

Award for Excellence in Supervision

Eligibility Criteria

1. All academic staff in The College of Asia & The Pacific, full-time or fractional; continuing or contract, can be nominated. Staff should have been employed in CAP for at least 2 years, as evidence of a sustained contribution is required. Also the nominee must be a member of academic staff of CAP during the period of the Award Committee's deliberations and decision.
2. Nominations must relate to research supervision at this University.
3. Both individual and team nominations are encouraged. Teams may be of any size, but nominations may name no more than five members.
4. Previously unsuccessful nominees are eligible for renomination
5. Previous award recipients will have their nomination considered only if it substantially builds on and/or differs from the basis of their previous award. Otherwise previous award winners are only eligible for renomination after 3 years.
6. Self-nominations will be accepted.

Selection Criteria

These selection criteria refer to supervision of honours projects, research projects in coursework Masters and HDR supervision:

- 1. Clarification of mutual expectations with individual candidates and maintenance of professional working relationship throughout the period of the candidature**

May include:

- induction of research students and ongoing clarification of mutual expectations;
- introduction to the department, meeting with other students and researchers and discussion of supervisory process;
- mentoring research students for career development;
- flexibility of approach to supervision and sensitivity to the diverse needs of students including those from equity groups;
- provision of appropriate pastoral support;
- regular monitoring and evaluation of the supervisory relationship including the composition and operation of the supervisory panel (for PhD supervision).

- 2. Fostering of a climate of intellectual rigour to promote research work of sound standing and the development of a skilled, knowledgeable and ethical researcher**

May include:

- development of a research program that attracts and maintains high quality candidates;

- encouraging students to attend, and be involved in, departmental seminars, encouraging and assisting candidates with publication during their period of study;
- facilitation of student networking with other national and international researcher colleagues;
- development of independent, ethical researchers;
- ensuring that students access appropriate research education opportunities ranging from workshops on the concept of research through to using data sources.

3. Guidance in planning and undertaking the research process and provision of regular feedback on progress

May include:

- provision of resources, necessary coursework if required, and research plan design;
- developing students' theoretical, analytical and methodological skills appropriate to the discipline;
- assisting candidates in the development of research, writing and communication skills;
- monitoring student progress e.g. through regular meetings, annual reviews and plans;
- constructive and timely comment on written work e.g. chapter drafts, early literature work, papers;
- journal manuscripts and structure of the dissertation including specific advice where required;
- constructive and timely feedback on candidate presentations e.g. proposal seminar, conference papers;
- oral feedback during regular meetings;
- selection of appropriate examiners and support for students during and following the examination process.

4. Developing a climate of intellectual engagement with a broad scholarly community

May include evidence of:

- modelling a scholarly approach to research in a global context which recognises the complexity and challenges of this context;
- encouragement and support for students to access a range of research scholars and projects nationally and internationally, providing opportunities for students to work within an international context through exchanges, meetings, and collaborative work;
- provision of career support and opportunities at a national and international level, leadership of, or contribution to, an effective supervisory panel;
- facilitating the construction of a well balanced panel;
- encouragement to students to effectively utilise supervisory panel members;
- taking responsibilities for particular roles within a supervisory panel.

5. Systematic and scholarly approach to professional development of supervisory academic practice and skills

May include evidence of:

- advanced skills in evaluation and reflective practice;
- participating in and contributing to professional activities related to research supervision;
- coordination, management and leadership roles in relation to research supervisions;
- conducting and publishing research related to research supervision;
- leadership through activities that have broad influence on the profession, department, school and research candidates;
- contribution to relevant policy development.