

CAP Teaching Awards — Criteria and Eligibility

The **Commendation for Excellence in Education** recognises teachers and professional staff, including casual sessional workers, those renowned for their excellence as educators or who have made a broad and deep contribution to enhancing the quality of learning and teaching in higher education through mentoring or other forms of support. Below are criteria that the committee will take into consideration.

<p>1. Approaches to teaching and the support of learning that influence, motivate and inspire students to learn</p>	<p>This may include</p> <ul style="list-style-type: none"> • fostering student development by stimulating curiosity and independence in learning; • participating in effective and empathetic guidance and advice for students; • assisting students from equity and other demographic subgroups to participate and achieve success in their courses; encouraging student engagement through the enthusiasm shown for learning and teaching; • inspiring and motivating students through effective communication, presentation and interpersonal skills; • enabling others to enhance their approaches to learning and teaching; • developing and/or integrating assessment strategies to enhance student learning.
<p>2. Development of curricula, resources or services that reflect a command of the field</p>	<p>This may include</p> <ul style="list-style-type: none"> • developing and presenting coherent and imaginative resources for student learning; • implementing research-led approaches to learning and teaching; • 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; • providing support to those involved in the development of curricula and resources; • contributing professional expertise to enhance curriculum or resources.
<p>3. Evaluation practices that bring about improvements in teaching and learning.</p>	<p>Evaluation comprises making judgements about the quality of programs and activities that are part of the academic, cultural and social experience of higher education. This may include:</p> <ul style="list-style-type: none"> • showing advanced skills in evaluation and reflective practice; • using a variety of evaluation strategies to bring about change; • adapting evaluation methods to different contexts and diverse student needs and learning styles; • contributing professional expertise to the field of evaluation in order to improve program design and delivery; • the dissemination and embedding of good practice identified through evaluation.
<p>4. Innovation, leadership or scholarship that has influenced and enhanced learning and teaching and/or the student experience.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • participating in and contributing to professional activities related to learning and teaching; • innovations in service and support for students; coordination, management and leadership of courses and student learning;

- conducting and publishing research related to teaching;
- demonstrating leadership through activities that have broad influence on the profession;
- providing innovative learning and teaching for different contexts, including technology enhanced environments, for large and small class sizes and/or to meet the needs of a diverse student cohort;
- influencing the overall academic, social and cultural experience of higher education.

The **Commendation for Excellence in Supervision** recognises a sustained record of innovative and outstanding supervision of higher degree by research (HDR) students, including honours and research students within coursework Master’s Degrees. Below are criteria that the committee will take into consideration.

1. Advancing students as researchers through developing their intellectual rigour and disciplinary expertise, and instilling ethical and responsible research practices

This may include:

- development of a research program that attracts and maintains high quality candidates, while appropriately reflecting equity and diversity concerns;
- a record of students attending, and being involved in, disciplinary seminars and other relevant activities;
- encouraging and assisting candidates with publication during their period of study;
- development of independent, ethical researchers, as evidenced by an outstanding record of research practice that demonstrates strong adherence to the highest ethical standards;
- ensuring that students access appropriate research education opportunities ranging from workshops on the concept of research, through to using data sources.

2. An outstanding sustained record of supervisory practices that have resulted in successful completions, significant research outputs and excellent graduation outcomes for students

This may include:

- evidence of outcomes of research supervision at a minimum including numbers of supervisions (of each kind) supplemented by a record of achievement using examples from the points below (sheer number of completions is *not* sufficient on its own);
- completion rates, timely completions or completions in spite of difficulties arising within the degree, meeting of milestones;
- progression to academic or research careers for completed students;
- other employment outcomes for completed students;
- external measures of successful research outcomes from the supervised research (e.g. publications, quality of journal, published books, conference presentations/invitations, competitive research funding, funded Fellowships);
- specific examples of students who have progressed particularly well after completion, or students with whom fruitful research collaborations have continued, and objective measures of success for those research collaborations (e.g. journal quality, citations, invitations to major conferences, etc.).

3. Outstanding modelling of the research process for students, including supporting students in choosing a research topic; setting and maintaining clear mutual expectations between student and supervisor; providing timely, constructive, clear and actionable feedback; and nurturing progress through research milestones including

This may include:

- provision of resources, necessary coursework if required, and research plan design;
- developing students’ theoretical, analytical and methodological skills appropriate to the discipline;

<p>processes of completion, publication and research dissemination.</p>	<ul style="list-style-type: none"> • assisting candidates in the development of research, writing and communication skills, particularly through providing appropriate resources/access to relevant training opportunities; • monitoring student progress e.g. through regular meetings, annual reviews and plans, with particular focus to the meeting of “milestone” events during a student’s candidature; • 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; • selection of appropriate examiners and support for students during and following the examination process; • particularly useful are testimonials from past students related to the broad engagement of supervision that reflects the diverse needs of students.
<p>4. Providing and supporting engagement between students and broad scholarly communities through networking and research dissemination opportunities.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • evidence of modelling a scholarly approach to research in a global context which recognises the complexity and challenges research candidature in contemporary academic contexts; • 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; • facilitation of student networking with other national and international researcher colleagues, appropriately evidenced by student engagement at conferences and other networking opportunities; • 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, including working effectively with other panel members; • encouragement to students to effectively utilise supervisory panel members including encouraging students to take advantage of the particular strengths of other members of the panel; • specific research outcomes for the student involved, such as invited presentations at international conferences; • publications in high-quality, peer-reviewed journals; • academic reputation/position of past completed students.
<p>5. A systematic and scholarly approach to professional development of supervisory academic practice and skills in disciplinary or interdisciplinary settings, including evidence-informed evaluation of professional practice in supervision, and leadership in supervision practice.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • 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 at College, University, or even sector level.