

## **Excellence in Counseling and Academic Advising Award**

### **Purpose of the Excellence in Counseling and Academic Advising Award**

The Excellence in Academic Counseling and Advising Award is intended to recognize individual faculty for sustained excellence in counseling and advising.

The award identifies outstanding faculty who have a proven track record as exceptional counselors/advisors 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 counseling and advising. This award serves to promote counseling and advising excellence and to demonstrate the excellence that characterizes the entire Montgomery College faculty. Instructional faculty may be nominated for and recipients of this award.

### **Criteria for Excellence in Counseling and Academic Advising 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 counseling and academic advising
  - b. impacts student learning and success through transition, retention, or achievement outcomes
  - c. responds effectively to student's needs for academic, career, and life plans
  - d. makes appropriate referrals to college and community resources
  - e. demonstrates knowledge of guidelines for appropriate course placement, curricular/program/transfer requirements, and expertise in the dynamics of student's emotional, social, and intellectual development as well as adjustment to life-planning issues
  - f. demonstrates knowledge of outstanding counseling/advising theories and techniques
  - g. provides information about or referrals to internships, tutoring, testing, CLEP exams, international transcript evaluations, career alternatives, financial aid, etc.
  - h. uses innovative and creative methods, practices, or activities including emerging learning technologies
  - i. advocates, supports, and increases access to the educational opportunities and programs offered at the College for students with disabilities
2. **Collegiality**
  - a. shares knowledge, successful curricula, and/or counseling/advising materials and other forms of expertise with colleagues and students; involved in integrative/interdisciplinary counseling/advising and/or teaching etc.
  - b. inspires/earns respect of colleagues, including both counseling and instructional faculty
  - c. demonstrates willingness to meet the needs of the department or discipline
3. **Positive and Lasting Impact on Students**
  - a. provides counseling/advising that follows the developmental advising model
  - b. supports Behavioral Intervention Teams (B.I.T.) when students require crisis intervention
  - c. provides comprehensive educational goal setting and planning
  - d. provides effective career counseling

- e. assists students with appropriate life transitions, especially high school to college
  - f. uses appropriate intervention strategies to assist students with attainment of personal and academic goals
  - g. assists students with disabilities in developing self-advocacy skills and helps them increase their awareness of assistive technology
  - h. provides counseling on career and personal issues as well as academic advising
4. **Committed to Counseling/Advising and to Students**
- a. engages students and creates a climate of respect, trust, and concern
  - b. is accessible to students: meets with students at a mutually convenient time
  - c. counsels/advises students with personal attention and care
  - d. assists students in navigating college life: balancing course loads, family life, and work responsibilities
  - e. assists students in exploring a variety of academic courses and pathways
  - f. builds relationships with students so that one counseling/advising session builds on another
  - g. demonstrates a welcoming and helpful attitude towards students, a willingness to act in the student's best interest
  - h. helps students with personal concerns through short-term counseling and makes necessary referrals
  - i. provides comprehensive educational goal setting and planning
5. **Communicates Effectively with Students in Counseling/Advising and in Establishing Goals**
- a. conveys respect for and sensitivity to students; demonstrates effective counseling and advising skills that are appropriate to student's expressed needs and developmental stage
  - b. addresses presenting concerns; moves student to a higher-level of functioning as translates into objective actions; plans for follow-up activities as appropriate
  - c. interacts with diverse student population in a culturally responsive manner
  - d. adjusts counseling/advising strategies as necessary to facilitate student goal attainment and student success
  - e. communicates in organized, enthusiastic, and innovative ways
  - f. demonstrates a willingness to encourage the development of student independence and critical-thinking skills
  - g. is actively involved in the guidance of student's academic goals and success
  - h. follows-up after a counseling session on information student needs or questions student has