

Supervisors have a special role in the development of the next generation of professionals and scholars, acting as teacher, coach, mentor, and sponsor. The best supervisors have a lifelong impact on their students, helping students develop skills, advance science, and further their career goals, all while fostering a commitment to research of the highest quality and impact.

Our awards for student supervision are open to all disciplines and at all levels of student research supervision (Capstone/Honours, and Graduate Researcher). Supervisors are eligible for nomination after a minimum of one completed supervision as primary or co-supervisor.

We encourage nominations from MSPGH students at Capstone/Honours and Graduate Researcher level.

Selection Criteria

Nominees select *two or more* criteria from the following list:

1. Approaches to supervision that influence, motivate, and inspire students to excel

These may include:

- fostering students' development as researchers by stimulating curiosity and independence in thinking and learning;
- contributing to the development of students' critical thinking skills, analytical skills, and scholarly values;
- inspiring and motivating students through high-level communication and interpersonal skills;
- effective approaches to guidance during the planning of research projects;
- structures established for ongoing interaction with students;
- promoting a team-based inclusive and respectful culture that supports students' health and wellbeing and allows them to thrive personally and academically.

2. Research outcomes for students arising from a commanding knowledge of the field

These may include:

- supervision practices that lead to research projects and research theses judged by examiners to be of outstanding quality;
- supervision practices that lead to candidates producing work of the highest ethical standards with results that are reproducible;
- supervision practices that lead to candidates publishing in peer-reviewed publications, presenting papers at conferences, developing policy/influencing practice, and/or winning prizes and awards;
- supervision practices that ensure students successfully complete their research and thesis in a timely manner.

3. Approaches to feedback that foster learning and skills development

These may include:

- strategies for supporting students' development of high-level writing skills;
- providing timely, worthwhile feedback to students on their research progress;
- approaches to feedback that foster independence and creativity in problem-solving and research;
- fostering skills in team-building;
- adapting approaches to feedback to the diverse needs of individuals, and to their changing individual needs over time.

4. Support for the development of students as individuals, including their career development

These may include:

- fostering a sense of belonging among research students by engaging them in the broader intellectual life of the School, Faculty, and University;
- support and encouragement for students to develop as independent researchers and practitioners;
- support and encouragement for students to develop the full range of graduate and professional attributes;
- providing opportunities for students to engage with policymakers and in various knowledge translation activities;
- 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 degrees.

5. A contribution to the development of excellent supervision practices within the faculty or the wider University

These may include:

- mentoring of staff new to supervision;
- involvement in and contribution to supervisor workshops and training;
- development of faculty and department policies and programs to enhance the research community and the quality of the environment for research and applied professional research.

In assessing nominations, the judging panel will consider evidence of claims against the nominated criteria (including student feedback, peer feedback, and other forms of recognition).

In addition to the criterion/criteria nominated from the list above, the judging panel will consider:

- the extent and range of supervision activity;
- the successful outcomes of students;
- contributions that have influenced and enhanced the supervisory practice of others.