6 APPENDIX B: 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. (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 to demonstrated 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.

KEY ELEMENTS FOR A SUCCESSFUL NOMINATION

Element	Description
Period of contribution	
Duration	Contribution evidenced for at least three years (two for Early Career).
Sustained	Demonstrates critical reflection and ethos of continuous improvement and development throughout duration of contribution.
Contribution: influence on student learning, student engagement or the overall student experience	
Impact	Convincingly demonstrates authentic and consequential relationships between the activities described and improvement of outcomes for students. Impact extends to peers within and outside the institution.
Award type	Nature of activity and outcomes for students align with the relevant category of the award type. For *Teaching Awards,* activities must include excellent leadership.
Context/significance	Context clearly defined to identify factors relevant to development of the contribution, and to demonstrate its outstanding merit, quality and impact.
Innovation	Contribution is a creative, imaginative or innovative approach that uniquely suits the context.
Philosophy of teaching or practice	Philosophy an articulate statement of theoretical and pedagogical reflection that indicates a critically reflective approach to practice.
Scholarship	Literature referenced clearly demonstrates the significance and implications of the contribution within its context, and convincingly explains and supports the underlying philosophy and activities. Author's own scholarship likely included.
Evidence	
Relevance	Evidence comprehensively substantiates the sustained nature and merit of the contribution. Evidence (including that provided in appendices) is powerfully integrated with specific claims.
Diversity of sources	Qualitative and quantitative evidence from an extensive range of formal and informal sources, including nominee's self-reflection, student learning, student experience, and evidence of institutional, peer and stakeholder interactions.
Credibility and Recognition	Evidence consistently triangulated across several sources. Impact and innovation of contribution recognised by individuals and associations. Quotations of recognition from individuals with highly relevant experience and status, from within Australia and ideally internationally.
Narrative	
Critical reflection	Narrative clearly and consistently demonstrates a critically reflective approach to practice.
Cohesion	Narrative weaves philosophy, evidence, examples of impact on students, and any supplemental materials into an elegant, coherent and focused submission. For teams, narrative elegantly expresses individual roles and synergies of the team.
Examples	Examples are discerningly selected to clearly illustrate the teacher and student behaviours that constitute the contribution and to compellingly support claims of substantial student outcomes.
Author's voice	Author's voice distinctive, confident and authentic throughout, conveying self-awareness and personal investment in the unique approach to the contribution. For teams, author's voice elegantly and coherently represents the team and/or individual members.
Student voice	Student voices, through examples and quotations, convey a cogent account of their experiences.
Structure	Division into the required sections is appropriate and produces a clear and compelling narrative. Conclusion elegantly draws elements of narrative together to provide a cohesive and powerful ending.

Element	Description
Reference letters	
Content	References demonstrate familiarity with the contribution and context, providing strong endorsement of the claims and additional evidence relating to context, merit and impact on students.
Second referee	Second referee eminently qualified to comment on broader impact of the contribution based on relevant professional or personal expertise and standing. Provides strong endorsement on the merit of the contribution from an independent perspective inside/outside of the university.

The table above is drawn from Southern Cross University Teaching Awards Rubric.

Element	Description
Scholarship	
Scholarship Practice	Demonstrates engagement and/or leadership in the scholarship of teaching.

Various aspects of scholarship are relevant to higher education, but at its core are:

- making a contribution to the advancement of knowledge or professional practice in a field
- transmission of these advances through effective, contemporary approaches to teaching and learning, and research training if applicable.

In an environment of scholarly activity, evidence of a range of outputs constituting different forms of scholarship, for example:

- scholarly publication/communication such as literature reviews and conference presentations.
- scholarly reviews of the current state of knowledge or teaching in a field that contribute to course development.
- original research in a discipline or on teaching and learning practices.
- leadership of advanced professional development activities (through, for example, presentations on the current state of knowledge, practice, or teaching and learning in a field, contributions to professional journals).
- contributions to professional bodies or communities of practice in advancing knowledge and practice (such as development of new standards, knowledge resources or codes of practice).
- involvement in relevant activities of scholarly academic societies, editorial roles or peer review (i.e. those concerned with advances in practice or knowledge).
- undertaking higher level qualifications that lead to scholarly outputs, in particular high degrees by research.
- individual or collaborative activities, e.g. 'journal clubs', to remain abreast of developments in a field, combined with reflective practice, and/or
- undertaking advanced specialised practice or scholarly secondments.

A successful culture of scholarship that is an integral part of, and supports, its teaching and learning activities, would be able to demonstrate that its staff are overall:

- actively involved in the development of the latest ideas, debates and issues relating to the subject being taught and using this knowledge to shape teaching practice.
- informed by current ideas for teaching the subject/discipline, such as improved pedagogies, learning processes, curricula, academic policies and learning materials.
- engaged in evaluating and reflecting on teaching practice and student learning to challenge assumptions and consider alternative and/or different perspectives on teaching practices.
- engaged in communication, discussion or debate with other scholars in relevant fields of study.
- stimulating students and fostering their learning in a variety of ways, to engage with current ideas in the discipline area, and
- exploring, testing, practising and communicating understanding of what practices are most effective in the context of the discipline (pedagogical content knowledge).

* The information in this section are taken from the TEQSA Guidance Note: Scholarship https://www.teqsa.gov.au/latest-news/publications/guidance-note-scholarship