

# Guidelines for Academic Staff Melbourne School of Population & Global Health

Academic Performance Framework  
Faculty of Medicine, Dentistry & Health Sciences



## Purpose

The Faculty's Academic Performance Framework articulates overall expectations for our academic staff that represent good academic performance at each level, across our work focus categories and across our Faculty. This document provides guidance to staff within the Melbourne School of Population and Global Health (MSPGH) on understanding the expectations outlined in the Academic Performance Framework in the context of their own career, as well as discipline and departmental norms.

## General Guidance

Teaching and research are central to the University's mission. MSPGH has a strong track-record in both. Teaching and learning contributions promote translation of research findings and strengthen the critical review and supervisory skills of research focused academic staff. Teaching contributions are a valuable element of an academic's resume. The research profile and reputation of the University, the School and its academic staff are important drivers of student recruitment and help to ensure that course content is cutting edge and relevant to rapidly changing health workforce needs. Thus, the tight integration of teaching and research is an important strength of an interdisciplinary School such as MSPGH.

In 2020 the Executive of MSPGH, in consultation with staff, developed a workload allocation model which sets out the school's expectations regarding the allocation of activities across the academic classification work focus areas. It aims to provide guidance on the proportional allocation of academic duties for each academic classification.

Importantly, supervisors should consider whether the staff member is part-time or full-time when reviewing staff contributions to each of the activities described in this document (e.g. a staff member with an appointment  $\leq 0.4$ FTE may only be able to contribute to one area of activity), and be considerate of the impact the COVID 19 pandemic has had on available hours to carry out work duties (e.g. staff with children that require supervision).

Proposed activity fractions for different position profiles are provided in Table 1. These recognise major administrative roles and provide a basis for teaching and supervision allocations. Table 2 provides a list of activities, examples of engagement and measures of quality and impact for academic staff to include in the PDF online form.

**Table 1: MSPGH work activity profiles showing percentage of time expected for different activities**

	Teaching	Research	Research Training	Leadership & Service
T & R – Level D-E <i>(Committee Chair† / Centre Director)</i>	40 <i>(30)</i>	30-35 <i>(25)</i>	10-20 <i>(15)</i>	15-20 <i>(30)</i>
T & R – Level A-C	40	30-35	10-15	10-20
Teaching Specialist – Level D-E	60-80	5-10	5-15	10-20
Teaching Specialist – Level A-C	60-80	5-15	5-10	10-20
Academic Specialist – Level D-E	10-30	10-50	10	30-70
Academic Specialist – Level A-C	10	50-60	10	20-30
Research Focussed‡ -Level D-E [externally funded] <i>(Committee Chair† / Centre Director)</i>	10-15 <i>(5-10)</i>	50-60 <i>(40-45)</i>	20-30 <i>(20-25)</i>	10 <i>(30)</i>
Research Focussed‡ – Level A-C [externally funded]	5-15	70-75	10-15	10

† - examples include MSPGH committees T&L, Research, Research Training & HEAG. MDHS & external committees with equivalent workloads may also be included in this category.

‡ - research staff who are funded by category 2-4 grants would likely contribute at the lower end of the range specified for teaching.

### Guidance for Teaching & Learning

Teaching consists of a range of activities including curriculum design and innovation, preparation and delivery of lectures and seminars, both face-to-face and online, assessment and feedback, course coordination, extra-curricula activity development, advising students on course planning and career pathways, pastoral care of students, peer review of teaching, both as a participant and a reviewer, peer mentoring of teaching colleagues and junior teaching staff, industry engagement to facilitate work integrated learning and course development, participation in regular formal teaching and learning professional development, participation in quality assurance and governance of teaching and participation in student recruitment and course promotion (see Table 2). Teaching specialists and teaching focused teaching and research classified staff undertake duties across most or all of these activities. Research focused staff typically contribute to teaching through delivery of guest lectures and seminars, short courses, coursework research project supervision and assessment, and less frequently, subject coordination in the disciplinary area of their research focus.

For teaching and research staff, the expectation is subject coordination of 2 subjects plus additional contributions. Subject enrolments may affect expectation of teaching contributions; consideration should also be given to the development of a new subject, the first time an early career staff member coordinates a subject, and if the staff member is a course/stream coordinator or leading the development of a new award course. Subject coordination may include coordination of Research Projects subject or an Honours degree program. Examples of additional contributions are design and delivery of MSPGH short courses, teaching contributions (e.g. guest lectures) to graduate or breadth subjects led by other Schools and Faculties, and peer review.

Teaching and learning contributions may also be in the form of supervision of research coursework for graduate and honours students. MSPGH has a large number of coursework Masters students (approximately 300 new students a year) with approximately 160 students requiring supervision of their research projects or professional placements each year. In 2020, MSPGH also had 11 Honours students, and over the next 3 years, the goal is to increase this number to 20. To manage the School's supervisory requirements, research only staff (except those who coordinate a subject) will be expected to supervise at least two Masters students or 1 honours student (either as principal or co-supervisor), and additionally assess oral presentations and at least one research report annually. Experienced supervisors are strongly encouraged to train early and mid-career staff in this important activity by including them as a co-supervisor and mentoring supervision when they progress to the role of principal supervisor.

## **Guidance for Research & Research Training**

### **Research**

Research activities include, publications, presentations at conferences and conference proceedings, funding applications, and peer review of publications and grants (see Table 2). Expected outputs within each of these categories depends on the work activity profile in Table 1 and the specific discipline that each staff member is working in.

MSPGH is required to rank grant applications submitted to MDHS and University internal grant schemes (e.g. equipment grants, ECR grants, etc.) and all academic staff are strongly encouraged to contribute to this activity. To improve the quality of our research grant applications, staff are encouraged to deliver seminars or small group sessions on grant writing skills, research design, preparing track record statements, etc. Senior staff members (Level D & E) are strongly encouraged to mentor early and mid-career staff members in writing grant applications.

### **Research Training**

Research training is an important activity of the School, currently there are over 120 graduate researchers. Staff can contribute to research training by supervising MPhil and PhD students (as principal or co-supervisor), membership or Chair of PhD advisory committee, supervision or co-supervision of postdoctoral researchers, research assistants or project officers, and mentoring of early and mid-career researchers by participating in MSPGH and Faculty mentoring programs and/or contributing to the Faculty leadership program.

All senior staff members (Level D & E) who supervise PhD students are expected to be a Chair or content expert member of the PhD advisory committee for other PhD students and/or contribute to training sessions for graduate researchers (e.g. training seminar on qualitative research, reproducible research, how to write a paper, prepare a CV, etc.). To foster the development of early and mid-career staff, senior staff should provide the opportunity for Level A-C staff to be a co-supervisor on the PhD supervisory team. All staff are encouraged to participate in MSPGH and Faculty mentoring programs, early career researchers can contribute by mentoring students in our Masters Degree programmes.

### **Guidance for Leadership & Service**

Leadership activities within the School include Unit Head, Centre Director, and Director of Research, Research Training, and Teaching and Learning, and Chair of Human Ethics Advisory Group (HEAG). Staff can also contribute to the School, Faculty and University by membership on early career researcher network, teaching and learning, research, research training, ethics, research computing and other committees. External to the University, staff may contribute to government advisory committees or other national and international committees (e.g. WHO). In regard to disciplinary leadership, staff may have an active role in professional societies, organising conferences, public seminars, working groups, and an editorial role for a journal.

The School also highly values leaders and staff that foster a supportive culture to develop the careers and wellbeing of our students and staff. These include teamwork, compassion, respect, integrity and accountability (see MDHS Our Values - <https://mdhs.unimelb.edu.au/about/our-values>).

To ensure our School committees capture the breadth of all our teaching and learning, research and research training activities, and for the ethics committee to have the requisite expertise to evaluate all submitted applications, all staff are strongly encouraged to be a member or alternatively provide assistance to an activity of one of these committees or represent MSPGH on a Faculty committee. HEAG members are required to review on a regular basis ethics applications, therefore the number of applications and time taken to complete each application should be taken into consideration when reviewing a staff member's contribution to other activities outlined in this document.

MSPGH staff submit a large number of grants each year (e.g. in 2019 76 category 1 grants were submitted to NHMRC/MRFF/ARC) and are encouraged to submit their applications for an internal review. All staff members are expected to contribute to this important research activity, by completing at least 2 internal reviews of grant applications and/or participating in a grant review panel organised by the MSPGH Research Committee.

The School also values the critical role and influence of stakeholder engagement. Our successful teaching and learning, research and research training activities, are informed by our vast local, state-wide, national and international stakeholders. The School recognises that stakeholder engagement is time consuming, often complex and dynamic work, that is also content and context specific. Hence, senior staff are expected to support, advise and mentor early career staff on stakeholder: identification, analysis, participation and evaluation.

**Table 2:- Guidance on the type of activities , engagement and measures of quality and impact to include in the PDF online form**

**Research & Research Training**

<p><b>Activities to include (as relevant to level and role)</b></p>	<p><b>Publications:</b> Peer reviewed journal articles, books, book chapters, reports, conference presentations, conference proceedings</p> <p><b>Funding applications:</b> including internal and external grants (category 1-4), local and international, as lead or co-investigator, as well as research consultancies/tenders</p> <p><b>Funding secured:</b> as lead or co-investigator, administered at University of Melbourne or elsewhere</p> <p><b>Research training:</b> Supervision of MPhil &amp; PhD students (supervisor or co-supervisor), membership or chair of PhD advisory committee, supervision or co-supervision of post-docs, research assistants, project officers. Students and staff may be based in the School, elsewhere at the University of Melbourne, or external to the University of Melbourne</p> <p><b>Mentoring and Sponsorship:</b> both formal and informal mentoring and sponsorship of more junior researchers (e.g. act as mentor in Faculty mentoring programs, support more junior staff in accessing professional development opportunities)</p> <p><b>Peer review:</b> formal and informal peer review of grants and publications, support Centre, School &amp; Faculty programs designed to improve grant and publication quality. Peer review for grant funding agencies</p>
<p><b>Engagement</b></p>	<p><b>Ongoing relationship with an external partner</b> as appropriate to your area/role/level. Examples of partners include:</p> <ul style="list-style-type: none"> <li>• Professional societies</li> <li>• Other universities</li> <li>• Government departments</li> <li>• Non-government organisations</li> <li>• Community organisations</li> <li>• Grass roots communities</li> <li>• Consumer organisations</li> <li>• Political groups/alliances/think tanks</li> <li>• Expert bodies</li> <li>• Industry groups</li> </ul> <p><b>Communication directed beyond the academy:</b> media, social media, opinion pieces, television appearances, brochures/flyers/websites for consumers, reports or resources accessible for lay audiences/particular expert communities, public lectures.</p> <p><b>Research funding</b> that involves a partnership with government or industry (e.g., NHMRC Partnership Grant, ARC Linkage Grant)</p> <p><b>Funding for engagement:</b> Any internal or external funding</p> <p><b>Patents</b></p>
<p><b>Quality and impact</b></p>	<p><b>Possible measures of quality and impact include—</b></p> <p><b>Publications:</b> standing of journal or book publishers in your discipline (e.g., SCImago Journal Ranking or other subject specific journal ranking indicators), crude citation counts, plus field-specific citation centile performance (for example Scopus, Web of Science, Publish or Perish, Altmetrics, SciVal), editorials, social media mentions, media interest, government/industry interest, conference prizes</p> <p><b>Invitations</b> to speak locally, nationally and internationally</p> <p><b>Invitations</b> to collaborate with other research teams</p>

	<p><b>Invitations</b> to join expert bodies, inform policy, advise government</p> <p><b>Adoptions</b> of books for teaching</p> <p><b>Awards</b> (intramural or external for research achievement)</p> <p><b>Funding:</b> success in funding applications, acquiring funding for cross-disciplinary research teams that address important social and public health questions (as lead or co-investigator)</p> <p><b>Research training:</b> timely PhD completions, prizes for students/research assistants/post-docs, staff/students going on to have successful careers, mentorship and training opportunities provided for career development</p>
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### Teaching & Learning

<b>Activities to include (as relevant to level and role)</b>	<p><b>Teaching preparation and delivery:</b> number of subjects coordinated, size of subjects, level of subjects, proportion of teaching delivered, time spent updating teaching materials, adopting new technology, applying active learning approaches</p> <p><b>Design assessment, provide student feedback:</b> design of effective and authentic assessment, provision of multiple forms of student feedback (individual, group, spoken, written), updating assessment, ensuring assessment integrity</p> <p><b>Curriculum design:</b> designing new subjects, new courses, or updating or reviewing existing subjects and courses, individually or as part of a team</p> <p><b>Successful funding applications to support innovative teaching</b> (internal or external)</p> <p><b>Participate in professional development activities</b> (courses, workshops, seminars, etc)</p> <p><b>Student pastoral care:</b> course advice and student mentoring</p> <p><b>Supervision of coursework students</b> doing research projects</p> <p><b>Text book contributions as author</b></p>
<b>Engagement</b>	<p><b>Designing or delivering non-award teaching:</b> short courses, training, upskilling, or capacity building in the community.</p> <p><b>Relationships and partnerships that support teaching delivery</b> (e.g. industry, community or government contributions to teaching)</p> <p><b>Enhancing the student experience:</b> listening to and responding to student concerns (e.g. conducting focus groups with students and responding to findings)</p> <p><b>Advancing students equity/diversity:</b> developing models for improved support for diverse groups of students, advocating for more inclusive teaching, funding applications to support these activities, reports, presentations on this activity, support for student associations</p>

<b>Quality and impact</b>	<p><b>Possible measures of quality and impact of each of the following—</b></p> <p><b>Teaching preparation and delivery:</b> Peer review of course materials or delivery as reviewer, response to peer review, SES scores, informal student feedback (e.g. using online forms). Documented response to feedback from students.</p> <p><b>Design assessment, provide student feedback:</b> peer review of assessment materials SES scores for feedback question. Response to peer review and SES comments.</p> <p><b>University impact:</b> contributing to or leading initiatives to improve teaching at the School, Faculty or University level</p> <p><b>External invitations:</b> Invited presentations on teaching, invitations to advisory boards, expert panels on teaching, collaboration with other universities on teaching activities</p> <p><b>Awards for teaching and learning</b></p>
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### Leadership & Service

<b>Activities to include (as relevant to level and role)</b>	<p><b>Leadership positions (Centre, School or Faculty):</b> Unit head, Centre Director, Institute Head</p> <p><b>Chair or member of committee (Centre, School, Faculty):</b> e.g. OHS rep, teaching and learning committees, Faculty research committee, ethics committees, Graduate research committee, etc.</p> <p><b>International or External committees:</b> Government, NGO, community - research engagement or teaching related committees</p> <p><b>Disciplinary (and cross-disciplinary) leadership:</b> active role in professional societies, organising conferences, public events, working groups, editing journals, leading cross-disciplinary endeavours etc.</p> <p><b>Contribution to development and maintenance of content on School webpages</b></p>
<b>Engagement</b>	<p><b>Leadership in the maintenance of industry or community partnerships</b></p> <p><b>Government engagement:</b> (e.g. leading submissions to government inquiry, advising or partnering on policy/practice)</p> <p><b>Membership or community, hospital, health service or NGO Boards</b></p> <p><b>Influential contributions to public debate on health and society</b></p>
<b>Quality and impact</b>	<p><b>Awards and prizes for leadership</b></p> <p><b>Cultural changes</b> in the Centre/School/University that you involved in or led</p> <p><b>Changes/updates/new policy or programs</b> you were involved in or led</p>

