

AAUT ASSESSMENT MATRIX

ASSESSMENT CRITERIA	NR Not Recommended	FW Further Work Needed	R Recommended	HR Highly Recommended
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%)	<ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, weak or limited evidence is provided of the influence on students of the initiative, program or practice. <input type="checkbox"/> Impact on students is not clear. <input type="checkbox"/> Limited or no sustainability of impact. <input type="checkbox"/> Evaluation appears to have been ad-hoc. <input type="checkbox"/> Limited changes have been implemented. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some connections between the initiative, program or practice and its influence on students are made. <input type="checkbox"/> Claims are supported by evidence from more than one source to demonstrate impact and sustainability. <input type="checkbox"/> Some evaluation has been conducted. <input type="checkbox"/> Some changes have been implemented. 	<ul style="list-style-type: none"> <input type="checkbox"/> Connections made between the initiative, program or practice and its influence on students are highlighted in most instances. <input type="checkbox"/> Claims are supported by multiple forms of evidence from a range of sources in most cases. <input type="checkbox"/> Demonstrated impact on students, learning and graduate outcomes. <input type="checkbox"/> Evaluation has been carried out on the program, initiative or program. <input type="checkbox"/> Some evaluation outcomes have been implemented to improve student learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explicit connections are made between the initiative, program or practice and its substantial influence on students. <input type="checkbox"/> Provide substantial evidence from an extensive range of sources <input type="checkbox"/> Significant impact on student experiences, learning and graduate outcomes, sustained over time. <input type="checkbox"/> A systematic evaluation is an integral to initiative, program or practice. <input type="checkbox"/> 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%)	<ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, weak or limited evidence provided to support claims that the nominee has gained recognition. <input type="checkbox"/> Recognition does not include adoption. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some evidence from selected sources supports claims of recognition from peers. <input type="checkbox"/> The initiative, program or practice has been adopted by others within nominee's school or department. 	<ul style="list-style-type: none"> <input type="checkbox"/> Several forms of evidence from a range of sources support claims of widespread recognition throughout the institution and the local community. <input type="checkbox"/> The initiative, program or practice has been adopted across the institution or discipline. 	<ul style="list-style-type: none"> <input type="checkbox"/> Substantial evidence from an extensive range of stakeholders' support claims of widespread recognition throughout the institution and the community across the state or nationally. <input type="checkbox"/> The initiative, program or practice has been adopted nationally or internationally.
C. Shown creativity, imagination and/or innovation. (25%)	<ul style="list-style-type: none"> <input type="checkbox"/> Unreliable, weak or limited evidence to support an explanation of how the initiative, program or practice is novel. <input type="checkbox"/> Context is not explicitly considered. <input type="checkbox"/> Influence and impact on student learning, engagement or overall experience is not articulated. 	<ul style="list-style-type: none"> <input type="checkbox"/> Some evidence from selected sources supports an explanation of how the initiative, program or practice is novel. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> More than one form of evidence provided with a succinct explanation of how the initiative, program or practice is novel. <input type="checkbox"/> 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. 	<ul style="list-style-type: none"> <input type="checkbox"/> Compelling explanation and evidence demonstrating innovation, program or approach is creative and novel. <input type="checkbox"/> 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%)	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination refers to limited scholarly literature in relation to their teaching practice. <input type="checkbox"/> Limited description to their teaching philosophy. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination refers to scholarly literature of teaching and learning that informs their practice. <input type="checkbox"/> Teaching philosophy practice is articulated. <input type="checkbox"/> Some evidence is provided of engagement in scholarly practices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination demonstrates an understanding of scholarly literature of teaching and learning. <input type="checkbox"/> Connections between teaching philosophy and scholarly practice are articulated. <input type="checkbox"/> Several forms of evidence provided of engagement in scholarly practices. <input type="checkbox"/> Contributions to the scholarship of teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Nomination demonstrates a deep understanding and application of relevant scholarly literature of teaching and learning. <input type="checkbox"/> Connections between teaching philosophy and scholarly practice are clearly articulated. <input type="checkbox"/> Substantial evidence provided of leadership in scholarly practices. <input type="checkbox"/> Significant contributions to the scholarship of teaching and learning.