

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%)	☐ Unreliable, weak or limited evidence is 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 made. ☐ Claims are supported by evidence from more than one source to demonstrate impact and sustainability. ☐ Some evaluation has been conducted. ☐ Some changes have been implemented.	☐ Connections made 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.	☐ 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 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 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 of engagement in scholarly practices is provided.	☐ Nomination demonstrates an understanding of scholarly literature of teaching and learning. ☐ Connections between teaching philosophy and scholarly practice are articulated. ☐ Several forms of evidence of engagement in scholarly practices are provided. ☐ Contributions to the scholarship of teaching and learning.	☐ Nomination demonstrates a deep understanding and nomination of relevant scholarly literature of teaching and learning. ☐ Connections between teaching philosophy and scholarly practice are clearly articulated. ☐ Substantial evidence of leadership in scholarly practices provided. ☐ Significant contributions to the scholarship of teaching and learning.