect, trust, and concern
 - b. demonstrates enthusiasm and vitality in learning and teaching
 - 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 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 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