

Academic Titles and Promotions Procedures

1. Governing policy

The purpose of the Academic Titles and Promotions Procedures ('the Procedures') is to operationalise the Academic Titles and Promotions Policy. The Institution is committed to recognising and rewarding academic staff who contribute to the Institution's vision and goals, and whose workplace behaviour reflects the Institution's values. The policy and procedures help provide an identifiable career pathway for academic staff and foster a culture of performance excellence.

2. Scope

All eligible full-time, part-time and sessional staff, including academic managers in the senior staff group who hold substantive academic staff positions. These procedures do not apply to casual or contractor staff, the recruitment of new staff or honorary appointments.

3. Definitions

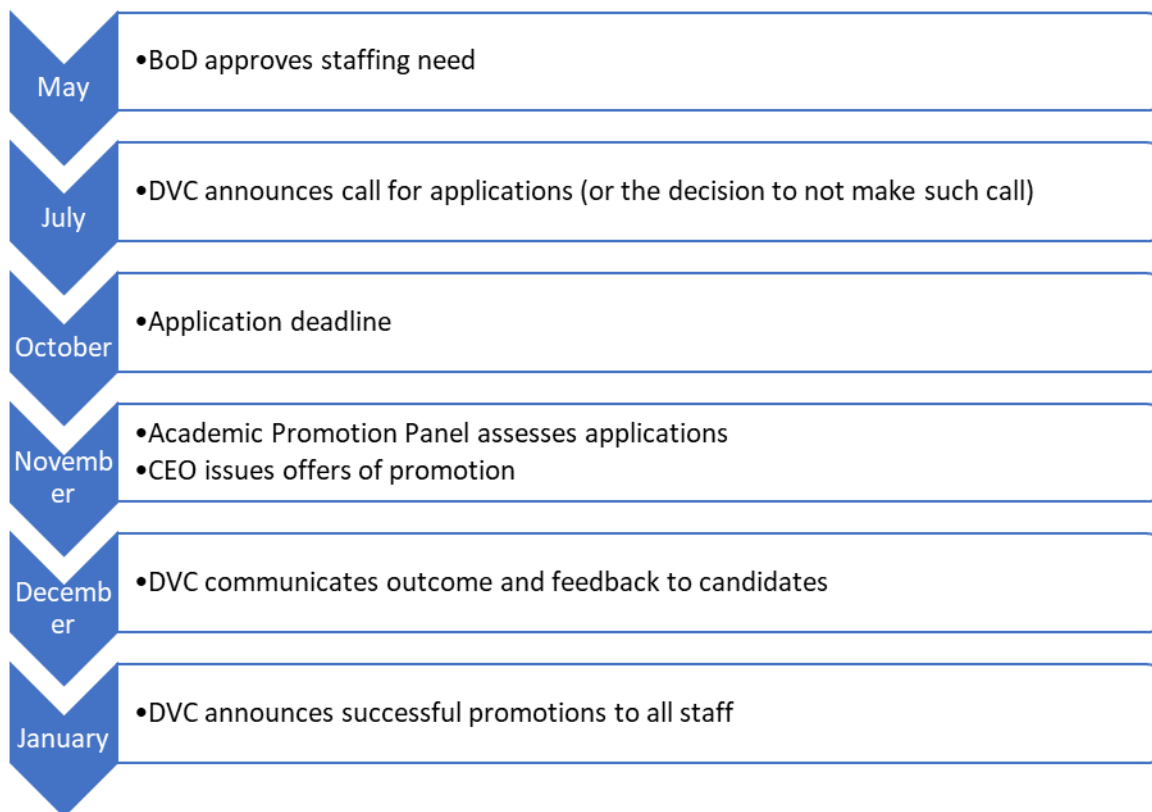
See *Glossary of Terms*.

4. Eligibility

- 4.1 Full-time, part-time or sessional academic staff are eligible to apply for academic promotion under this Policy where they have completed at least two years' aggregated service at their current level (excluding casual service and leave without pay) following the effective date of their last promotion or appointment. An exception to the two-year requirement can be made for those who held an Associate Professorship or Professorship immediately before their appointment at the Institution but the roles of Associate Professor and Professor were not available at the time of their appointment.
- 4.2 Academic managers, such as the DVC, Deans and Program Managers, carry both their managerial and academic titles if they are promoted to the professoriate.
- 4.3 Unsuccessful applicants are required to wait for two years before submitting a future application. In exceptional circumstances, an application may be accepted after one year. Intending applicants should make a written submission to the DVC (Learning and Teaching) requesting an exemption.
- 4.4 Any academic staff member who has provided notice of their resignation, retirement or has accepted redundancy, including voluntary redundancy, are ineligible to apply for promotion.

5. Timeline

- 5.1 A call for promotion applications is normally made once a year. The Institution reserves the right to not make any call for applications or open only certain levels of promotions depending on business needs.
- 5.2 The call for applications, if made, specifies the effective date of promotions.
- 5.3 Below is the annual timeline for promotion applications. It is subject to change.



5.4 Applicants should refer to the DVC’s announcement for specific submission deadline every year.

5.5 Career development and planning should be discussed with one’s manager as part of their annual performance review. Those who would like to seek a promotion should communicate their aspiration to their manager so that support can be provided well in advance. Academic staff are encouraged to maintain an up-to-date CV and collect evidence of their achievements on an ongoing basis.

6. Academic Capability Matrix

6.1 Promotion applications are assessed against four key domains of academic performance:

- Learning and teaching
- Scholarship and/or research
- Industry and professional practice
- Service, leadership and civic engagement

6.2 Each area is weighted to reflect the workload allocation normally associated to each promotion level. For example, learning and teaching is weighted more heavily for Lecturer than for Professor. A minimum percentage of weighting must be assigned as per the table below. However, in line with the principle of flexibility and to accommodate contributions across different career paths, roles and disciplines, applicants can allocate 15-30% of weighting (depending on promotion level) to their area(s) of choice.

Performance domain	Minimum weightings for promotion to:			
	Lecturer	Senior Lecturer	Associate Professor	Professor
Learning and teaching	50%	40%	30%	20%
Scholarship and/or research	10%	15%	20%	25%
Industry and professional practice	10%	15%	20%	20%
Service, leadership and civic engagement	0%	5%	10%	20%
Remaining % that can be allocated as per applicant's choice	30%	25%	20%	15%

6.3 The matrix in Appendix 1 outlines suggested evidence academic staff may use to demonstrate achievements for the purpose of promotion. It is a guideline only and may vary depending on discipline. Relevant evidence that is not listed in the table can also be included in the submission. It is important to note that demonstrating evidence alone does not guarantee promotion. Opportunity, behaviours, alignment and commitment to the Institution's values are also be taken into consideration.

7. Application documents

7.1 A promotion application must be submitted in form of a single pdf file containing the following documents:

- a) Academic promotion application form (available on ELMO)
- b) A current CV (max. 5 pages) and a list of scholarly outputs/publications in the appendix (max. 5 pages)
- c) A portfolio of evidence (see suggestions in Appendix 1) that does not exceed 15 pages. It should contain a written narrative of achievement for each focus area as well as supporting documents, if applicable.

7.2 In addition, the applicant must arrange for their manager and two external referees to each submit a confidential referee report (proforma available on ELMO) directly and electronically to the Vice President (People & Training) or delegate, who serves as the Secretariat of the Academic Promotion Panel. For applications to Level E, at least one of the referees must be from an institution outside of Australia and New Zealand.

7.3 Applicants are encouraged to discuss their choice of referees with their managers.

7.4 The referees can be from other higher education institutions or non-academic organisations if relevant or appropriate.

7.5 The Chair of the Academic Promotion Panel may contact the referees directly to discuss the content of their reports in confidence.

7.6 The Panel may decide to interview applicants applying for Level D or E. If so, the applicants are given at least one week's notice by the Secretariat.

8. Submission

- 8.1 Applicants must submit their completed applications via ELMO by the published deadline. No late applications are accepted.

9. Assessment, approval and feedback

- 9.1 Applicants must demonstrate sustained performance that is within or above the standard expected at the promotion level in all four focus areas.
- 9.2 Applications are assessed by the Academic Promotion Panel.
- 9.3 Based on the recommendations made by the Academic Promotion Panel, the CEO issues offers of promotions to successful candidates. The CEO would also decide on salary increases, if any. Not all academic promotions will result in salary increases.
- 9.4 The DVC offers to provide feedback to unsuccessful applicants for promotion on behalf of the Panel.

10. Grievances

- 10.1 Unsuccessful applicants may lodge a grievance on the grounds of lack of due process. Grievances must be lodged in line with the Institution's Employee Handbook. A panel's assessment on the academic merit of an application is final and will not be the subject of a grievance.

11. Roles and responsibilities

- 11.1 The Academic Board is responsible for approving and overseeing the implementation of this Policy and the Academic Promotions Procedures.
- 11.2 The Chair of the Academic Board also chairs the Academic Promotion Panel.
- 11.3 The DVC (Learning and Teaching) announces the call for promotion applications. If a decision is made by the Institution to not make such call for business reasons, they would communicate such decision to the academic staff. The DVC is also responsible for offering to provide feedback to unsuccessful applicants.
- 11.4 The CEO is responsible for issuing offers of promotion according to the recommendations made by the Academic Promotion Panel.
- 11.5 Vice President (People & Training) or delegate serves as the Secretariat of the Academic Promotion Panel.
- 11.6 Academic staff are responsible for their own career planning and communicating their promotion aspirations to their managers. They should also maintain an up-to-date CV and collect evidence of achievements on an ongoing basis.
- 11.7 Academic managers are responsible for supporting their direct reports who have expressed their promotion aspirations.
- 11.8 The applicants are responsible for familiarising themselves with the Policy and Procedures, ensuring their application documents are complete and submitting them on time.

12. Related documents

Academic Titles and Promotions Policy
Employee Handbook

Appendix 1

The table below outlines suggested evidence academic staff may use to demonstrate achievements for the purpose of promotion. It is a guideline only and may vary depending on discipline. Some evidence may be applicable to more than one domain. For example, collaborating with industry on a research project may be used in both ‘scholarship and/or research’ and ‘industry and professional practice’, although the respective narratives would emphasise on different aspects of your role. Relevant evidence that is not listed in the table can also be included in the submission. It is important to note that demonstrating evidence alone does not guarantee promotion. Opportunity, behaviours, alignment and commitment to the Institution’s values are also taken into consideration.

Learning and teaching

Promotion to Lecturer	Promotion to Senior Lecturer	Promotion to Associate Professor	Promotion to Professor
<p>Teaching delivery/ learning facilitation skills</p> <ul style="list-style-type: none"> Capacity to engage students Innovation in teaching practice Recognition of excellence in teaching Capacity to achieve positive Learning outcomes <p>- Facilitates student learning activities that engage students and encourage deep, active learning and meet the needs of diverse learners.</p> <p>-Manages small, large, blended, hybrid and/or online classrooms, monitoring and ensuring participation, managing one’s own and students’ time and attention effectively</p> <p>- Provides evidence of at least “meets expectations” or at ICMS average for SETU, NPS and/or student satisfaction results</p>	<p>Teaching delivery/ learning facilitation skills</p> <ul style="list-style-type: none"> Capacity to engage students Innovation in teaching practice Recognition of excellence in teaching Capacity to achieve positive Learning outcomes <p>-Teaching which engages students and can be regarded as innovative rather than just the application of techniques</p> <p>-Contributes to the improvement and innovation of existing products</p> <p>- Provides evidence SETU, NPS and/or student experience evaluations consistently at ‘meets expectations’ and/or ‘above average’ standard for ICMS</p> <p>-Provides evidence of positive student feedback on teaching (unsolicited)</p> <p>-Receives invitation to teach at another</p>	<p>Teaching delivery/ learning facilitation skills</p> <ul style="list-style-type: none"> Capacity to engage students Innovation in teaching practice Recognition of excellence in teaching Capacity to achieve positive Learning outcomes <p>- Teaching innovation and effectiveness with application to course and program, and whole of student cohort achievement</p> <p>- Provides evidence SETU, NPS and/or student experience evaluations consistently above ICMS average</p> <p>-Evidence of excellence in student feedback on teaching (unsolicited)</p> <p>-Speaks at national learning conference or similar</p> <p>-Receives public recognition for teaching (national or regional teaching awards)</p>	<p>Teaching delivery/ learning facilitation skills</p> <ul style="list-style-type: none"> Capacity to engage students Innovation in teaching practice Recognition of excellence in teaching Capacity to achieve positive Learning outcomes <p>-Teaching should be of the highest quality with clear student accomplishment, national or international recognition</p> <p>-Receives nominations for prestigious or innovative teaching and/or supervision awards</p> <p>-Provides evidence of strategic teaching partnerships with national industry, professional practice and/or clinics</p> <p>- Provides evidence of SETU, NPS and/or student experience evaluations consistently in top 10% of ICMS</p> <p>-Provides evidence of outstanding student</p>

	<p>institution, and/or positive peer reviews of teaching practice</p> <p>-Receives internal recognition of teaching (ICMS awards and peer recognition)</p>		<p>feedback on teaching comparatively in top 10% of ICMS (unsolicited)</p> <p>-Significant public recognition for teaching (international teaching awards)</p>
<p>Education and Curriculum Design</p> <p>-Designs learning experiences closely linked to learning outcomes</p>	<p>Education and Curriculum Design</p> <p>-Designs learning experiences to include project design, work integrated learning, group learning experiences, or interactive learning.</p> <p>-Constructs lessons that increase student learning. Demonstrates sufficient depth of expertise in pedagogy, andragogy, and overall learning effectiveness. Consistently applies this expertise to design learning experiences closely linked to students' learning outcomes. Is proficient in lesson planning, design of project, work integrated, group learning experiences, and interactive learning objects. Includes visual and auditory elements beyond text-based content. Integrates feedback from the stakeholders in the final design</p>	<p>Education and Curriculum Design</p> <p>-Designs new courses/programs and innovative approaches including those which move towards higher engagement and access, including virtual teaching, intra-ICMS collaboration, industry participation in learning etc.</p> <p>-Demonstrates broad, deep expertise in pedagogy, andragogy, and overall learning effectiveness. Uses a variety of methods to create a learning experience closely linked to students' target outcomes. Keep courses at the leading edge of education design. Employs multiple modalities including visual, auditory, and tactile learning experiences to engage learners. Obtains feedback on the design upon implementation.</p>	<p>Education and Curriculum Design</p> <p>-Demonstrates experience and evidence of recognized nationally or globally for industry leading expertise in pedagogy, andragogy, and overall learning effectiveness.</p> <p>-Develops new methods to create a learning experience closely linked to students' target outcomes. Keep courses at the leading edge of education design. Implements new innovative modalities that become best practice and implemented in other education organisations.</p>
<p>Leveraging/ embedding technology in design and delivery</p> <p>-Leverages technology to enhance the efficiency of student learning</p>	<p>Leveraging/ embedding technology in design and delivery</p> <p>-Leverages technology to enhance student learning outcomes</p>	<p>Leveraging/ embedding technology in design and delivery</p> <p>- Excels using technology to modify and enhance the possibilities for student learning</p>	<p>Leveraging/ embedding technology in design and delivery</p> <p>- Leads in the use of technology to redefine the possibilities for student learning, and to transform teaching processes</p>
<p>Student mentoring, coaching, counseling and advising</p> <p>- Provides evidence of consultation with students</p> <p>- Provides evidence of provision of timely advice to students and analytics around connecting them with appropriate student support services</p>	<p>Student mentoring, coaching, counseling and advising</p> <p>-Promotes student development and welfare, such as participating in a student mentoring scheme.</p> <p>-Provides evidence of student retention and graduation achievement</p>	<p>Student mentoring, coaching, counseling and advising</p> <p>-Actively promotes student development and welfare, such as leading student mentoring schemes.</p> <p>-Provides evidence of sustained excellence in student retention and graduation achievement</p>	<p>Student mentoring, coaching, counseling and advising</p> <p>-Receives national and/or ICMS recognition of student welfare initiatives</p> <p>-Provides evidence of sustained excellence and leadership in student retention and graduation achievement and related initiatives</p>

-Focuses on student retention and graduation experience with demonstrated success	-Demonstrates experience leading a team of lecturers with demonstrated success	- Develops and implementing new and successful innovations in student mentoring, coaching, counselling and advising	- Develops and implementing new and successful innovations in student mentoring, coaching, counselling and advising. Evidence these initiatives are taken on board on a national or global level.
Depth of expertise in pedagogy, andragogy, and overall learning effectiveness - Provides commentary on approach to pedagogy, andragogy and overall learning approaches	Depth of expertise in pedagogy, andragogy and overall learning effectiveness -Provides commentary on approach to pedagogy, andragogy and overall learning approaches that demonstrates application of theory	Depth of expertise in pedagogy, andragogy, and overall learning effectiveness -Provides commentary on approach to pedagogy, andragogy and overall learning approaches which evidences application and integration of theory	Depth of expertise in pedagogy, andragogy, and overall learning effectiveness - Provides evidence of a shared and known teaching philosophy that covers pedagogy, andragogy and overall learning approaches that evidence application and integration of theory at a high level of complexity and sophistication
Assessment of student learning - Conducts both formative and summative assessment and associated validation and moderation activities. - Provides evidence of timely and appropriate feedback to students. - Provides evidences of relevance and achievement of student employability outcomes -Provides evidences of benchmarking of student learning and skills acquisition	Assessment of student learning -Contributes to the creation of formative and summative assessment and associated validation and moderation activities -Provides systematic and scholarly approach to evaluation of teaching and subjects aimed at enhancing student learning outcomes and employability -Provides evidence of benchmarking of student learning, skills and achievement outcomes -Provides evidence of direct industry and discipline relevance and consistency in achievement of student employability outcomes	Assessment of student learning -Provides evidences innovative institution approaches to support student employability outcomes (eg. Academic/language skills, Work Integrated Learning etc.) -Provides evidence of national benchmarking of student learning, skills and achievement outcomes -Provides evidence of excellence in sustained achievement of student employability outcomes	Assessment of student learning - Provides evidence of external peer review of student learning outcomes - Receives national recognition for sustained achievement of student employability outcomes - Participates in national and international benchmarking of student learning, skills and achievement outcomes - Evidences systematic achievement of student employability outcomes that lead to student employability outcomes
Evaluation of education program effectiveness -Demonstrates use of evaluation data, peer review and benchmarking to inform teaching	Evaluation of education program effectiveness -Participates in industry or peer review of student results	Evaluation of education program effectiveness -Leads ICMS or national benchmarking of student results	Evaluation of education program effectiveness -Leads systematic evaluation of multiple program's effectiveness at multiple levels on a national and potentially an international level

	<ul style="list-style-type: none"> - Contributes to the quality assurance and improvement of academic programs. -Participates in industry or peer review of student preparedness 	<ul style="list-style-type: none"> - Leads quality assurance and improvement of academic programs in response to evaluation data 	
	<p>Academic Leadership</p> <ul style="list-style-type: none"> -Has experience in Subject Coordination -Has experience supervising casual/sessional staff -Is a Program Manager of small programs 	<p>Academic Leadership</p> <ul style="list-style-type: none"> -Is a Program Manager of multiple programs on multiple sites -Lead substantial team of permanent academics 	<p>Academic Leadership</p> <ul style="list-style-type: none"> -Leads a department e -Leads substantial team of permanent academics nationally and internationally

Scholarship and/or research

Promotion to Lecturer	Promotion to Senior Lecturer	Promotion to Associate Professor	Promotion to Professor
<p>Credibility based on relevant industry experience/ network</p> <ul style="list-style-type: none"> - Demonstrates some experience with writing and/or refereeing articles in scholarly journals; - Demonstrates experience in examining higher degree theses; - citations; - Receives recognition of participation in industry/professional and/or consultancy projects. - Presents at relevant conferences - Demonstrates experience working within a small research team 	<p>Credibility based on relevant industry experience/ network</p> <p>In addition to previous; and</p> <ul style="list-style-type: none"> - Presents papers at national or international conferences; - Acts as a referees for articles in scholarly journals; - Examines higher degree theses; - Takes part in scholarly collaborations such as forums, conference steering committees and editorial boards - Demonstrates experience leading a small research team 	<p>Credibility based on relevant industry experience/ network</p> <p>In addition to previous; and</p> <ul style="list-style-type: none"> -Receives recognition by the Dean/PVC as an international authority in area; - Participates as a keynote speaker at a national or international conference; - Participates as a member of research grants board -Has membership of research assessment panels -Leads scholarly collaborations such as conferences, edited publications or research teams -Demonstrates experience leading significant research teams and mentoring junior 	<p>Credibility based on relevant industry experience/ network</p> <p>In addition to previous; and</p> <ul style="list-style-type: none"> -Demonstrates a minimum of two significant industry projects - Evidences significant international partnerships - Serves on editorial board of international journals. -Participates as a member of research assessment panels such as ARC College of Experts, NRHMRC -Leads scholarly collaborations such as conferences, edited publications or research teams -Demonstrates impact such as Research innovation leadership, innovation, policy impacts

		researchers	<ul style="list-style-type: none"> -Demonstrates significant experience leading national multidisciplinary teams on a national and international level -Establishes/leads research centres, institutes and centres of excellence
Depth of expertise in academic domain -Will have co- supervised research students – undergraduate and/or postgraduate	Depth of expertise in academic domain - Will have independently or co-supervised PhD/Masters students and have an early record of PhD/Masters supervision to completion	Depth of expertise in academic domain -Will have a track record of PhD supervision to completion -will have a track record of providing mentoring to junior supervisors	Depth of expertise in academic domain - Will have a substantial track record of PhD supervision to completion -will have a track record of providing mentoring to junior supervisors -Contributes to academic research governance in the university
Academic Research -Can provide evidence of the development of a publication profile of published research or other relevant outputs (.e.g industry linked outputs) -Evidences a minimum of 1 publication per year -	Academic Research -Will have multiple annual recognised research outputs (minimum 2 per year) -	Academic Research - Has significant recognised research outputs of demonstrable quality (minimum 3 year)	Academic Research - Will have significant research output relevant to disciplinary expectations/conventions (minimum 3 per year)
Securing grants from external sources to fund programs, research -Contributes to the attraction of support from internal and external sources to fund educational or research programs	Securing grants from external sources to fund programs, research - Attracts support from internal and external sources to fund programs or research - Has secured a minimum of one grant	Securing grants from external sources to fund programs, research - Attracts significant competitive income from internal and external sources to fund programs, professional projects within programs, or research - Obtains a minimum of one category one grant, and one small grant and or two to four category 2 to 4 grants	Securing grants from external sources to fund programs, research - Attracts significant income from internal and external sources to fund programs or research, and leads research programs with significant industry partnership/funding - Attracts significant income from internal and external sources to fund programs or research, relevant to disciplinary expectations/opportunities

<p>Commitment to scholarship and professional development</p> <ul style="list-style-type: none"> -Contributes to the enhancement of ICMS through research, scholarship and/or creative endeavors -Undertakes professional development in higher education teaching/academic practice with evidence of application into subjects/courses 	<p>Commitment to scholarship and professional development</p> <ul style="list-style-type: none"> -Leads and/ or contributes to the enhancement and/or innovation of ICMS through research, scholarship and/or creative endeavors. -Provides evidence of innovative contributions to the methodology of learning and teaching. - Provides evidence of professional development in higher education teaching/learning practice and evidence of application towards such qualifications. -Implements novel approaches to the integration of scholarly development into subjects/courses. - Contributes to the formation of productive cross disciplinary linkages. 	<p>Commitment to scholarship and professional development</p> <ul style="list-style-type: none"> -Provides evidence of systematic participation in professional learning opportunities, including obtaining formal teaching qualifications -Receives recognition of notable innovative contributions to the methodology of learning and teaching (awards, student feedback, conference publications) - Provides evidence of membership of disciplinary teaching networks -Provides evidence of internal recognition of student learning initiatives and strategies -Provides evidence of leading cross disciplinary linkages 	<p>Commitment to scholarship and professional development</p> <ul style="list-style-type: none"> - Evidences appropriate tertiary qualifications in higher education teaching/ academic practice -Receives national recognition of student learning initiatives and strategies -Receives national recognition of significant innovative contributions to the methodology of learning and teaching. -Provides evidence of significant evidence of scholarly teaching
--	---	--	--

Industry and professional practice

Promotion to Lecturer	Promotion to Senior Lecturer	Promotion to Associate Professor	Promotion to Professor
<p>External industry/corporate or professional engagement</p> <ul style="list-style-type: none"> -Has an emerging network of industry/ professional connections - Active engagement with the industry/the profession - Contributes to professional and/or consultancy projects - Demonstrates experience in the provision of industry/professional workshops/ student 	<p>External industry/corporate or professional engagement</p> <ul style="list-style-type: none"> -Has an emerging network of industry/ professional connections and strategic alliances - Active engagement with the industry/the profession - Undertakes professional and/or consultancy projects - Embeds industry/professional workshops/ 	<p>External industry/corporate or professional engagement</p> <ul style="list-style-type: none"> -Has a network of strong industry/ professional and community connections and strategic alliances - Active management within the industry/the profession -- Leads professional and/or consultancy projects -Leads industry/professional workshops/ 	<p>External industry/corporate or professional engagement</p> <ul style="list-style-type: none"> -Has evidenced a strong network of industry connections/ professional and strategic alliances, adding strategic value to ICMS - Active leadership with the industry/the profession on a national or international level - Initiates and/or directs high-end professional and/or consultancy projects nationally or internationally

<p>interaction/ opportunities for student projects</p> <ul style="list-style-type: none"> - Demonstrates experience in developing collaborative partnerships (government, community, schools, industry, practice) -Participates in professional bodies/committees 	<p>student interaction with outputs (# internships, experience, projects)</p> <ul style="list-style-type: none"> - Develops significant collaborative industry partnerships - Participates in multiple professional bodies/committees 	<p>student interaction with demonstrated track record of outputs (# internships, experience, employment, projects)</p> <ul style="list-style-type: none"> -Develops multiple significant collaborative industry partnerships -Participates very regularly in a high level participation of professional bodies/committees 	<ul style="list-style-type: none"> -Leads industry/professional workshops/ student interaction with demonstrated strong track record of outputs (# internships, experience, employment, progression, major projects) -Provides evidence of very high level strategic collaborative partnerships -Provides evidence of high level of influence on professional bodies/committees, industry standards
<p>Facilitate social entrepreneurship, enabling students to engage in the community to support learning but also support the community</p> <ul style="list-style-type: none"> -Provides evidence contribution to social learning and/or entrepreneurship -Provides evidence participation in or the initiating of community projects -Provides evidence of personal entrepreneurial initiative/s -Provides evidence of some hours of service to community -Provides evidence of engaging students in civic leadership initiative(s) 	<p>Facilitate social entrepreneurship, enabling students to engage in the community to support learning but also support the community</p> <ul style="list-style-type: none"> -Provides evidence of contribution to social learning and/or entrepreneurship -Provides evidence of participation in or the initiating of community projects -Provides evidence of entrepreneurial initiatives -Provides evidence of some hours of service to community -Provides evidence of engaging large groups of students in some civic leadership initiatives 	<p>Facilitate social entrepreneurship, enabling students to engage in the community to support learning but also support the community</p> <ul style="list-style-type: none"> -Provides evidence of significant contribution to social learning and/or entrepreneurship -Provides evidence of leading community projects -Provides evidence of reputable or leading entrepreneurial initiatives -Provides evidence of many hours of service to community -Provides evidence of engaging students and staff in multiple civic leadership initiatives 	<p>Facilitate social entrepreneurship, enabling students to engage in the community to support learning but also support the community</p> <ul style="list-style-type: none"> -Provides evidence of significant and long standing contribution to social learning and/or entrepreneurship -Provides evidence of leading community projects -Provides evidence of reputable or leading entrepreneurial initiatives -Provides evidence of significant service to community -Provides evidence of engaging students and staff in institution wide civic leadership initiatives
<p>Industry Experience</p> <ul style="list-style-type: none"> -Demonstrates professional Experience within the industry 	<p>Industry Experience</p> <ul style="list-style-type: none"> -Demonstrates significant experience at a leadership level related to the individual's academic discipline 	<p>Industry Experience</p> <ul style="list-style-type: none"> -Demonstrates significant experience at a senior management level related to the individual's academic discipline. 	<p>Industry Experience</p> <ul style="list-style-type: none"> -Demonstrates significant experience as a CEO, Director or Chair of the Board of a national or global organisation or government department related to the individual's

		-Demonstrates active membership of a Board (private, Gov or NGO) relevant to the individual's academic discipline	academic discipline
--	--	---	---------------------

Service, leadership and civic engagement

Promotion to Lecturer	Promotion to Senior Lecturer	Promotion to Associate Professor	Promotion to Professor
Service/Governance -Provides evidence of committee participation	Service/Governance -Provides evidence of committee participation some instances leading committees at a program level	Service/Governance -Provides evidence of Leading curriculum and quality improvement committees (CDASC, LTC, SPC)	Service/Governance -Provides evidence leading and participating in national and/or global curriculum and quality committees at national and international level.
Project Outcomes -Participates and contributes to local discipline projects	Project Outcomes -Leads projects or implementing innovation ideas that have benefitted the business at a Program level	Project Outcomes -Leads projects or implementing innovation ideas that have benefitted the business at a National level	Project Outcomes -Leads projects or implementing innovation ideas that have benefitted the business at an international level
Civic engagement -Participates in extracurricular activities such as volunteer work and community events linked to the individual's discipline.	Civic engagement -Participates in extracurricular activities such as boards, NFP groups, volunteer work and community events linked to the individual's discipline	Civic engagement -Leads external groups such as boards, NFP groups, volunteer work and community programs linked to the individuals discipline	Civic engagement -Establishes large scale external groups such as volunteer work and community programs, boards, NFP groups linked to the individual's discipline