



## Stephen Cole the Elder Awards for Excellence

The Stephen Cole the Elder Awards for Excellence are the University of Adelaide's premier learning and teaching awards. They recognise the contributions made to student learning by both academic and professional staff, and reward the University's highest achievers in teaching, support of teaching, and supervisory practices.

The Stephen Cole the Elder Awards were established through bequest made to the University of Adelaide by a descendant of Stephen Cole the Elder, pioneer South Australian colonist. The Stephen Cole the Elder Awards were first presented in 1991.

Up to four Stephen Cole the Elder Awards for Excellence will be offered in 2018, and recipients will be awarded \$8000. All applications must be supported by a formal nomination. Both individuals and teams may be nominated in any category. The three categories of award are:

- Excellence in Teaching and Support for Learning
- Excellence in the Leadership, Support and Enhancement of Teaching Practice
- Excellence in HDR Supervisory Practice

It is anticipated that at least one award will be made in each of the three categories; however, the Selection Panel reserves the right to award in fewer in than three categories should the selection criteria not be met.

Each year, one application may also be selected to receive the Vice-Chancellor and President's Award for Excellence in Learning and Teaching, and will receive an additional \$2000 in prize money.

### 2018 Deadlines

**Nominations Due: Monday 6 August**

**Applications Due: Monday 15 October**

### Selection Criteria

All applications for Stephen Cole the Elder Awards for Excellence will be assessed by a Selection Panel convened by the Pro Vice-Chancellor (Student Learning) on the evidence provided in support of the criteria for each category. The application must demonstrate that the contribution has been sustained for a period of no less than three years.

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In assessing applications against the selection criteria, the Selection Panel will take into account:

- the extent to which the claims for excellence are supported by formal and informal evaluation
- the extent to which the approaches and activities described enhance the student learning experience
- the extent of creativity, imagination or innovation represented by the application, irrespective of whether the approach involves traditional learning environments or technology-based developments.

## Excellence in Teaching and Support for Learning

### 1. **Approaches to teaching and support for learning that influence, motivate and inspire students to learn**

This may include: fostering student development by stimulating curiosity and independence in learning; contributing to the development of students' critical thinking skills, analytical skills and scholarly values; encouraging student engagement through strategies for learning and teaching; design of effective and innovative learning activities and environments; inspiring and motivating students through high-level communication, presentation and interpersonal skills.

### 2. **Development of curricula and resources that reflect a command of the field**

This may include: developing and presenting coherent and imaginative resources for student learning; implementing research-led approaches to learning and teaching; designing effective and innovative SGDE experiences; demonstrating up-to-date knowledge of the field of study in the design of the curriculum and the creation of resources for learning; communicating clear objectives and expectations for student learning.

### 3. **Approaches to assessment and feedback that foster independent and effective learning**

This may include: integrating assessment strategies with the specific aims and objectives for student learning; providing timely, worthwhile feedback to students on their learning; designing authentic assessment tasks; using a variety of assessment and feedback strategies; implementing both formative and summative assessment; and adapting assessment methods to different contexts and diverse student needs.

### 4. **Respect and support for the development of students as co-creators and individuals**

This may include: participating in the effective and empathetic guidance and advising of students; assisting students from equity and other demographic subgroups to participate and achieve success in their courses; supporting students to participate as partners and co-creators in their learning; and influencing the overall academic, social and cultural experience of higher education.

### 5. **Scholarly activities that have influenced and enhanced learning and teaching**

This may include: showing advanced skills in evaluation and reflective practice; participating in and contributing to professional activities related to learning and teaching; using learning analytics to improve learning and teaching; coordination, management and leadership of courses and student learning; conducting and publishing research related to teaching; and demonstrating leadership through activities that have broad influence on the profession.

## Excellence in the Leadership, Support and Enhancement of Teaching Practice

### 1. **Distinctiveness, coherence and clarity of purpose**

This may include: exercise of leadership or support activities that have clear strategic and/or educational objectives and systematic approaches to implementation; development of resources that support and enhance teaching practice; demonstrated understanding of the principles of quality teaching practice in the design of activities and/or resources; demonstrated engagement with institutional strategic priorities in the design of activities and/or resources.

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**2. Approaches to support and/or leadership that influence, inspire and motivate others to enhance their practice**

This may include: fostering effective staff development, capacity and capability through the delivery of leadership or support activities; contributing to the development of initiatives that support and enhance teaching practice; working with students as partners; encouraging staff engagement through effective communication, presentation and interpersonal skills.

**3. Breadth and depth of impact on colleagues**

This may include: evidence of impact on individual colleagues; evidence of impact on school, faculty, or the wider institution; demonstrated engagement within the university community; participation in professional networks internal and/or external to the university.

## Excellence in HDR Supervisory Practice

**1. Supervisory practices that support outstanding student outcomes**

This may include: supervisory practices that facilitate high quality research outputs; supervisory practices that contribute to student publications, presentations and recognition; supervision practices that support students to achieve timely and successful research goals, including thesis completion.

**2. Support for the development of students as individuals**

This may include: the engagement of research students in the broader intellectual life of the school/discipline, faculty and University; support and encouragement for students to develop as independent researchers; support and encouragement for students to develop the full range of graduate attributes. Applicants are encouraged to identify contributions to the development of international students and special efforts made to help them adjust to the University research environment where English is for many not their first language.

**3. Support for the enhancement of student career development**

This may include: the induction of students into the national and international research communities in their fields; the mentoring of students in their career development following completion of their research higher degrees; the facilitation of building professional networks

**4. Contributions to the development of excellent supervision practices within faculties or the wider University**

This may include: the mentoring of staff new to supervision; involvement in and contribution to supervisor workshops and training; development of faculty and school/discipline policies and programs to enhance the postgraduate community and the quality of the environment for postgraduate research.

**Additional Supporting Documentation: All applicants in the HDR Supervisory Practice category are required to supply a copy of their individual supervision dashboard from the Supervisor Classification and Reporting System (SCRS)**

## Guidelines

### 1. Eligibility

Academic and professional staff who have been employed for a **minimum of three years** at the University of Adelaide, including clinical, affiliate and adjunct title holders, are eligible to apply. Both individual and team applications are encouraged.

Recipients of a Stephen Cole Award are eligible to re-apply five years after receiving the Award.

All applicants for a Stephen Cole Award must have the support of a formal nomination.

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HDR Supervisory Practice applications are restricted to applicants who are categorised as either a Mentor or Principal Supervisor A in the SCRS. Supervisors **assigned** to the Category of Principal Supervisor C who satisfy the minimum three year employment requirement may also apply.

## 2. Nomination

Nominations will be invited from managers, senior managers, and educational leaders, including Deans, Directors, Postgraduate Coordinators, Heads of School/Discipline, and Faculty/School Managers. Nominators are required to submit a brief (100 word) statement in support of their nominee. Nominators will be invited to submit a brief (100 word) statement in support of their nominee.

Nominees will be invited to attend an information session to learn more about the awards and application process. Nominees who accept the nomination will be supported through the application process.

**All nominations must be received by Monday 6 August.**

## 3. Application

Each application for a Stephen Cole the Elder Award for Excellence in Teaching must include the following elements:

- a. **Application form** (including details of two referees and a 75 word summary)
- b. **Written statement** (no more than eight pages, minimum 11pt font)
- c. **Curriculum vitae** (no more than four pages)
- d. **Optional supporting materials**
- e. **Applicant photograph.**

### a. Application Form

The completed application must have the endorsement of one of the following: Executive Dean, Dean of Graduate Studies, HDR Convenor, Postgraduate Coordinator, Associate/Deputy Dean, Head of School, Head of Department/Discipline, Faculty Manager, or Line Manager.

Details must be provided of two referees who are able to comment on the applicant's contribution against the selection criteria. Referees may be contacted for additional commentary on the application. It is recommended that one of the referees be the direct line manager of the applicant. If the application is from a team, the referees should be able to comment on the team.

### b. Written statement

The written statement is the central element of the application. It provides the opportunity for candidates to describe their activities and achievements, and specifically address the selection criteria for the relevant category. The written statement should be written by the applicant/s, and the majority of the written statement should be devoted to addressing each of the selection criteria for your category in turn. The application should demonstrate a reflective approach, in which the applicant/s not only describe the nature of the activities, but demonstrate an awareness and understanding of the impact that the activities have had on student learning.

The written statement is limited to eight A4 pages in total (11 point Arial or Calibri)

### Evidence

Applicants must provide evidence in support of their claims against the selection criteria, and will be expected to draw upon a variety of evidence, which may include:

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- Self-assessment, reflection professional development, and scholarship/publications
  - Student and/or staff feedback (e.g. surveys and evaluations, unsolicited feedback),
  - Student learning (e.g. assessment results, grade distributions, retention and completion data, learning analytics).
  - Peer review (e.g. review classroom practice, curriculum content, or learning materials, mentoring relationships, review of scholarly contribution and research relating to teaching and learning).

For more in depth discussion guides on collecting evidence, see:

<http://uniteachingcriteria.edu.au/framework/about/use/guidelines-individuals/collecting-evidence/>.

### **HDR Supervisory Practice Category**

Applicants in this category are required to supply a copy of their individual supervision dashboard from the Supervisor Classification and Reporting System (SCRS). Applicants are also encouraged to consider the following sources of evidence, in addition to those listed above:

- Examiners' reports which reflect on the quality of the theses submitted under their supervision, together with an indication of any Doctoral or Master by Research medals and/or Dean's Commendations for HDR Thesis Excellence awarded.
- HDR publications and career outcomes

#### **c. Curriculum vitae**

The curriculum vitae should outline the applicant's educational qualifications, career history, and roles and responsibilities in learning and teaching and/or supervisory practice. The curriculum vitae is limited to four A4 pages for nominations from individuals. Teams may extend this limit, but a limit of one extra page per team member is recommended.

#### **d. Optional supporting materials**

Selection is based primarily on the written statement addressing the selection criteria. However, applicants may include selected teaching materials that are explicitly discussed within the written statement. Printed supporting material should be included in the application package (maximum four pages); digital material should be accessible via URL links within the written statement (maximum four links).

#### **e. Applicant Photograph**

A high quality (minimum 300 dpi) photograph of the individual or team in JPEG format. For successful applicants, this photograph may be used for publicity purposes.

## **4. Submission**

The application should be sent as a single PDF file (excluding the Applicant Photograph, which should be sent as a separate JPEG file), to ([teachexcellence@adelaide.edu.au](mailto:teachexcellence@adelaide.edu.au)) by **5.00 pm** on **Monday 15 October**. Receipt of all nominations will be acknowledged by email.

## **5. Selection**

Applications will be assessed by a selection panel consisting of:

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- Pro Vice-Chancellor (Student Learning) - Convenor
  - Director, Education Strategy and Teaching Excellence (or nominee)
  - Dean of Graduate Studies (or nominee)
  - one Associate Dean (Learning and Teaching)
  - one HDR Convenor
  - two previous Stephen Cole the Elder Award recipients

## **6. Notification**

Applicants will be advised of the outcome in November. Feedback for unsuccessful applicants will be available via the Teaching Excellence Support Officer. Successful applicants are awarded \$8000, and a certificate presented at a gala awards ceremony in December. At the awards ceremony, the Vice-Chancellor and President's Award for Excellence in Teaching will also be announced, and the recipient will be awarded an additional \$2000. Names of awardees will be published on the University website and via other promotional outlets as appropriate.