MVCC EXCELLENCE AWARD
NOMINATION FORM
-EXCELLENCE IN TEACHING-

CANDIDATE CHARACTERISTICS
Individuals nominated for this award must meet all prescribed eligibility criteria and must fulfill – and preferably surpass – associated selection criteria. Candidates must be individuals of achievement, committed to MVCC, respected by the campus community and worthy of emulation by MVCC colleagues and students.

GENERAL ELIGIBILITY
Nominees for most MVCC Excellence Awards must have completed three academic years of full-time appointment out of the five years prior to the year of nomination. Individuals serving in part-time, or any qualified academic rank such as adjunct, clinical, or visiting capacities are not eligible for this award.

RESTRICTIONS
Other conditions that preclude nomination are:

- Previous Excellence Award winners in this category.
- Previous Excellence Award winners within past five years in any other category.
- Chief campus office holders (President , VPs, & Assoc. VP).
- Posthumous nominations are ineligible.

NATURE OF SCHOLARSHIP & CREATIVE ACTIVITIES
This award recognizes consistently superior teaching in keeping with Mohawk Valley Community College's commitment to providing its students with instruction of the highest quality.

SELECTION CRITERIA
The primary criterion is skill in teaching. Additionally, consideration is also given to sound scholarship (usually demonstrated through publications or artistic productions), outstanding service to students, as well as service to the campus. The following criteria are to be used in selecting nominees for this Award:
TEACHING TECHNIQUES AND REPRESENTATIVE MATIERIALS – There must be positive evidence that the candidate performs superbly in the classroom. The nominee must maintain a flexible instructional policy that adapts readily to student needs, interests and problems. Mastery of teaching techniques must be demonstrated and substantiated. Consideration is to be given to the number of substantially different courses taught, the number of students per course, and the different teaching techniques employed in the various courses. When available, student evaluations (in the form of student questionnaires administered and compiled by persons other than the nominee) presented for several different courses over a period of several recent years may provide a clear idea of the nominee's impact on students.
SCHOLARSHIP AND PERSONAL GROWTH – Candidates must be teacher/scholars who keep abreast of their own field and who use the relevant contemporary data from that field and related disciplines in their teaching. Evidence in this area includes, but is not limited to, publications, grants, presentations at conferences, artistic productions, etc.
STUDENT SERVICES – In relating to students, candidates must be generous with personal time, easily accessible, and must demonstrate a continual concern for the intellectual growth of individual students. The focus here is the accessibility of the nominee to students outside of class; e.g. office hours, conferences, special meetings, and the nominee's responsibility in terms of student advisement.
ACADEMIC STANDARDS, REQUIREMENTS, AND EVALUATION OF STUDENT PERFORMANCE – Candidates must set high standards for students and help them attain academic excellence. Quantity and quality of work that is more than average for the subject must be required of the students. Candidates must work actively with individual students to help them improve their scholarly or artistic performance. This individual interaction is an important source of information that indicates the nature and level of instruction offered by the nominee. Consideration is to

be given to the quality, quantity, and difficulty of the tasks or work assigned to students. Candidates' evaluations of students' work must be strongly supported by evidence. Candidates must be willing to give greater weight to each student's final level of competence than to the performance at the beginning of the course. Since expert teachers enable students to achieve high levels of scholarship, it is possible that the candidates' marking records may be somewhat above average. There must also be evidence that candidates do not hesitate to give low evaluations to students who do poorly. For this category, consideration should be given to grading patterns, particularly grade distributions for all courses in at least two recent years. Evidence in support of student performance may also be assessed by the accomplishments of students, including placement and achievement levels.

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NOMINEE:

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SUBMITTED BY:

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Please address all items on this form to the best of your knowledge. Feel free to expand this form as if you need additional space.

1. **TEACHING AND MATERIALS** – Show evidence that candidate performs superbly in the classroom; maintains a flexible instructional policy that adapts to student needs, interests and problems; demonstrated mastery of teaching techniques. Consideration should be given to the number of substantially different courses taught, the number of students per course, and the different teaching techniques employed in the various courses. When available, student evaluations should be presented for courses over several recent years.

2. **SCHOLARSHIP AND PROF. GROWTH** – Document how candidate keeps abreast of his/her field and uses relevant contemporary data. Evidence in this area includes, but is not limited to, publications, grants, presentations at conferences, artistic productions, etc.

3. **STUDENT SERVICE –** Describe how candidates are generous with personal time, easily accessible, and demonstrate concern for the intellectual growth of individual students. The focus here accessibility to students outside of class; e.g. office hours, conferences, special meetings, and the nominee's responsibility in terms of student advisement.

4. **ACADEMIC STANDARDS** – Show how candidate sets high standards for students and helps them attain academic excellence. Quantity and quality of work that is more than average for the subject must be required of the students. Present evidence to support student performance through their accomplishments, including placement and achievement levels. Consideration should be given to grading patterns, particularly grade distributions for all courses in at least two recent years.

RETURN COMPLETED FORM BY March 7, 2014 TO:
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