

Citation and Vice-Chancellor's Award assessment rubric*

Criteria/Evidence	Not demonstrated 0	Partially demonstrated 1	Institutional level 2	National level 3	Score
a Influenced student learning, student engagement or the overall student experience	No convincing evidence is provided to back up claims of influence.	Some evidence is provided. A range of activities may be described but the impact on student learning is not clear.	There are good connections drawn between activities and student outcomes. Evidence is provided to support claims.	Outstanding connections are drawn between the work and its influence on student learning. These are backed up by evidence that illustrates high levels of impact on student experiences, learning and graduate outcomes.	
b Gained recognition from fellow staff, the institution or the broader community	The applicant provides unreliable or weak evidence that they have gained recognition.	The applicant provides evidence that the program or initiative has gained recognition throughout their School/Section. The program or initiative has been adopted by others within the School/Section.	The applicant provides multiple forms of evidence that the program or initiative has gained recognition throughout their institution or local community.	There are multiple forms of evidence from a range of stakeholders that the applicant has gained widespread recognition throughout the sector both nationally and internationally. The program or initiative has been adopted internationally.	
c The program or initiative has been sustained for a period of no less than two years - not including time for development or trial	Not well addressed. The interpretation of sustainability focusses on career longevity rather than sustainability of impact. Evidence is lacking.	Evidence of sustained career, program or initiative is supported by a small amount of evidence from a limited range of stakeholders.	The program or initiative has been embedded, reviewed and monitored for some time. The narrative is clear and links sustainability to other key criteria. Multiple forms of evidence provided from several stakeholders.	The program or initiative has been embedded, reviewed and monitored for an extensive period of time. The narrative is clear and links sustainability to the other key criteria. The application outlines both 'career' and 'impact' with high quality evidence. A broad range of evidence from stakeholder groups is provided.	
d Claims for excellence are supported by evaluation	Evidence of evaluation is weak or unreliable. Evaluations may be outdated or inconsistent.	Claims are supported by limited forms of evidence from a limited range of stakeholder groups. Evaluation has been done but appears to have been ad-hoc. Reflection on evaluation results is minimal.	Evaluation has been conducted regularly and qualitative and quantitative evidence from more than one stakeholder group has been provided. Changes have been implemented as a result of evaluation.	Evaluation has been done systematically. A wide range of evidence from a wide range of stakeholder groups is provided. Evaluation is clearly highly valued and an integral part of the applicant's work and has been sustained over time. Evaluation is reflected upon and changes implemented as a result are a substantial feature of the application.	
e Shown creativity, imagination or innovation, irrespective of whether the approach involves traditional learning environments or technology-based developments	The application describes new initiatives or approaches, but evidence is not provided. Context is not considered.	Limited evidence to show that the applicant implements new initiatives or combines existing approaches in different ways. Context is not deeply considered.	There is evidence to show that the applicant trials and implements new initiatives or combined existing approaches in different ways. The innovations are appropriate for the context in which they are being applied.	There is a broad range of evidence to show that the applicant has trialled and implemented new initiatives or combined existing approaches in different ways. The innovations are appropriate for, and novel to, the context in which they are being applied. A wide range of evidence is provided to illustrate impact on student learning.	
f Information contained in student data or eVALUate surveys, references, and selected teaching materials submitted by the applicant	Limited and not substantiated. The application refers to some scholarly literature of learning and teaching.	Feedback and evidence is provided but not broad ranging. Student evaluation data lacks context. The application refers to some scholarly literature of learning and teaching.	Good feedback utilising at least two different types of both evidence and perspectives. The application refers to a range of scholarly literature of learning and teaching.	Highly compelling. Different types of evidence from different perspectives. A good balance of statistics and scores along with student comments. The application refers extensively to scholarly literature of learning and teaching.	

*Rubric adapted by Jo-Anne Kelder and Tamzen Jeanneret from the 2018 Australian Awards for University Teaching (AAUT) Assessment Matrix.

Total Score

Not eligible - 0-8

-

Eligible - 9-18