



## 2021 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 2021, and recipients will be awarded \$8,000 (payment made via staff project codes, not as a cash payment). 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 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.

### **2021 Deadlines**

**Nominations Due: Friday 3 September, 2021**

**Applications Due: Monday 25 October, 2021**

**Ceremony & Showcase: Thursday 2 December, 2021**

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## Selection Criteria

Once an applicant has selected one of the three award categories, they must ensure that each of the following selection criteria are addressed in their submission.

### 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)

## 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.

## 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.

Nominees will be invited to attend an information session (or provided a link to the session recording) 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 Friday 3 September, 2021.**

## Application

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

1. 75 word application summary (to be entered directly into the online form)
2. Written statement (no more than eight pages, minimum 11pt font)
3. Curriculum vitae (no more than four pages)
4. Optional supporting materials (maximum of four pages)
5. Individual SCRS supervision dashboard (for HDR Supervisory applicants only)

### 1. Online Application Form

In 2021 all applications must be submitted online. Please ensure you have all the relevant documentation ready PRIOR to starting to complete this form, as progress cannot be saved.

### 2. 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 must 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)

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## **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:

- 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

### **3. 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.

### **4. 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).

## **Submission**

The application should be made online no later than **5pm Monday 25 October**  
Receipt of all submissions and nominations will be acknowledged by email.

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## Selection Process

All applications for Stephen Cole the Elder Awards for Excellence will be assessed by a Selection Panel on the evidence provided in support of the criteria for each category.

The selection panel consists of:

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

The application must demonstrate that the contribution has been sustained for a period of **no less than three years**.

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.

## Notification

Applicants will be advised of the outcome on or around Thursday 18 November, 2021. Feedback for all applicants will be notified via email.

## Awards Ceremony and Teaching Excellence Showcase

*Dependant on the level of government restrictions at the time, these events may be held remotely, on campus or as a combination of both.*

Successful applicants will be invited to present the work for which they have received the award at the annual Teaching Excellence Showcase which will occur immediately prior to the awards ceremony on **Thursday December 2, 2021**.

Successful applicants will be strongly encouraged to share their work with others, so are encouraged to allow time in late November to prepare either a pre-recorded or live presentation.