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2022 Information Session

Stephen Cole the Elder Awards for Teaching Excellence

Award background

- Established in 1991

- Prizes are funded through a bequest made to the University of Adelaide by a descendant of Stephen Cole the Elder, pioneer South Australian colonist.

For highest achievers in teaching, support of teaching and supervisory practices

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Eligibility

- academic and/or professional staff members can apply

- individual or team

- minimum 3 years employment at the university

- previous recipients can only reapply after 5 years

- HDR Supervisory Practice must be 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
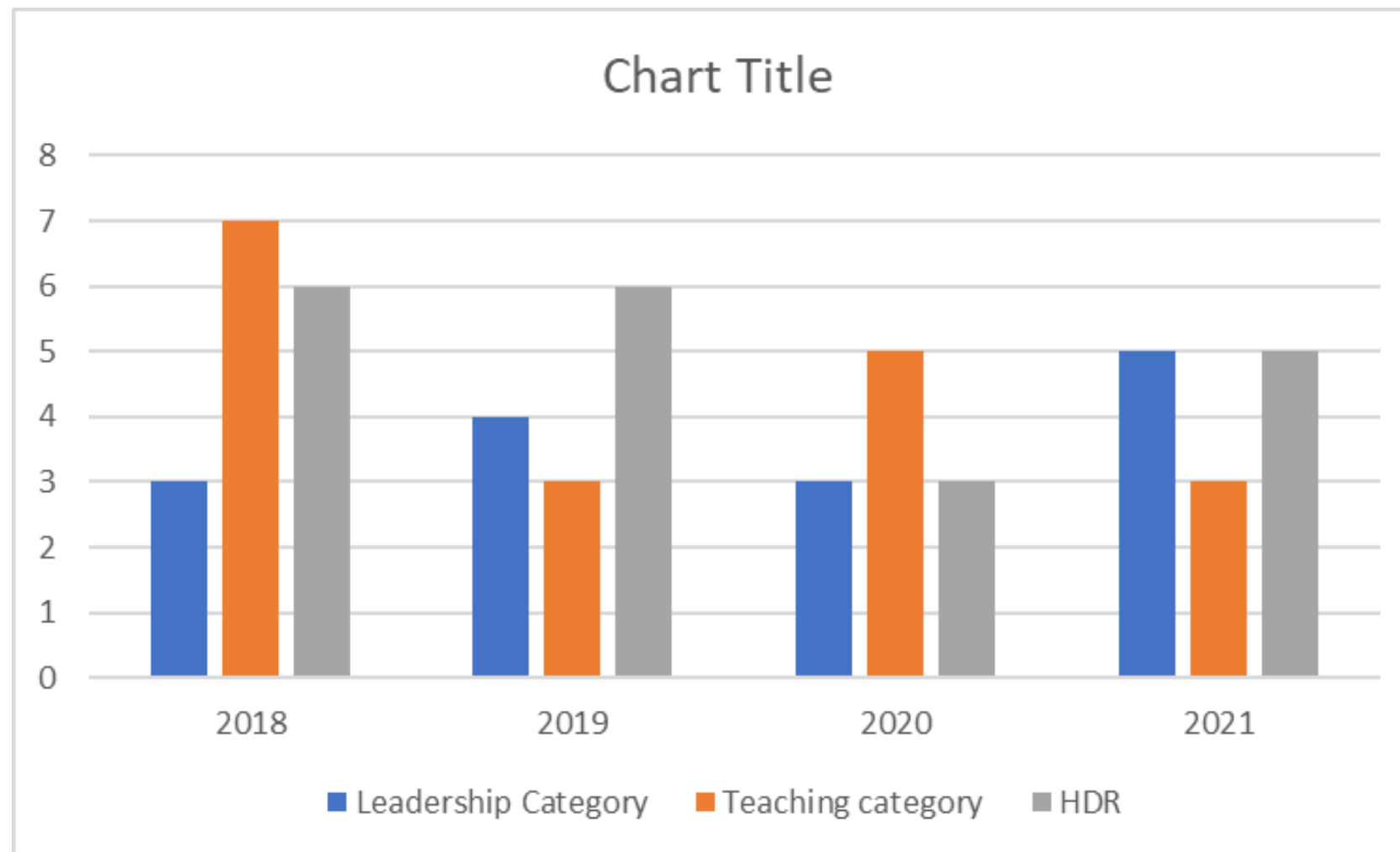
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Award categories

Excellence in Teaching and Support for Learning

Excellence in the Leadership, Support and Enhancement of Teaching Practice

Excellence in HDR Supervisory Practice

Chart Title

Year	Leadership Category	Teaching category	HDR
2018	3	7	6
2019	4	3	6
2020	3	5	3
2021	5	3	5

Legend: ■ Leadership Category ■ Teaching category ■ HDR

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Prizes

4 awards available

- $8,000 *(paid into project account, not given as cash)*

- Usually at least one is award is presented in each of the three categories – but not always.

If there is an outstanding application it may be selected for the **Vice Chancellor and President's Award**

- Awarded an additional $2,000

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Selection criteria

Excellence in Teaching and Support for Learning

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

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

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

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

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

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Selection criteria

Excellence in the Leadership, Support and Enhancement of Teaching Practice

1. Distinctiveness, coherence and clarity of purpose

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

3. Breadth and depth or impact on colleagues

Selection Criteria

Excellence in HDR Supervisory Practice

1. Supervisor practices that support outstanding student outcomes

2. Support for the development of students as individuals

3. Support for the enhancement of student career development

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

Selection by a panel of 6 peers

Pro Vice-Chancellor (Student Learning) - Convenor

Director, Education Quality

Dean of Graduate Studies (or nominee)

Deputy Dean, Learning and Teaching

HDR Convenor

Previous recipient of Stephen Cole the Elder Award

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Assessment of Applications

Claims supported by evidence

- Enhancement of the student learning experience

- Reach of impact – Peers, School, Faculty, Institution, Community, Global

- Creativity, imagination or innovation

- Cross discipline

- Scholarly literature

- Reflective writing – story telling

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Nomination

All SCE applicants must have received a formal nomination from one of the following (via online form)

- Managers

- Senior managers

- Deans

- Directors

- Postgraduate Coordinators

- Heads of School/Discipline

- Faculty/School Managers

They will be asked to indicate their relationship to you on the form

You will be asked to list who nominated you when you submit your application

A nomination is also an endorsement of your final submission – so we suggest you send it to your nominee to view prior to submitting it online.

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Your Application

Submit applications online

Ensure all content is ready PRIOR to submitting

1	**Full details of any team members (if applicable)**	Please include Staff ID and email address.
2	**Application Summary**	A 75 word summary of your application, written in third person.
3	**Written Statement**	8 pages maximum. Written in a minimum 11pt Calibri or Arial font. Please attach as a **Word document** so formatting can be easily checked.
4	**Curriculum Vitae**	Maximum 4 pages. Team applications are permitted 1 additional page. Please attached as a **PDF file** to retain formatting.
5	**Optional Supporting Materials**	Printed materials - maximum 4 pages. Digital materials - maximum 4 URL links within statement.
6	**Individual SCRS Supervision dashboard**	HDR Supervisory Practice applicants only

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Key Dates

Activity	Date
Writing Workshop	TBC
ADEPT Reflective Writing Workshop	Thursday 18 August
Nominations close	Friday 26 August – 5.00pm
Applications due	Monday 17 October – 9.00am
Applications notified	Early November
Award ceremony & showcase	Thursday 1 December

Winning applicants will be invited to present their work at the Teaching Excellence Showcase (10 minute presentation)

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Writing your submission

A strong application

The written application must stand alone

- How is your approach **<u>more</u>** than what is considered good practice for university teaching?

- Use your own voice while communicating to panel members who don't know your context

- Address each criteria in turn evidencing a reflective approach and impact

- **Has a strong narrative**: Stephen Cole awards typically tell the story of a person or team's impact over a longer period of time.

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Evidence – what is your impact?

The evidence you select must support your claim.

Always provide context: benchmark your impact.

A Stephen Cole application should include evidence of impact outside of your particular teaching context, i.e. Faculty, University, National or International impact.

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Self-reflection

How do you record your reflection on the development of your teaching practice over time in response to your experience and feedback from various sources?

Student learning

What data will demonstrate how your teaching approach and the learning environments you create influence students' learning?

Gathering data and insight from a range of sources improves the validity of the claims made about teaching effectiveness.

(Smith, 2008)

Peer feedback and recognition

What feedback have you received from other educators or those that support teaching following informal or formal observation of your practice?
How has your practice influenced the practice of others?

Student experience

What information will demonstrate how students perceive and respond to your teaching approach and the learning environments you create?

Adapted from
Smith, C. (2008). Building effectiveness in teaching through targeted evaluation and response: Connecting evaluation to teaching improvement in higher education. Assessment & Evaluation in Higher Education, 33(5), 517-533.
James Cook University resource: JCU-4Q-Model
QUT resource: Evidencing your effectiveness as a learning facilitator - Faculty of Medicine - University of Queensland (uq.edu.au)

For HDR Supervisory Practice

- Must include a copy of individual supervision dashboard from the Supervisor Classification and Reporting System (SCRS).

Also consider including:

- Examiners' reports which reflect on the quality of the theses submitted under your 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

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Application development guide

Access the development guide emailed to you prior to the session.

Read the prompts about context, claim, examples, impact, and evidence.

Join your breakout room.

Introduce yourselves and discuss the elements of the guide and how you might articulate each of these.

Post questions to the Padlet.

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Useful Resources

Visit the Teaching Awards section of the Learning and Teaching website

View previous successful submissions

Speak to peers – show your submission to others for critical feedback