### AAUT ASSESSMENT MATRIX

<table>
<thead>
<tr>
<th>ASSESSMENT CRITERIA</th>
<th>NR Not Recommended</th>
<th>FW Further Work Needed</th>
<th>R Recommended</th>
<th>HR Highly Recommended</th>
</tr>
</thead>
</table>
| **A. Positively impacted on student learning, student engagement or the overall student experience for a period of no less than three years (two years for Early Career)** (25%) | - Unreliable, weak or limited evidence provided of the influence on students of the initiative, program or practice.  
- Impact on students is not clear.  
- Limited or no sustainability of impact.  
- Evaluation appears to have been ad-hoc.  
- Limited changes have been implemented. | - Some connections between the initiative, program or practice and its influence on students are highlighted in most instances.  
- Claims are supported by multiple forms of evidence from a range of sources in most cases.  
- Demonstrated impact on students, learning and graduate outcomes.  
- Evaluation has been carried out on the program, initiative or program.  
- Some evaluation outcomes have been implemented to improve student learning. | - Connections made between the initiative, program or practice and its influence on students.  
- Claims are supported by multiple forms of evidence from a range of sources.  
- Demonstrated impact on students, learning and graduate outcomes.  
- Evaluation has been carried out on the program, initiative or program.  
- Some evaluation outcomes have been implemented to improve student learning. | - Explicit connections are made between the initiative, program or practice and its substantial influence on students.  
- Provide substantial evidence from an extensive range of sources.  
- Significant impact on student experiences, learning and graduate outcomes, sustained over time.  
- A systematic evaluation is an integral to initiative, program or practice.  
- Evidence of evaluation outcomes are being implemented to maximise positive impact on student learning, engagement or experience. |
| **B. Gained recognition from colleagues, the institution, and/or the broader community.** (25%) | - Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition.  
- Recognition does not include adoption. | - Some evidence from selected sources supports claims of recognition from peers.  
- The initiative, program or practice has been adopted by others within nominee’s school or department. | - Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community.  
- The initiative, program or practice has been adopted across the institution or discipline. | - Substantial evidence from an extensive range of stakeholders’ support claims of widespread recognition throughout the institution and the community across the state or nationally.  
- The initiative, program or practice has been adopted nationally or internationally. |
| **C. Shown creativity, imagination and/or innovation.** (25%) | - Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel.  
- Context is not explicitly considered.  
- Influence and impact on student learning, engagement or overall experience is not articulated. | - Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel.  
- Limited examples provided to demonstrate how the novel implementation is appropriate for the context, and has had impact on student learning, engagement or overall experience. | - More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel.  
- Some examples provided to demonstrate how the novel implementation is appropriate for the context and has a positive influence on student learning, engagement or overall experience. | - Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel.  
- An extensive range of evidence is provided to demonstrate how the novel implementation is appropriate for the context and illustrates significant influence and impact on student learning, engagement or overall experience. |
| **D. Drawn on the scholarly literature on teaching and learning to inform the development of initiatives, programs and/or practice.** (25%) | - Nomination refers to limited scholarly literature in relation to their teaching practice.  
- Limited description to their teaching philosophy. | - Nomination refers to scholarly literature of teaching and learning that informs their practice.  
- Teaching philosophy practice is articulated.  
- Some evidence is provided of engagement in scholarly practices. | - Nomination demonstrates an understanding of scholarly literature of teaching and learning.  
- Connections between teaching philosophy and scholarly practice are articulated.  
- Several forms of evidence provided of engagement in scholarly practices.  
- Contributions to the scholarship of teaching and learning. | - Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning.  
- Connections between teaching philosophy and scholarly practice are clearly articulated.  
- Substantial evidence provided of leadership in scholarly practices.  
- Significant contributions to the scholarship of teaching and learning. |