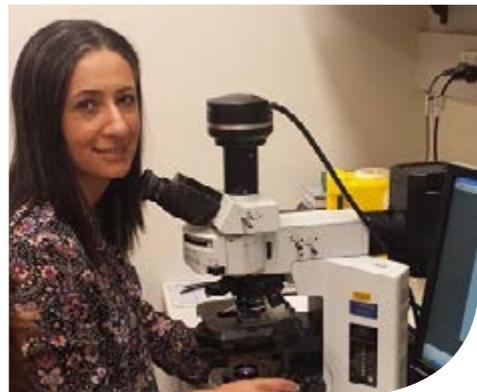# The CSU Academic
A guide to evidence in promotion
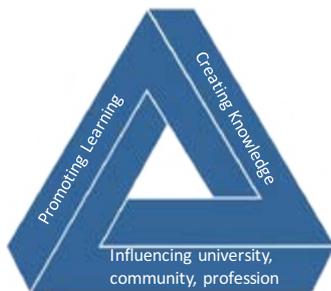
The CSU Academic
A guide to evidence in promotion

Academics applying for promotion (and probation) are asked to provide evidence of achievement in three domains of academic activity (See Figure 1).

Figure 1: Three domains of academic activity

The scope of activity and amount of evidence in each domain might vary according to the applicant's exact position description, industry experience or stage of career (See Figure 2).

There are also some important perspectives for assessing evidence for promotion (See Figure 3). These perspectives are derived from a joint Australia/UK benchmarking project funded by the UK Higher Education Academy.[1]

The CSU Academic Evidence Guide provides a framework for bringing together scope of activity, sphere of influence and source of evidence in each domain, but the document is not a checklist. Evidence is quantitative and qualitative, a balance between numbers and narrative. There is no set formula for success in promotion. Committees judge each application on its merits, weighing up the mix of evidence each candidate puts forward, the demonstrated impact of the evidence, and the coherent case each candidate makes based on this evidence and impact.

In the Portfolios, each of the three domains is laid out separately by academic progression, Levels A to E. These are not prescriptive but instead indicative. Any example of evidence at one level can also count in higher levels or lower levels. This is a guide only, although evidence listed at each level is a minimum needed for promotion to that level.

We will continue to refine this guide and welcome new examples to add into the guide.

Email: pvclt@csu.edu.au

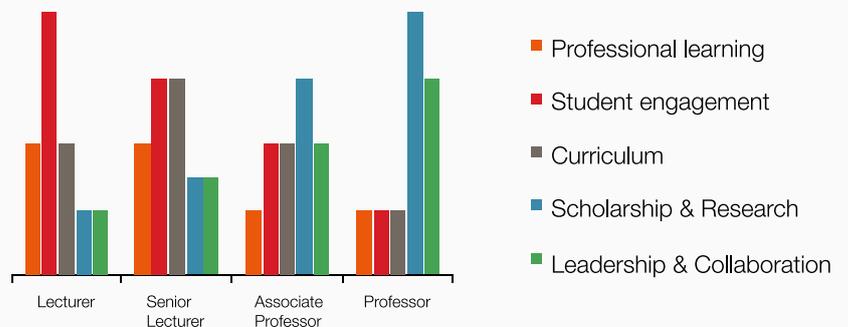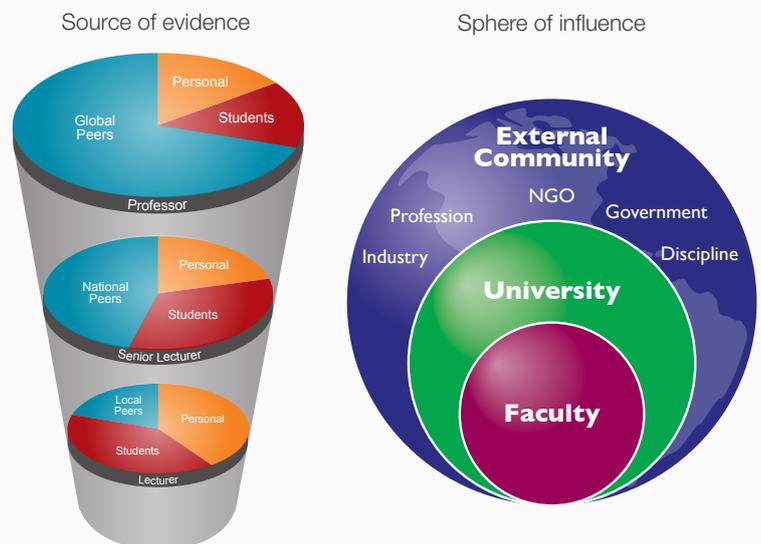**Figure 2: Hypothetical variation in scope of activity**

- Professional learning
- Student engagement
- Curriculum
- Scholarship & Research
- Leadership & Collaboration

Figure 3 Perspectives on evidence for promotion

Source of evidence   Sphere of influence

Scope of activity indicates the breadth of activities relevant to each domain. Six broad areas of activity are used across the three domains with evidence appropriate to that domain. The balance of activities will vary with academic level and role as will the sources of evidence and sphere of influence

Sphere of influence in each domain and dimension moves between class, school, faculty, university, region and for higher levels of academic progression impact is national and global.

Source of evidence for each domain will emphasise peer review and qualitative data in addition to quantitative measures.

The following pages include:

The Evidence Guide - Overview

Evidence Portfolios:

- Promoting learning
- Influencing university, profession and community
- Creating knowledge

Appendix - The CSU Academic Framework

---

[1] Wills, S. et. al., 2013, Making Evidence Count, Higher Education Academy, UK.

The Evidence Guide: Overview

Overview, listing some examples of relevant evidence for promotion

Scope of activity	Promoting learning	Influencing university, profession, community	Creating knowledge
Personal and professional development	University teaching qualifications Membership of disciplinary teaching networks Participation in learning and teaching conferences Formative peer observation of teaching	Industry/professional accreditation Industry/professional qualifications Participation in industry conferences	Higher degree by research (HDR) Research training records Participation in discipline conferences Mentee/Mentor activity Internal/external collaboration
Student engagement and learning	Subject Experience Survey reports linked to documented teaching strategies and to feedback processes to students Other student feedback (Subject Experience Survey comments, unsolicited student emails) Peer review report on classroom / online teaching Use of learning analytics showing student engagement Teaching Awards / Fellowships (internal, discipline-based, national, international) Alumni references	Feedback from student outreach and recruitment activities Formal and informal student feedback on career advice provision University clinic reports on student learning activities	Honours and HDR supervision and completion records List of theses examined Record of contribution to research training programs Research Supervision Award List of industry internships established for HDR students
Application and integration of scholarship	Peer reviewed teaching portfolio Learning and teaching conference papers Invitation to present keynote at learning and teaching conference Documented innovations / adoption of innovations by others Textbook (chapter), textbook reviews or awards, adoption by other universities, number of libraries holding copy Intra and inter-university dissemination activities and resources (e.g. website)	Reports to Government Invitations reflecting standing in industry/ profession Network built Contributions to academic forums such as The Conversation	Curated exhibition, dates, attendance, reviews Invitation to review exhibition or creative performance Peer review of research report for government Contributions to professional forums such as Research Gate or Academia
Design and development	Peer Review of course and subject design outlines and resources Contribution and feedback on work design of outcomes, assessment and learning activities in Smart Learning Course Space Documented assessment tasks indicating variety of approaches and authentic tasks Adoption of teaching resources by others Learning and teaching grants Mapping and integrating quality assurance frameworks and standards	Continuing professional education organiser Letters from or surveys of work placements on students' preparedness and performance Feedback from workplace learning supervisors on the quality and clarity of their preparation and support	Internal and external research grants, income, named investigator, outputs, prestige relative to discipline expectations Research awards Evidence of alignment to CSU Research Narrative
Discovery and extension of new knowledge	Peer reviewed grant reports Evidence-based peer reviewed publications on teaching or student learning; reputation of journal, dates, titles, citations, impact factor Invitations as keynote speaker Reviews of work; reputation of reviewer and publication Fellow of HERDSA or HEA or other teaching-related esteemed organisation	Peer reviewed publications on professional practice, reputation of journal, dates, titles, citations, impact factor Invitations as keynote speaker Reviews of work; reputation of reviewer and publication Record of public media engagements Fellow of industry / professional organisation Recipient of discipline medal or award	Peer reviewed research outputs, publisher reputation, citations, impact relative to discipline, currency, prizes Published reviews of work, reputation of reviewer and outlet Exhibition of creative works, viewer statistics, reviews, invitations to repeat exhibition Invitations as keynote speaker Fellow of discipline Academy Income book proposals, invitations, acceptances, prestige Outcomes of commercialisation activities such as patents, partnership agreements and income
Leadership and collaboration	Record of leadership of professional development Record of peer review and mentoring Independent reports on action/impact as Course Director, Associate Dean or Sub Dean Independent reports from sessional teachers Report from external benchmarking activity Evaluation report on significant learning and teaching project Report on collaboration in course design (by Course Director / Associate Dean) Feedback from sessional staff on Subject Coordinator mentoring and support Team teaching awards Leading a special interest group or community of practice	Independent feedback from mentees; achievements as a result of mentoring Outcome of professional accreditation activities Survey data on leadership, school climate Peer review of contribution to relevant regional / national / international events Board of Directors for Museum, Health Organisation, University enterprise and impact such as continuing invitation Membership of advisory committees, committee action as a result of input Elected as office bearer of professional associations, e.g. HERDSA, etc. Accredited reviewer, e.g. TEQSA	Research mentoring outcomes Outcomes of research collaborations and networks Outputs of research cluster leadership Feedback on leadership as Director/Leader of Research Centre/Team Invited member of awards for creative works or panel for research and innovation, size of prize, national vs international Journal editor, editorial board, outlet reputation Record of grant review invitations. Return invitations, nomination as chair of panel

Promoting learning: Academic progression and evidence

Scope of activity	Level A	Level B	Level C	Level D	Level E
Personal and professional development	HEA Associate Fellow	Compulsory University teaching qualifications; Membership of disciplinary teaching networks; HEA Fellow	Graduate Certificate in Learning and Teaching in Higher Education; Membership of Australian educational networks	Graduate Certificate in Learning and Teaching in Higher Education; Alignment with university Professional Standards Frameworks	Higher Degree by Research in Learning and Teaching in Higher Education; Membership of international educational networks
Student engagement and learning	Subject Experience Survey reports linked to documented teaching strategies and to feedback processes to students; Other student feedback (Subject Experience Survey comments, unsolicited student emails)	Peer review report on classroom / online teaching	Use of learning analytics showing student engagement; Teaching Awards/Fellowships (Internal, Discipline-Based)	National teaching awards; Fellowships; Alumni references	International teaching awards / Fellowships
Application and integration of scholarship		Peer reviewed Academic Portfolio (Teaching); Learning and teaching conference papers	Invitation to present keynote at learning and teaching conference; Documented innovations; Adoption of your innovations by others; Invited appointments in teaching associations, committees, accredited panels or working parties relating to the improvement of learning and teaching; HEA Senior Fellow	Textbook (chapter); Textbook reviews or awards; Intra and inter-university dissemination activities and resources (e.g. website); Participation or leadership in evidence-based activities leading to the improvement of educational standards.; Leadership of evidence-based staff development programs, or support networks for staff	Implementation and evaluation of faculty and/or institutional learning and teaching strategies; Membership of a professional accreditation/review panel
Design and development		Peer review of course and subject design and resources.; Contribution and feedback on design of outcomes. assessment and learning activities in Course Space Documented assessment tasks indicating a variety of approaches and authentic tasks	Learning and teaching grant funding; Mapping and integrating quality assurance frameworks and standards; Adoption of teaching resources by others within the University	Course performance indicators against national averages; Testimonials from course accreditation bodies; Adoption of your teaching resources by other universities; Peer reviewed grant reports; HERDSA Fellow	Adoption of your teaching resources by international universities; Design and implementation of quality assurance and improvement processes
Discovery and extension of new knowledge			Evidence-based peer reviewed publications on teaching or student learning, citations and impact measures	Evidence-based peer-reviewed national publications on teaching or student learning, citations and impact measures	Evidence-based peer-reviewed international publications on teaching or student learning: citations and impact measures; Impact on educational policy and curriculum development nationally and internationally
Leadership and collaboration		Invitation to contribute to professional development events; Record of peer review and mentoring; Team teaching awards	Independent reports on action/impact as Course Director; Independent reports from sessional teachers; Report on collaboration in coursedesign (by Course Director / Associate Dean); Feedback from sessional staff on Subject Coordinator mentoring and support; Organisation of learning and/or teaching focused seminars, workshops and conferences; Membership of university boards, committees, advisory bodies, working parties, etc.; Leading strategic planning at school level; Invitation to participate in benchmarking with other institutions	Independent reports on action / impact as Associate Dean / Sub Dean; Report from external benchmarking activity; Evaluation report on significant learning and teaching project; 360 degree leadership survey; Initiation of collaborative partnerships with other educational institutions or bodies; Leading strategic planning at faculty or University level	Report from external benchmarking activity; Evaluation report on significant learning and teaching project; HEA Principal Fellow; Editor/referee for scholarly journal in learning and teaching; Strategic planning; Policy formulation and development at University level

Influencing university, profession, community: Academic progression and evidence

Scope of activity	Level A	Level B	Level C	Level D	Level E
Personal and professional development	Industry/professional qualifications	Industry/professional accreditation Participation in industry conferences	Leadership and Management Program (LAMP) or equivalent training Membership on committees	Graduate Certificate in University Leadership and Management or equivalent formal award	Higher Degree by Research in Learning and Teaching in Higher Education Membership of international educational networks
Student engagement and learning		Feedback from student outreach and recruitment activities Formal and informal student feedback on career advice provision	University clinic reports on student learning activities Testimonials from employers about students	Evidence of successful student recruitment within the Faculty and University at the national level National teaching awards	International Teaching Awards / Fellowships
Application and integration of scholarship		Network built	Invitations reflecting standing in industry/profession Evidence based portfolio of achievements	Reports to government Evidence based portfolio demonstrating national impact Expert witness Development of new ISO standards	Evidence based portfolio demonstrating national and/or international impact Expert advisor to NGO
Design and development		Letters from or surveys of work placements on students' preparedness and performance	Feedback from WPL supervisors on the quality and clarity of their preparation and support	Participant feedback on Continuing Professional Education events	
Discovery and extension of new knowledge		Peer-reviewed publications on professional practice, reputation of journal, dates, titles, citations, impact factor Publication in professional and trade journals	Invitations as state keynote speaker on professional practice or leadership Record of public media engagements	Invitations as national keynote speaker on professional practice or leadership Reviews of work, reputation of reviewer and publication Fellow of national industry/professional organisation	Invitations as international keynote speaker on professional practice or leadership International media exposure Fellow of international industry/ professional organisation Invitations to benchmark curriculum at the national and international level
Leadership and collaboration		Involvement in CSU's regional communities	Independent feedback from mentees and achievements as a result of mentoring Outcome of professional accreditation activities Peer review of contribution to relevant regional events	Survey data on school leadership, school climate data Membership of advisory committees, committee action as a result of input Peer review of contribution to relevant national events 360 degree leadership survey	Board of Directors for Museum, Health Organisation, University enterprise and impact such as continuing invitation Peer review of contribution to relevant international events

Creating Knowledge: Academic Progression and Evidence

Scope of activity	Level A	Level B	Level C	Level D	Level E
Personal and professional development	Research training records Internal collaboration	Participation in discipline conferences Mentee activity Internal/external collaboration	Research higher degree qualifications Mentee/Mentor activity Internal/external collaboration	Mentor Activity External collaboration	Mentor Activity External collaboration
Student engagement and learning			Honours and higher degree by research supervision and completion records List of theses examined: internal, national, international	Record of contribution to research training programs Research Supervision Award List of industry internships established for HDR students	Record of contribution to research training programs Research Supervision Award List of industry internships established for HDR students
Application and integration of scholarship		Curated exhibition, dates, attendance, reviews	Invitation to review exhibition or creative performance	Contributions to professional forums such as Research Gate or Academia	Peer review of research report for government Contributions to professional forums such as Research Gate or Academia
Design and development		Evidence of alignment with CSU Research Narrative	Internal and external research grants, income, named investigator, outputs, prestige relative to discipline expectations Evidence of alignment with CSU Research Narrative	Evidence of alignment with CSU Research Narrative	International research grants Evidence of alignment with CSU Research Narrative
Discovery and extension of new knowledge		Peer reviewed research outputs, publisher reputation, citations, impact relative to discipline, currency	Exhibition of creative works, viewer statistics, reviews, invitations to repeat exhibition Invitations as keynote speaker Book proposals, invitations, acceptances, prestige Outcomes of collaboration outside academia – with industry, communities, professional association	Published reviews of work, reputation of reviewer and outlet Outcomes of collaboration outside academia – with industry, communities, professional association	Fellow of discipline Academy Outcomes of commercialisation activities such as patents, partnership agreements and income Outcomes of collaboration outside academia – with industry, communities, professional association
Leadership and collaboration			Research mentoring outcomes Invited member of awards for creative works or panel for research and innovation, size of prize, national vs international	Outputs of research cluster leadership Journal Editor, editorial board, outlet reputation Record of invited national grant reviewing, return invitations, nomination as chair of panel	Feedback on leadership as Director/Leader of Research Centre/Team Outcomes of international research collaborations and networks 360 degree leadership survey

Appendix:
The CSU Academic Framework

The Evidence Guide is based on The CSU Academic Framework. This framework describes academic work at CSU, listing some examples of academic activity, not all, and acknowledges that there are blurred boundaries between the domains. For example, the Influencing domain might appear to be about leadership activities however we maintain in this framework that leadership is an activity that sits in each domain, including Influencing the domain. We do not intend for this to be a one-size-fits-all model but it should help frame the domains and scope of activity in which each of us work at different stages of our career according to our various position descriptions.

Scope of Activity	Promoting learning	Influencing university, profession and community	Creating knowledge
Personal and professional development	Undertaking qualifications in teaching Participating in professional development workshops Attending learning and teaching conferences Engaging in peer review of your teaching	Maintaining industry / professional accreditation Working in professional area Attending industry conferences Engaging in relevant regional / national / international events Being a member of a university committee	Completing higher degree by research or other advanced internationally recognised qualification Participating in professional development workshops Attending discipline-related conferences and reading scholarly literature
Student engagement and learning	Teaching classes on-line or on-campus Scaffolding student team work Mentoring individual students Providing feedback on student assignments Moderating examination results Organising outward mobility programs	Assisting with student outreach and recruitment Providing career advice to students Running university clinics for the community as workplaces for students Providing advanced training for current professionals Organising alumni activities	Supervising research higher degree and honours students Examining theses Contributing to research training programs Engaging HDR Students in industry problems, leading to internships
Application and integration of scholarship	Reviewing research on higher education Reflecting on peer review of your teaching and implementing improvements Collecting student learning data, applying revised approaches to learning and assessing outcomes Implementing First Year Experience recommendations in a course Research-led teaching Writing a textbook Inviting and hosting international visitors and collaborators	Reviewing university policy and developing recommendations for renewed policy Reviewing discipline or professional codes based on review of previous research Developing research-led (evidence-based) professional practice Writing submissions to influence government, industry and professional practices Engaging with public and external entities including reports and participation Consulting professionally (incl. clinical referrals) Translating research into professional practice Inviting and hosting international visitors and collaborators	Collecting, analysing, interpreting and applying research data and methods relevant to your discipline Integrating research methods and techniques with creative processes Extending research findings into clinical, professional or creative practice Collaborating in inter-disciplinary production / research / problem-solving Authoring substantive research reports for government, industry or profession Curating an exhibition Developing peer reviewed outlets
Design and development	Designing and developing courses, subjects, learning activities or assessment Validating assessment instruments Completing learning and teaching grant applications Mapping and integrating quality assurance frameworks and standards	Designing and implementing work-based learning experiences Designing and constructing learning spaces or research facilities Developing professional examinations and standards Designing and delivering Continuing Professional Education	Planning, designing and developing projects that will generate new knowledge, artefacts or solutions to significant problems Creating new processes, concepts, techniques or methodologies Securing external funding support for research Advising Research Council
Discovery and extension of new knowledge	Presenting at TandL conferences Publishing evidence-based peer-reviewed approaches to teaching and/or new ways of understanding student learning	Solving significant university or community problems by implementing new and sustainable approaches Presenting and publishing evidence-based peer-reviewed processes, procedures or products for the profession Publishing for the university or broader community Engaging with public media	Presenting at discipline conferences Publishing evidence-based peer reviewed processes, procedures or products in a discipline or profession Performing / exhibiting original creative works Researching with, for and about the profession and professional practice Commercialisation – pursuing opportunities, protection of intellectual property
Leadership and collaboration	Mentoring and peer reviewing colleagues about their teaching Leading as Course Director or Associate Dean Learning and Teaching Managing tutors and sessional teachers Leadership of outcomes analysis Benchmarking teaching activities with other universities	Mentoring colleagues about their academic career Chairing / membership of expert panels for industry etc. Chairing TAFE / School / Community / Indigenous boards Leading as Head of School, Associate Head, Discipline Head, Chairing Senate, Chairing Compliance Committees Editing journals Leading professional accreditation activities Engaging in university committees and initiatives	Mentoring colleagues about their research, professional practice and creative works Building effective networks and partnerships Leading as Associate Dean Research and Graduate Studies Leading research clusters, initiatives, projects Directing national Research Centre Chairing Ethics Committees Reviewing grant applications as member of national panels