



The University of Sydney
Faculty of Medicine

Strategic Plan 2006-2010

(Full Version)

Message from the Dean

The Faculty of Medicine – outstanding tradition and an exciting future

The University of Sydney Faculty of Medicine unites Australia's largest and oldest University and some of the nation's most prestigious teaching hospitals.

Our purpose is to provide intellectual leadership in medicine and the wider health professions, research and innovation in medicine and other associated sciences, education, and service to the community. We achieve this through rigorous commitment to the safety and quality of patient care, research excellence, excellence in teaching, and the development and support of future generations of medical and medical research leaders.

Our intellectual curiosity, our continual questioning of orthodoxy and our desire for improvement motivate all our endeavours. At the same time, we seek to contribute to the provision of an affordable and equitable health-care system. Our ethos is an expression of the University's core values of responsibility and service through effective leadership and governance, a strategic orientation, sound stewardship of resources, and an emphasis on diversity, equity and merit. The Faculty promotes medical and health practice that is grounded in respect for the value of individual lives and that benefits society as a whole.

As leaders within Australia, the Asia-Pacific region and beyond, we aim for the highest professional standards in research, teaching and practice, and this is reflected in our achievements. We depend heavily upon and acknowledge our alumni and colleagues within the hospital sector, the community and independent medical research institutes. We also recognise the need to invest in people and infrastructure, and we place great value on the collegiality of our Faculty and affiliated staff.

In 2006 the Faculty celebrates its 150th anniversary. We look forward to building on the traditions and achievements of the last 150 years, enabling future generations of researchers and practitioners to improve the health of Australians and of the people of other nations.

Andrew J S Coats

Faculty of Medicine – leadership to ensure progress in the advancement of knowledge, the promotion of health and the care of the sick

Our aspiration is to achieve:

- Clear leadership as Australia's premier academic centre for health and medicine
- Acknowledgement and ranking as one of the top five medical faculties in the region, and
- Recognition and ranking as one of the top forty medical faculties in the world.

For us, this aspiration is known as 1:5:40.

We will achieve this aspiration through leadership which embraces reform in the four core areas of:

- Research and innovation
- Learning and teaching
- Student experience, and
- Community engagement and outreach.

This leadership will be supported by best practice, excellence and world-class standards in:

- Alumni engagement and philanthropy
- Capability
- Infrastructure and services, and
- Organisational performance.

Our performance in all areas will be devoted to continuous improvement, benchmarked against the best universities and other institutions throughout the world.

Our ambition will be informed by the University's values:

- Community values – responsibility and service through leadership
- Stakeholder values – quality and sustainability
- Student values – diversity, equity and merit
- Staff values – collegiality and integrity
- Alumni values – life-long relationship and friendship.

Specifically, the Faculty of Medicine:

- Accepts that medicine and health generally are grounded in the value which our society places on individual human life, both in its quantity and its quality – this basic value sustains both practice and research in clinical medicine and the population sciences
- Accepts that education in the science and practice of medicine is of value to the society in which we live
- Values its educational and other roles within the institution of the modern university.

Complementing our values are the scholarly traditions of:

- Freedom to pursue critical and open inquiry in a responsible manner
- Using individual talent and University resources for core purpose
- Recognition of the importance of ideas and ideals
- Tolerance, honesty, respect and ethical behaviour, and
- Understanding the needs of those we serve.

A brief description of the Faculty of Medicine

The Faculty of Medicine was established 1856 and conferred its first Bachelor of Medicine degree in 1866. Its Medical School opened in 1883. It is one of five Faculties that make up the College of Health Sciences in The University of Sydney, the others being the Faculties of Dentistry, Health Sciences, Nursing, and Pharmacy. The Faculty of Medicine offers undergraduate and postgraduate studies to more than 2,000 students in all branches of medicine and public health. It is renowned for its innovation in teaching, excellence in research, and an extensive commitment to community service.

The Faculty is large and complex. As of early 2005, the Faculty had 2,500 staff and affiliates, 970 medical students in a four-year graduate program, 601 postgraduate students in a wide range of coursework degree programs, and 721 research students. Its campuses span the State, with clinical schools in central, northern and western Sydney, Dubbo/Orange and Canberra, departments of rural health in Broken Hill and Lismore, and a research unit in Moree. With its affiliated research institutes, the Faculty is one of the largest health and medical research enterprises in Australia. Its collective track record in attracting prestigious national and international peer-reviewed grants and its research productivity are second to none.

The design of this strategic plan

This strategic plan represents a blueprint for the continuing development of the Faculty over the period to 2010. It has been designed to be consistent with the intent and structure of the University's Strategic Directions statement for 2006-2010 and the Strategic Plan of the College of Health Sciences for 2004-2008. Accordingly, the Faculty Strategic Plan identifies actions in the four core areas (research and innovation, learning and teaching, student experience, and community engagement and outreach) and the four operational areas that support these care areas (alumni engagement and philanthropy, capability, infrastructure and services, and organisational performance). In order to enable each section of the strategic plan to stand alone, points that are common to two or more of these themes are repeated.

The Faculty's specific directions are described in relation to the following three questions:

- What will we have achieved by the end of 2010?
- How will we achieve it?
- How will we assess our achievements?

The strategic plan forms the basis for setting priorities, and programs will be developed to implement these priorities during the period 2006-2010.

1 Research and innovation - creativity and discovery

From the College of Health Sciences Strategic Plan:

- ❑ *Retain our position as the premier health sciences research institution in Australia, and improve our position internationally.*
- ❑ *Provide superior research training.*

Directions for the Faculty of Medicine:

- ❑ Identify and promote areas of research strength in the Faculty and monitor the Faculty's performance in these areas.
- ❑ Enlarge the talent pool, build critical mass in key areas, and improve and monitor research performance overall.
- ❑ Engage actively in development of research hubs, in partnership with hospitals, Area Health Services, and the NSW Government.
- ❑ Strengthen relationships between the independent research institutes and the Faculty.
- ❑ Develop infrastructure to support research, foster collaborative research and improve research management.
- ❑ Encourage and develop commercialisation of research outcomes.

What will we have achieved by the end of 2010?

- A clear but not exclusive focus on a limited number of major research themes, building on the research themes of the College of Health Sciences.
- An even stronger leading national research position.
- Even greater research recognition internationally.
- Even greater success in attracting resources for research.
- Recruitment of outstanding new research-active academics.
- Improved research management.
- Much greater staff and student satisfaction with research management and facilities.
- Very high levels of satisfaction expressed by research students with research training, mentorship and supervision, facilities and administrative systems.
- A research environment that supports cross-Faculty, cross-College, inter-University and external collaboration.
- Better processes and support for commercial development of research.
- Increased revenue from a diversity of funding sources leading to improved resources for research.

How will we achieve it?

FOCUS ON RESEARCH STRENGTHS. *Identify research strengths and opportunities, align them with national, State and College of Health Sciences priorities, provide support for research in priority areas, and maintain support for excellent research in other areas.*

- Pursue research opportunities that reflect the Faculty's main research themes, major research approaches and technologies, and principal health and medical discipline areas (Figure 1).

Figure 1: Matrix of research themes, research approaches and technologies, and disciplines



- Encourage Faculty researchers to align their research with recognised national, State and College of Health Sciences priorities where appropriate.
- Ensure that Faculty research resources are made available to support high-quality research in priority areas.
- In addition, acknowledge the continuing conduct of high-quality research that does not reflect the recognised priorities, and strengthen support in these areas of excellence.
- Monitor the Faculty's performance overall and in the priority areas, benchmarking its performance against that of comparable research institutions in Australia and internationally.

ENLARGE THE TALENT POOL, BUILD CRITICAL MASS, AND FURTHER STRENGTHEN RESEARCH PERFORMANCE. *Attract and retain outstanding researchers at all levels, improve resources and facilities for researchers, strengthen funding applications, diversify the peer-reviewed research funding base, and encourage mentorship, peer support and self-assessment of research performance.*

- Increase funds from Faculty, University and external sources (including alumni and corporate and community benefactors) for the employment of outstanding researchers in areas of strategic importance to the Faculty.
- Attract 'star' researchers, build new research teams in strategic areas and sustain new and existing high-performance teams, both independently and in cooperation with the Faculty's affiliated research institutes.
- Provide opportunities for existing academics who have an excellent research record to switch to research-only tracks for periods of up to five years, with the possibility of extension.
- Attract and retain outstanding career research fellows to the Faculty, and retain them, by providing better research facilities (see below); assisting with salary shortfalls on grants; providing bridging funds if high-quality grant applications fail; targeting the Faculty's own postgraduate research students; improving mentorship (see below); and strengthening the intellectual climate through scientific meetings and encouragement of interaction and debate.
- Encourage succession planning among the Faculty's senior staff.
- Provide support for research staff (especially early career researchers) in grant preparation, research ethics, research governance and research management.
- Introduce a system of formal research mentoring of junior academics and research fellows, in collaboration with other Faculties of the College.
- Encourage the establishment of a Faculty-wide system of self-assessment of research performance by individual academics, with review by supervisors or peers.
- Introduce a high-profile award scheme to recognise outstanding research achievements by individual researchers and teams across the Faculty.
- Provide assistance to researchers applying for research funding from a variety of funding sources in addition to the NHMRC, such as ARC Linkage grants and US National Institutes of Health funding schemes.

PROVIDE AN EXCELLENT RESEARCH TRAINING ENVIRONMENT. *Attract outstanding research students, improve induction processes for new students, strengthen training for students in core research skills, improve the capacity of academics in mentoring and research supervision, and involve research students in academic discourse and collaborative projects.*

- Attract outstanding students to undertake research training within the Faculty.
- Develop and implement a program for the induction of all new postgraduate research students, in cooperation with other Faculties of the College.
- Encourage all academics who supervise research students to undertake training in mentoring and supervision.
- Develop and implement a program of instruction in core skills for all research students, in cooperation with other Faculties of the College.
- Strengthen academic discourse, involving research students across the geographical spread of the Faculty.
- Encourage research students to participate in collaborative projects, working with other research groups locally, interstate or internationally, and provide mechanisms to support them.
- Improve formal probation assessment processes for research candidature.

EXPAND AND IMPROVE RESEARCH FACILITIES. *Develop and implement a coordinated capital plan for research facilities. Expand and improve research facilities at major health and medical research hubs identified by the NSW Government, and affiliated sites.*

- Produce and begin implementing a plan for the development of new research facilities and the refurbishment of existing facilities at other sites, in accordance with a coordinated capital plan.
- Support the development of a research hub in main campus and Royal Prince Alfred precinct by:
 - updating laboratory facilities in existing research buildings;
 - raising funds for and planning and developing a new inter-disciplinary biotechnology research building (BIO3); and
 - further developing the Medical Foundation Building and adjacent sites.
- Support the development of new research facilities at major research hubs and affiliated sites:
 - Royal North Shore Hospital;
 - the Westmead Hospital/ Children's Hospital at Westmead campus;
 - Nepean Hospital;
 - Concord Hospital.

PROMOTE COLLABORATION AND IMPROVE RESEARCH MANAGEMENT. *Strengthen relationships between the Faculty and independent research institutes, and remove procedural barriers that impede collaboration among research groups. Streamline ethical assessment of research. Develop systems to facilitate the sharing of research infrastructure and expertise.*

- Define and facilitate relationships between independent research institutes and the Faculty, ensuring both flexibility and transparency in these connections.
- Strengthen systems and procedures for the management of research, especially collaborative research. This should include policies for resolving conflicts of interest with sponsors, policies on authorship, improvements in grants-administration and grant-funds management, and simple but effective agreements between collaborating groups.
- Work with the University to streamline ethical review processes for collaborative and multi-centre research.
- Catalogue research infrastructure and expertise available across the Faculty.
- Develop on-line information systems to help with the rational acquisition and sharing of facilities and technologies and expertise in their use.

ENCOURAGE COMMERCIAL DEVELOPMENT OF RESEARCH OUTCOMES. *Facilitate increased skills in intellectual property recognition and management. Work with partners in relevant sectors to develop and maximise the commercial value of our discoveries.*

- Establish an Innovation and Commercialisation Unit within the Faculty of Medicine to assist Faculty academics in the commercial development of research outcomes, and to find markets.
- Work with partners across the State, nationally and internationally to capture and expand the volume of our discoveries;
- Collaborate effectively with colleagues in the Biolink partnership.

How will we assess our achievements?

We will report on indicators and benchmarks in relation to research and innovation.

Research intensity

- The proportion of staff who are research-active (defined as being a principal investigator or a funded associate investigator on at least one peer-reviewed grant, and/or producing two or more peer-reviewed publications in a year).

Research income

- Peer-reviewed research income.
- Value and proportion of national competitive research grant income – project, program and people awards.
- Value of research income from international sources.
- The number of successful applications for Cooperative Research Centres (CRCs), Centres of Excellence (CoEs), and Major National Research Facilities (MNRFs) in each funding round.

Research publications

- Number of publications in leading international peer-reviewed journals.
- Number of publications.

Research collaborations

- Number of collaborative grants, including cross-Faculty, cross-College, inter-institutional, and inter-University grants, and collaborative grants with overseas researchers.
- Number of collaborative publications, including cross-Faculty, cross-College, cross-institutional, and cross-University grants, and collaborative publications with overseas researchers.
- Satisfaction of researchers involved in collaborative projects with Faculty policies, systems and procedures for collaborative research management.

Higher degree research load

- Number of postgraduate research degree enrolments.

Higher degree research completions

- Number of postgraduate research degree completions.
- Number of completions within time.
- Proportion of students rating their experience as 'satisfactory' in the Student Research Experience Questionnaire (SREQ).

Commercialisation and external commissions

- Number of invention disclosures.
- Number of patent applications.
- Number and value of Faculty intellectual-property licenses.
- Number and value of research contracts.
- Number and value of research consultancies conducted by Faculty staff and recorded by the Business Liaison Office.

2 Learning and teaching - creative learning, quality teaching

From the College of Health Sciences Strategic Plan:

- ❑ *Be Australia's leading provider of postgraduate and advanced education in the health sciences.*
- ❑ *Provide a high level of interdisciplinary teaching across the health sciences.*
- ❑ *Attract and retain the best staff and students.*
- ❑ *Have a teaching workforce and local student body that reflect the diversity of the Australian population.*

Directions for the Faculty of Medicine:

- ❑ Maintain our position as Australia's leading provider of graduate and postgraduate education in medicine and public health.
- ❑ Maintain our position as an international leader in the development of medical education and education in the medical sciences.
- ❑ Ensure that our graduates who undertake clinical roles are equipped to deliver safe, appropriate, high-quality health care.
- ❑ Develop and implement programs of inter-professional education, linking the Faculty of Medicine with other professional disciplines represented in the College of Health Sciences.
- ❑ In association with other Faculties, develop alternative and innovative admissions strategies to provide alternative pathways into the USydMP.

What will we have achieved by the end of 2010?

- Continued strengthening of our local and international reputation for excellence in teaching.
- Benchmarking of all the Faculty's major educational programs with results that fulfil the 1:5:40 aspiration.
- A consistently high quality of teaching at all levels.
- Introduction of a series of Professional Master of Medicine programs in at least ten specialty areas.
- Sustainable full scholarship schemes to support students with outstanding backgrounds of academic and research achievement.
- Increased numbers of students from nominated priority groups, including Indigenous students and students from rural backgrounds.
- Development and implementation of new combined programs such as Medicine/Dentistry, Medicine/Business Administration, Medicine/Arts and Medicine/Music, to complement the new Science-Medicine joint program.
- Alignment of resource allocation to programs that are in high demand.

- More comprehensive and timely feedback to students on their level of understanding and performance.
- More flexibility for students, with choices on how, what and where they can study, across all of the Faculty's educational programs.
- Greater inter-disciplinary teaching and learning, including in teaching and learning in clinical practice.
- Greater staff and student satisfaction with the experience of teaching and learning in the Faculty.
- A continuing strong focus by the Faculty on the Bachelor of Medical Science degree program.
- Development of a public health major stream in an appropriate undergraduate degree.
- Increased commercial development and marketing of the Faculty's educational materials.

How will we achieve it?

STRENGTHEN THE UNIVERSITY OF SYDNEY MEDICAL PROGRAM. *Continue to improve the USydMP through ongoing attention to clinical teaching models and systems, and development of teaching staff. Make better use of clinical teaching capacity, strengthen performance feedback to students, and improve student admission procedures. Further develop rural health initiatives, interdisciplinary teaching and combined degree programs.*

- Review and continuously improve the content and delivery of the University of Sydney Medical Program (USydMP) to ensure that (a) it retains its standing as one of the world's leading programs of medical education, and (b) graduates are well-equipped for internship and oriented to lifelong learning for practice in any field of medicine.
- Ensure that curricula include a strong emphasis on the theme of safety and quality in health care, with continuously-updated teaching and learning in methods and systems of delivering safe, appropriate, high-quality care.
- Develop and implement new models of clinical teaching and learning that take account of changing acute health-care delivery processes, which have reduced students' access to hospital inpatients and reduced the effectiveness of traditional models of clinical teaching.
- Assess the adequacy of clinical teaching capacity in relation to the numbers of USydMP students in each clinical school, and explore options to improve clinical teaching and students' access to patients where needed.
- In order to ensure consistently high standards among the large numbers of external and internal staff involved in teaching the USydMP, (a) improve briefing of external teaching staff, and (b) encourage all teaching staff to participate in training programs on teaching methods, e.g. the Faculty's Master of Medical Education program.
- Continue to develop the capacity of the School of Rural Health based in Dubbo/Orange and develop further rural clinical teaching capacity.
- Implement inter-disciplinary teaching programs that have been appropriately evaluated, bringing together students in medicine, nursing, dentistry and allied-health fields.
- Work with other Faculties to develop and implement combined degree programs – Medicine/Dentistry, Medicine/Business Administration, Medicine/Arts, Medicine/Music.
- Improve timeliness and effectiveness of feedback to students on their performance.
- Improve student admission processes for the USydMP, including ensuring equity and accessibility to applicants.

- Improve communications with USydMP applicants, including development of web-based information for applicants and potential applicants.

DEVELOP AND STRENGTHEN POSTGRADUATE COURSEWORK PROGRAMS. *Ensure the academic and strategic value and financial viability of all courses. Continually improve existing postgraduate coursework programs. Expand full degree programs and non-award units in areas of service-delivery and workforce need, through consultation with employers and community representatives. Introduce specialist professional Master of Medicine programs and streamline processes for the creation and approval of new programs. Design new courses with a modular structure and flexible course options and delivery. Standardise admission procedures.*

- Monitor the academic and strategic value and financial viability of all courses, as a basis for their continued delivery.
- Review and continually improve existing postgraduate coursework programs.
- Expand the number and range of high-quality postgraduate and advanced-education courses available for study, both as full degree programs and non-award units, making use of common course modules where possible.
- Specifically, develop and introduce modular professional Master of Medicine programs in at least 10 specialist fields.
- Target students from a wide range of different disciplinary backgrounds.
- Develop postgraduate coursework programs in areas of service-delivery and workforce need, e.g. the management of burns.
- Streamline teaching programs and administrative procedures to give students more choices and flexibility in course options, modes of delivery and timetabling.
- Design postgraduate coursework degrees with a modular structure to increase student choice and better meet workforce needs.
- Develop a curriculum consultation process with employers and community representatives to determine workforce needs and assess the vocational preparedness of graduates.
- In order to ensure consistently high standards of teaching, (a) improve briefing of external teaching staff, and (b) encourage all teaching staff to participate in training programs on teaching methods, e.g. the Faculty's Master of Medical Education program.
- Improve timeliness and effectiveness of feedback to students on their performance.
- Streamline processes for the creation and approval of new units of study and new degree programs.
- Standardise requirements for postgraduate degree programs, including degree resolutions, admission requirements, credit points, fee structures and honours degree options.

DELIVER EDUCATIONAL PROGRAMS THAT MEET THE NEEDS OF A DIVERSE COMMUNITY. *Develop and market the Sydney Professional Master of Medicine Program to attract Australian and international students. Ensure that the Faculty's educational programs are accessible to under-represented groups, including Indigenous Australians, that selection methods do not discriminate against such students, and that ongoing support is provided for them.*

- Offer scholarships for the USydMP and postgraduate coursework and research programs to meritorious students.
- Develop and market the Sydney Professional Master of Medicine Program to attract students from Australia and internationally, particularly from the Asia Pacific Region.
- Further diversify the intake of international students into the University of Sydney Medical Program (USydMP) and postgraduate coursework and research programs.
- Ensure that the Faculty's educational programs are accessible to potential applicants from under-represented groups, particularly Indigenous Australians, rural residents, people of low socio-economic status, people from non-English-speaking backgrounds, and people with disabilities.
- Ensure that teaching and learning within the Faculty meet the needs of Indigenous Australians, with input from the College Director of Indigenous Health Studies and, in the case of the USydMP, with regard to the Indigenous Health Curriculum Framework of the Committee of Deans of Australian Medical Schools.
- Ensure that the methods used for selecting entrants in the USydMP do not discriminate against students from minority groups or disadvantaged social and cultural backgrounds.
- Provide ongoing support for students from minority groups and disadvantaged social and cultural backgrounds in all of the Faculty's degree programs in order to ensure satisfactory experience and high completion rates.
- Develop interdisciplinary learning programs at Clinical Schools.
- Assess the viability of part-time delivery of the USydMP.

REVIEW AND MAKE OPTIMAL USE OF FOUNDATION PROGRAMS. *Identify opportunities for the Bachelor of Medical Science and/or Bachelor of Health Sciences degree programs to feed into graduate and postgraduate coursework degree programs.*

- Review the contribution and potential contribution of the Bachelor of Medical Science and Bachelor of Health Sciences degrees as 'feeders' into the Faculty's graduate and postgraduate coursework degree programs and as source of PhD students for the Faculty.
- Identify and implement opportunities for enhancing these programs as 'feeders' into the Faculty's coursework and research degree programs.

IMPROVE TEACHING STAFF PERFORMANCE, EFFICIENCY AND SATISFACTION. *Identify and address staff development needs through mentoring schemes, awards for teaching excellence, improved administrative support for staff, and resource innovation in teaching and learning. Strengthen teaching capacity in clinical fields that have tended to shift from the public to the private sector, e.g. radiology, clinical pathology.*

- Identify and address staff development needs in areas such as teaching methods and skills, cultural competency and use of information technology in teaching and learning.
- Strengthen and retain academic capacity in clinical fields that have tended to expand in the private sector and contract in the public sector, e.g. radiology, clinical pathology, and some fields of surgery.

- Introduce awards for teaching excellence in all programs and ensure that those who receive awards are duly recognised throughout the Faculty.
- Develop a mentoring scheme to support junior teaching staff and, where appropriate, other new teaching staff.
- Enhance administrative support for teaching staff, in particular for academics with clinical and research commitments.
- Provide resources for the Office of Teaching and Learning in Medicine to lead and support innovation in education, including curriculum development and the enhancement of web-based programs.

PROMOTE AND SUPPORT COMMERCIAL DEVELOPMENT OF TEACHING RESOURCES. *Promote commercial opportunities through support for the Centre for Innovation in Professional Health Education (CIPHE) and establish an Innovation and Commercialisation Unit.*

- Promote further opportunities to obtain revenue from the licensing or sale of intellectual property relating to the educational content and support systems of the USydMP to other medical schools in Australia and around the world.
- Continue to support the Centre for Innovation in Professional Health Education (CIPHE) (<http://www.ciphe.med.usyd.edu.au>) in its development and marketing of the Faculty's educational products and its role in ensuring that the Faculty plays an active part in postgraduate health education.
- Establish an Innovation and Commercialisation Unit within the Faculty of Medicine, working in collaboration with CIPHE to assist Faculty academics in the commercial development of educational products, and to find markets.

How will we assess our achievements?

We will report on the following indicators and benchmarks in relation to learning and teaching.

Novel programs

- Number of modular Sydney Professional Master of Medicine programs available.
- Number of students enrolled in Master of Medicine programs.
- Number of other modular programs available.
- New pathways into the USydMP in association with other Faculties in the University, e.g. Arts, Music, Engineering, Australian Graduate School of Management.

Quality learning

- Development and implementation of a plan for regular evaluation of units of study (by 2006).
- Student experience: Student Course Experience Questionnaire (SCEQ) scores.
- Graduate experience: Satisfaction scores.
- Survey of employment of graduates.
- Survey of further study by graduates.

Student preference

- Student demand: first choice applications for USydMP.
- Student retention rate.
- Student progression rates.
- Student completion rates.
- Diversity of student population – numbers and proportions of Indigenous, rural international students by region of origin.

Excellence in teaching and curriculum development

- Proportion of teaching staff who have completed qualifications in teaching and learning in higher education.
- University-wide and external awards and commendations for teaching excellence.
- Increased licensing and sales of Faculty curriculum materials to Australian and overseas universities.

Quality assurance and improvement

- Positive outcomes from Academic Board and other reviews.
- Development and implementation of a benchmarking framework with faculties of medicine and public health in other research-intensive universities.
- Development and implementation of methods for assessing and benchmarking the level of appropriateness of clinical care delivered by clinicians who are graduates of the Faculty's programs.

Research-led learning and teaching

- Research-led teaching: number of publications evaluating the USydMP and other Faculty teaching programs.

3 Student experience - partnership for learning

From the College of Health Sciences Strategic Plan:

- ❑ *Improve postgraduate research students' experience.*
- ❑ *Have a local student body that reflects the diversity of the Australian population.*

Directions for the Faculty of Medicine:

- ❑ Further improve postgraduate research students' satisfaction with research management and facilities.
- ❑ Further improve coursework students' satisfaction with their experience in the Faculty.
- ❑ Increase the diversity of the student body within the Faculty.

What will we have achieved by the end of 2010?

- Very high levels of satisfaction expressed by coursework students with course content and delivery, facilities and administrative systems.
- Very high levels of satisfaction expressed by research students with research training, mentorship and supervision, facilities and administrative systems.
- Enthusiastic continuing engagement of graduates with activities of the Faculty.
- An increased proportion of coursework and research students who take part in an international placement, a placement in another Australian institution and/or an industry placement.
- Positive feedback from graduates and employers that graduates are well-equipped for their professional roles.
- An increased proportion and diversity of international students in coursework and research programs across the Faculty.
- An increased number of Indigenous students in the Faculty, with high retention rates.
- An increased proportion of students of rural origin in the USydMP.
- Improved information systems relating to students' background, experience, and employment after graduation.

How will we achieve it?

INCREASE THE DIVERSITY OF THE STUDENT BODY AND IMPROVE SUPPORT FOR STUDENTS. *Develop admission processes to encourage the enrolment of Indigenous and rural students. Strengthen financial and academic support where needed. Market the Faculty internationally, obtain feedback from international students and help them to integrate into the health services of their countries.*

- Develop admission processes to encourage the enrolment of Indigenous and rural students across the Faculty and provide ongoing support for these students, as needed, throughout their degree programs.
- Develop and implement a planned approach to early identification of and support for students who are struggling academically.
- Offer more financial support for students from disadvantaged backgrounds.
- Strengthen marketing of the Faculty's teaching and research programs internationally.
- Develop a system dedicated to obtaining feedback from international students.
- Obtain and distribute information that assists international students to be integrated into the health services of their own countries when they return home.

IMPROVE RESEARCH STUDENTS' EXPERIENCE. *Improve the induction of new postgraduate research students. Improve the development of students' core skills, ensure adequate research, office and common-room facilities, and act on feedback. Involve research students in academic discourse and collaborative projects. Strengthen arrangements with universities in other countries. Encourage supervisors to undertake training in mentoring and supervision.*

- Monitor and act on feedback from Faculty research students obtained in the Postgraduate Research Experience Questionnaire.
- In cooperation with other Faculties of the College, develop and implement a program for the induction of all new postgraduate research students.
- Ensure that adequate research, office and common-room facilities are available for postgraduate research students on all Faculty campuses.
- In cooperation with other Faculties of the College, develop and implement a program of instruction in core skills for all research students.
- Strengthen academic discourse involving research students across the geographical spread of the Faculty.
- Encourage research students to participate in collaborative projects, working with other research groups locally, interstate or internationally, and provide mechanisms to support them.
- Establish working 'cotutelle' arrangements with universities in other countries to allow research students to divide their candidature between institutions.
- Improve formal probation assessment for research candidature.
- Encourage all academics who supervise research students to undertake training in mentoring and supervision.

IMPROVE COURSEWORK STUDENTS' EXPERIENCE. *Seek and respond to feedback from coursework students. Provide mentoring schemes and encourage interaction between staff and students, improve the quality of teaching, and provide better facilities and amenities. Establish exchange programs and other arrangements with institutions in other countries.*

- Monitor and act on feedback from Faculty coursework students obtained in the Student Course Experience Questionnaire.
- Improve the experience and satisfaction of students undertaking graduate and postgraduate coursework programs by means of a range of initiatives that include:

- the introduction of a mentoring scheme;
 - providing good physical facilities;
 - encouraging interaction between students, and between students and staff;
 - improving the quality of teaching; and
 - internationalising the curriculum.
- Ensure that adequate facilities and amenities are available for coursework students on all Faculty campuses.
 - Establish and sustain exchange programs for coursework students with overseas institutions.
 - Investigate the possibility of establishing working 'cotutelle' arrangements with international universities to allow coursework students to divide their candidature between institutions.

How will we assess our achievements?

We will report on the following indicators and benchmarks in relation to the student experience in the Faculty.

Reputation and student demand

- 'Market' surveys of perceptions of the Faculty 'brand image'.
- Student demand: first choice applications for USydMP.

Quality and diversity of students

- GAMSAT scores and previous academic attainments of USydMP students (http://www.acer.edu.au/tests/university/gamsat/intro_gamsat.html).
- Balance of student population: socioeconomic backgrounds, gender, Indigenous students, rural origins, source countries of international students.

Equity group participation

- Equity indicators for access, participation, success and retention

Student satisfaction

- Student Course Experience Questionnaire (SCEQ) and Postgraduate Research Experience Questionnaire (PREQ).
- Feedback on individual courses and teaching staff.
- Evaluations from students completing short-term options and elective terms overseas.
- Student retention rate.
- Student progression rates.
- Student completion rates.
- Survey of employment of graduates, and of their perception of preparedness for professional roles.
- Survey of further study by graduates.

Range of extra-curricular activities

- Access to relevant extra-curricular activities across the geographical spread of the Faculty's teaching sites.

Value of scholarships and financial assistance

- Number and value of scholarships.
- Funds used for loans and bursaries.

Effectiveness and accessibility of administrative and student support services

- SCEO and PREQ ratings of administrative and support services.
- Satisfaction surveys of specific services and processes.
- Level of compliance with legislative requirements.
- Number of enrolments completed online.

Alumni participation

- Number of graduates participating in postgraduate coursework and research.
- Number of graduates engaged in career advising.
- Opportunities for students to gain practical experience with alumni in business, education, and in the public and non-profit sectors.
- Alumni assistance with marketing and international student recruitment.

4 Community engagement and outreach - service, leadership, and commitment

From the College of Health Sciences Strategic Plan:

- *Contribute to improving health, health policy and health services.*
- *Contribute to increasing capacity in health care and health and medical research in resource-poor countries.*

Directions for the Faculty of Medicine:

- Identify the needs of the Faculty's constituencies and ensure that the expertise of the Faculty's staff and graduates accords with those needs.
- Provide advocacy and leadership in areas of public interest relating to health care, prevention, and the promotion and protection of health.
- Undertake strategic communication to promote community awareness of equity issues in health.
- Provide expert contribution to forums relating to research, policy, and health services, and to peer-review processes.
- Provide consultant advice to public- and private-sector organisations in the Faculty's area of expertise.

What will we have achieved by the end of 2010?

- Better community awareness and understanding of the Faculty 'brand'.
- An increased profile of the Faculty and its teaching and research achievements throughout Australia and overseas.
- A clear definition of the nature and needs of Faculty's constituency, with a completed study characterising the health workforce that the Faculty should produce to meet the needs of the community in the future.
- A clear definition of the Faculty's priorities for service that are linked to the needs of its constituencies.
- Progressive implementation of a plan to fulfil these priorities, with particular attention to the Faculty's responsibility for advocacy and leadership in areas of public interest relating to the safety and quality of health care, prevention, and the promotion and protection of health.
- A capacity for strategic communication, focusing on improving the community's understanding of the need for equity of access and outcomes in health.
- Stronger ties with business, industry, the professions and government, including the health system.
- A vibrant health policy teaching and research program.
- A reputation for high-quality advisory and consultancy services in the areas of public health, health policy, medicine, health services, and research development.

- Delivery of appropriate educational programs in localities that are accessible to resource-poor countries in the Asia-Pacific region.

How will we achieve it?

STRENGTHEN LINKS WITH THE GOVERNMENT, THE COMMUNITY, AND INDUSTRY. *Develop a strategy to promote recognition of the Faculty, support an outreach office and maintain a 'state-of-the-art' Faculty website. Encourage continued staff participation in professional bodies, boards and committees, partnerships with the health industry, and consultancies. Develop a Faculty consultancy unit. Encourage qualified personnel from industry to take part-time teaching roles. Continue to support the Centre for Innovation in Professional Health Education. Pursue national and international accreditation of professional courses.*

- Develop a strategy to promote the Faculty to the community, industry and professions as a source of education and research expertise.
- Support an outreach office, including a qualified and experienced communications officer, to implement this strategy.
- Maintain a 'state-of-the-art' Faculty website to improve access to relevant information on the Faculty's achievements, performance and opportunities for partnerships with the health industry.
- Encourage continued staff participation with international, national and State professional bodies, boards and committees.
- Provide training in communication skills for staff members, including media training for those who wish to have a role with the media.
- Engage academically-qualified personnel from industry in part-time teaching roles.
- Award academic titles to eligible personnel from industry.
- Increase partnerships between the Faculty and the health industry, including:
 - structured institutional arrangements for research and business interaction, such as capital development programs;
 - formal collaborative projects; and
 - informal links between individuals.
- Develop and sustain a Faculty consultancy unit.
- Encourage Faculty staff to undertake consultancies for government, non-government organisations and industry in their fields of expertise.
- Continue to support the Centre for Innovation in Professional Health Education in its development of commercial contracts with governments, professional colleges and industry.
- Pursue national and international accreditation of professional courses.

ENHANCE THE FACULTY'S SERVICE ROLES. *Undertake workforce studies to ensure that the Faculty meets the future needs of the community. Lead community and professional debate on important health and medical issues. Include community-service activities of staff in performance reviews. Clarify risk management issues associated with community service.*

- Undertake workforce studies to characterise the health workforce that the Faculty should produce to meet the needs of the community in the future. Review the Faculty's teaching and learning programs in the light of its findings.
- Lead community and professional debate on important health and medical issues through public forums, position papers and independent analysis and commentary.
- Include community-service activities of staff in performance reviews.
- Clarify issues in legal liability and risk management relating to community service.

How will we assess our achievements?

We will report on the following indicators and benchmarks in relation to community engagement and outreach.

Exemplary community practices and standards

- Adherence to appropriate codes of practice.
- Adherence to appropriate standards of governance.

Participation in community education and public debate

- Participation in delivery of non-award courses and life-long learning.
- Instances of expert media comment.

Professional accreditation

- National and international accreditation of professional courses.

University reputation

- Initiatives taken to strengthen brand image and recall.

Industry and health sector engagement

- Number of consultancies.
- Consultancy income.
- Consultancy income per FTE staff involved in consultancy.
- Instances of active contribution to shaping the future of postgraduate education.
- Number of significant contracts in postgraduate health education from industry, government and professional colleges and associations.

5 Alumni engagement and philanthropy

Directions for the Faculty of Medicine:

- ❑ Engage alumni in the life of the Faculty as ambassadors, advisers, sponsors and donors.
- ❑ Engage the corporate sector and the wider community in Faculty development as users of Faculty expertise, as advisers, and as sponsors and donors.

What will we have achieved by the end of 2010?

- An understanding of community and alumni attitudes towards the Faculty.
- Increased outreach and engagement with alumni, and involvement of alumni as ambassadors, advisers, sponsors and donors.
- Effective communication of the Faculty's strategic priorities to potential sponsors and donors.
- Through the Faculty's foundations, increased giving to the Faculty from the corporate sector and the wider community in the form of sponsorship, bequests and donations.

How will we achieve it?

COMPILE INFORMATION RELEVANT TO ALUMNI AND PHILANTHROPY. *Conduct surveys and/or use market research to understand community and alumni attitudes towards the Faculty, use the University's database of alumni to contact graduates and facilitate alumni networking, and establish alumni chapters.*

- Conduct surveys and/or use market research to be commissioned by the University to gain an understanding of community and alumni attitudes towards the Faculty, to inform communications, and to assess the effectiveness of programs.
- Make use of the University's database of alumni to establish and maintain contact with graduates.
- Establish a directory to facilitate alumni-to-alumni interaction and networking.
- Establish alumni chapters in selected international and rural locations.

BUILD AND SUSTAIN ONGOING RELATIONSHIPS WITH THE FACULTY'S ALUMNI. *Form ties to alumni through the Medical Graduates' Association, develop an ongoing program for alumni, and provide opportunities for their participation in the development of the Faculty and its academic activities.*

- Form closer ties with alumni through the Medical Graduates' Association, an on-line journal and e-mail contact, using the resources of the outreach office.
- Develop an ongoing program of activities and offers valued by alumni.

- Provide opportunities for alumni to participate in the development of the Faculty by supporting them to act as ambassadors and by tapping their expertise as advisers.
- Encourage alumni to participate in the Faculty's academic activities, for example by inviting them to be guest lecturers and tutors in teaching programs that relate to their areas of expertise.
- Nominate appropriately-qualified alumni who participate in the Faculty's academic life for academic titles and awards.

PROMOTE AN AWARENESS OF THE FACULTY'S CAPACITY AND STRATEGIC PRIORITIES. *Support an outreach office and maintain a 'state-of-the-art' website to promote the Faculty to the corporate sector and the community.*

- Develop a strategy to promote the Faculty to the corporate sector and the community as an important resource that warrants involvement, sponsorship, and support.
- Support an outreach office, including a qualified and experienced communications officer, to implement this strategy.
- Maintain a 'state-of-the-art' Faculty website to improve access to relevant information on the Faculty.

STRENGTHEN SPONSORSHIP AND PHILANTHROPY. *Implement programs to raise funds from sponsorship and philanthropy, apply to the University's capital campaign for the Faculty's building development program.*

- Through the Faculty's foundation, implement programs to raise funds from the corporate sector, alumni and the wider community through sponsorship, bequests, donations, and other approaches.
- Through the University's capital campaign, obtain funds for the Faculty's building development program on all campuses.

How will we assess our achievements?

We will report on the following indicators and benchmarks in relation to alumni engagement and philanthropy.

Alumni engagement and participation

- Number of alumni in regular contact with the Faculty.
- Number of alumni with specific involvement in Faculty activities, e.g. employed within the Faculty or holding academic titles, contributing to teaching programs, giving one-off lectures or seminars, collaborating in research, and participating in selection of USydMP students.
- Number of alumni expressing satisfaction with what the Faculty offers them.
- Number of graduates participating in postgraduate coursework and research.
- Number of graduates engaged in career advising.

- Opportunities for students to gain practical experience with alumni in business and education and in the public and non-profit sectors.
- Alumni assistance with marketing and international student recruitment.

Fund-raising targets

- Proportion of contactable alumni donating annually.
- Corporate sponsorship targets (dollars).
- Community fund-raising targets (dollars).

6 Capability - our competitive advantage

From the College of Health Sciences Strategic Plan:

- ❑ *Attract and retain the best staff and students.*
- ❑ *Have a staff workforce that reflects the diversity of the Australian population.*

Directions for the Faculty of Medicine:

- ❑ Attract, reward and retain staff of outstanding quality and international standing who contribute to our reputation nationally and internationally.
- ❑ Commit to the development of staff in order to maintain leadership in teaching, research and organisational performance.
- ❑ Enhance the ability of staff to teach and support students from diverse backgrounds.

What will we have achieved by the end of 2010?

- An even stronger research and teaching workforce.
- Valid methods for measuring competence and intellectual capital.
- Succession plans for senior staff in key developmental and management fields.
- Peer review mechanisms for assessing the ability of staff to teach and support students, including those from diverse backgrounds.
- Increased staff capabilities in core performance areas.
- High rates of participation in the University's integrated staff learning and development program.
- Greater staff and student satisfaction with work and study environments.

How will we achieve it?

DEVELOP LEADERSHIP AND MANAGERIAL CAPABILITY. *Encourage staff to undertake leadership and management training, and support heads of schools and equivalents to undertake high-level leadership development courses. Strengthen administrative and technical support to enable senior academics to focus on academic duties. Include leadership and managerial capacity in selection criteria for senior academic recruitment.*

- Encourage and support all Faculty staff with or seeking senior managerial responsibilities to undertake leadership and management training.
- Encourage and support all heads of schools and equivalents to undertake high-level leadership development courses.

- Strengthen administrative and technical support, and examine opportunities for role substitution to enable senior academics to focus on academic duties, relegating non-academic duties to other appropriately-qualified staff.
- Assess leadership and managerial capacity as selection criteria when new senior academics are recruited.

ATTRACT AND RETAIN HIGH-QUALITY STAFF. *Create attractive remuneration packages and flexible employment arrangements in order to employ outstanding researchers and build new research teams in areas of strategic importance. Provide opportunities for the best research students to join the academic staff. Develop a culture of widespread active participation in academic discourse.*

- Increase funds from Faculty, University, and external sources (including alumni and corporate and community benefactors) for the employment of outstanding researchers in areas of strategic importance to the Faculty.
- Attract 'star' researchers, build new research teams in strategic areas, and sustain new and existing high-performance teams, both independently and in cooperation with the Faculty's affiliated research institutes.
- Specifically, make major academic appointments in the following areas; obesity and nutrition medicine; burns medicine; asbestos-related diseases; intensive care; neonatal paediatrics; paediatric respiratory medicine; adolescent health; care of the elderly; medical imaging; international public health; community mental health; health economics; stem cell biology; molecular biology of neurodegenerative diseases; molecular biology of schizophrenia; molecular genetics; molecular epidemiology; and forensic pathology.
- Examine and expand mechanisms that enable more flexible and attractive remuneration packages to be offered to new and existing staff.
- Implement recruitment policies that support diversity and enable the best academics to be recruited by encouraging flexible employment arrangements such as part-time work and job-sharing.
- Encourage succession planning among the Faculty's senior staff.
- Encourage and provide opportunities for the best research students to join the academic staff and further develop their careers.
- Strengthen the intellectual climate through scientific meetings and encouragement of interaction and debate and develop a culture of widespread active participation in academic discourse.

PROVIDE TRAINING, SUPERVISION AND MENTORSHIP. *Introduce formal teaching and research mentoring, address staff development needs and introduce awards for teaching and research excellence.*

- In collaboration with other Faculties of the College, introduce a system of formal teaching and research mentoring of junior academics and research fellows.
- Identify and address staff development needs with regard to teaching methods and skills, research skills, cultural competency, and use of information technology.

- Introduce awards for teaching and research excellence, and ensure that those that receive awards are duly recognised throughout the Faculty.

MEASURE AND MANAGE ACADEMIC PERFORMANCE. *Measure research and teaching performance and the quantity and quality of service to the community and the professions. Develop metrics for performance measurement, and use them in performance reviews, in defining goals, and in promoting the Faculty in future funding negotiations.*

- Develop methods of measuring research performance, generating metrics that can be used comparatively across different disciplines.
- Develop methods of assessing teaching performance, including both quantity and quality.
- Develop methods of describing the quantity and quality of service work undertaken by academic units.
- Use the metrics for research, teaching and service in defining goals and in performance reviews of individual staff and units.
- Use the metrics to promote the Faculty in future funding negotiations, both within the University and with external funders, particularly governments.

How will we assess our achievements?

We will report on the following indicators and benchmarks reflecting the Faculty's capability.

Competence and intellectual capital

- Staff retention rates.
- Staff turnover rates.
- Percentage of staff with high rating on annual Performance Management and Development (PM&D) as a measure of achievement against goals.
- Percentage of staff receiving performance bonus.

Excellence of staff

- Percentage of PhDs as a proportion of total academic staff.
- Percentage of staff promoted by level.
- Percentage of general staff receiving annual performance progression recognition.
- Percentage of membership of learned academies as a proportion of academic staff.
- Percentage of staff with professional/specialist degrees as a proportion of academic and general staff.
- Investment in training and staff development per FTE staff member, in accordance with individual staff members' Performance Management and Development programs.
- Percentage of national and international awards for service to professions and community.
- Instances of non-compliance with the University's Code of Conduct.

Leadership and managerial practice

- Communication.
- Performance feedback.
- Ability to instill confidence and empowerment.

Knowledge accessibility

- Degree of collaborativeness and its capacity for making knowledge and ideas widely available to staff.

7 Infrastructure and services - our platform for success

From the College of Health Sciences Strategic Plan:

- *Ensure our physical and technical resources, and support services are fit for purpose.*

Directions for the Faculty of Medicine:

- Ensure our physical facilities and technical resources for research, teaching and learning meet the highest Australian standards for safety, efficiency, and comfort and convenience.
- Ensure that administrative resources are fit for purpose.

What will we have achieved by the end of 2010?

- Physical and technical resources to match the Faculty's research, training and administrative needs.
- Commitment to ensuring that facilities meet the research needs.
- Strategic investment in major plant and equipment, shared (where possible and appropriate) with other Faculties and agencies.
- Efficient and effective technical support services for IT, communications and research facilities across all teaching and research campuses.
- Efficient student services, including improved on-line services and better marketing of courses.
- Greater staff and student satisfaction with work and study environments.

How will we achieve it?

DEVELOP AND MAINTAIN HIGH-QUALITY ENVIRONMENTS FOR ALL OF THE FACULTY'S CORE FUNCTIONS.

Identify needs and set priorities for upgrading work environments in accordance with a coordinated capital plan. Ensure that building and refurbishment projects produce improved work environments.

- Identify work environments (office, research, and teaching) that most urgently need upgrading.
- Produce and begin implementing a plan for the development of new research facilities and the refurbishment of existing facilities at other sites in accordance with a coordinated capital plan.
- Ensure that all new buildings and refurbishment projects provide good work environments, including spaces that encourage staff interaction.
- Develop plans for new large- and small-group teaching accommodation for the USydMP and other courses.
- Exploit the full potential of the Medical Foundation Building as a centre for collaborative post-genomic research and enhance the precinct by purchasing adjacent premises.

- Ensure that the allocation of workspace for teaching, research, student administrative and other activities on the main campus meets functional needs and priorities.
- Improve facilities and amenities for research and coursework students on all campuses (see section on Student Experience).
- Examine opportunities to improve other working conditions, e.g. parking and access to amenities such as childcare.

PROVIDE INFORMATION AND COMMUNICATION TECHNOLOGY THAT MEETS THE FACULTY'S NEEDS. *Ensure that the Faculty is supplied with efficient, well-supported high-capacity information and communication technology systems. Lower communication barriers between the Faculty and other institutions, and expand on-line student services.*

- Ensure that the Faculty is supplied with information and communication technology systems that make its research, teaching and service functions as efficient as possible.
- Expand and maintain high-capacity communication links (voice, video, and data) among all of the Faculty's campuses, and externally.
- Lower communication barriers between the Faculty and institutions that use teaching-hospital information and communication technology systems.
- Ensure that the Faculty's information and communication technology systems have adequate support and that users are adequately trained.
- Expand the range of student services that are accessible on line.

How will we assess our achievements?

The Faculty will report on a range of infrastructure indicators. These include the following:

- Indicators reflecting the development and implementation of a strategic asset management plan.
- Indicators of adequacy of space allocation, allowing for flexible needs of different occupants.
- Indicators of staff and student satisfaction with facilities and amenities.
- Indicators of adequacy and reliability of information and communication technology equipment and services.
- Indicators of adequacy of high-capacity communication links among campuses.
- Indicators of staff access to amenities.

8 Organisational performance - best practice standards

From the College of Health Sciences Strategic Plan:

- ❑ *Make operational, financial and management processes more efficient, effective and equitable.*
- ❑ *Make governance and decision-making more transparent.*
- ❑ *Increase operating margin to support growth and continuous improvement.*

Directions for the Faculty of Medicine:

- ❑ Strengthen governance.
- ❑ Improve financial management.
- ❑ Improve research management.
- ❑ Streamline student administration systems.
- ❑ Facilitate commercial development of research outputs and educational materials.

What will we have achieved by the end of 2010?

- Improved use of the Faculty's expertise and management capability in its governance processes.
- Strengthened capacity for financial management at the School level.
- Improved data collection and analysis relating to research management.
- Improved student information systems.
- Better standardisation of higher-degree requirements.
- Improved support for international students.
- Increased revenue from a diversity of funding sources leading to improved resources for teaching and research.
- Increased income from government and other funding sources.
- Increased income from bequests and improved management and strategic use of bequests.
- A well-developed capital development plan to cater for the anticipated increase in research activity and student numbers.
- Better financial management of research and teaching programs with measurement and monitoring of costs and income.

How will we achieve it?

STRENGTHEN GOVERNANCE STRUCTURES. *Review and streamline management and committee structures, make agendas and minutes available and provide opportunities for involvement by younger staff. Provide high-level management training opportunities for senior academics. Establish clinical trials offices jointly with other organisations.*

- Review and streamline management and committee structures, providing opportunities for involvement of younger staff in management roles and committees.
- Ensure that agendas and minutes of principal committees are available to all staff and interested affiliates.
- Provide high-level management training opportunities for senior academics.
- Establish clinical trials offices jointly with the Northern Sydney/Central Coast, Sydney West and Sydney South West Area Health Services, and the Children's Hospital, Westmead.

IMPROVE FINANCIAL SYSTEMS. *Strengthen financial management expertise and capability through recruitment and retraining. Ensure that the Faculty's financial systems are integrated with College and University-wide systems, and that the Faculty has input into the University's financial planning and forecasting processes.*

- Strengthen the financial management expertise available to heads of schools to ensure high levels of budgetary control.
- Strengthen financial management capability across the Faculty by investing in personnel through recruitment and retraining.
- Ensure that the Faculty's financial systems are integrated with the College- and University-wide systems and that staff are adequately trained and orientated to use them efficiently.
- Strengthen the rationale for the Faculty's input into the University's financial planning and forecasting processes, and ensure that the Faculty's efforts in this regard are applied effectively at Faculty, College and University levels.
- In collaboration with the University, clarify student fee income flows and ensure that the Faculty's distribution of this income is appropriate.

IMPROVE RESEARCH MANAGEMENT SYSTEMS. *Improve the Faculty's publication data collection processes and develop a database of available expertise. Work with the University Research Office and Research Offices in the Clinical Schools to improve research management processes. Provide assistance to researchers applying for research funding and ensure that processes for the distribution of funds are transparent.*

- Improve the Faculty's publication data collection processes to (a) facilitate the Faculty's compliance with the Higher Education Research Data Collection requirements, (b) enable academic staff and affiliates to create their own bibliographies, and (c) make information on the Faculty's publication output widely available, in order to increase awareness of the Faculty's performance.
- Develop and implement a database of expertise available within the Faculty.
- Work with the University's Research Office and Research Offices in affiliated teaching hospitals to improve research management processes and access to data on publications and research funding.
- Ensure that processes for the distribution of Research Infrastructure Block Grant funds across the Faculty are transparent.

- Provide assistance to researchers applying for research funding from a variety of funding sources in addition to the NHMRC, such as ARC Linkage grants and US National Institutes of Health funding schemes.
- Monitor developments in research governance both in Australia and internationally.

IMPROVE STUDENT ADMINISTRATION SYSTEMS. *Develop a database of essential information about USydMP students, and improve the existing database of postgraduate information. Improve coordination between the Medical Program Administration Unit and administration units in the Clinical Schools. Expand on-line systems for student access and services and update the Faculty website on educational programs and processes. Standardise requirements for postgraduate degree programs.*

- Develop and implement a student database that compiles essential information about USydMP students, their progress and their activities.
- Improve the coordination between the Medical Program Administration Unit in the Faculty and student administration units in the Clinical Schools, aiming to provide better services for students.
- Establish or expand systems that enable students to submit forms, project plans and assignments on-line, increasing students' access to staff and services regardless of their geographical location.
- Standardise requirements for postgraduate degree programs, including degree resolutions, admission requirements, numbers of credit points required and fee structures.
- Improve the existing database of postgraduate students, disciplines, supervisors, examiners, postgraduate coordinators, degrees and units of study.
- Continue to update the website that gives students and potential students information about candidature, educational programs and their availability, application processes, and selection criteria and processes.
- Improve formal probation assessment processes for research candidature.
- Obtain and distribute information that assists international students to be integrated into the health services of their own countries when they return home.
- Establish working 'cotutelle' arrangements with international universities to allow research and USydMP students to divide their candidature between institutions.

SUPPORT THE COMMERCIAL DEVELOPMENT OF RESEARCH AND TEACHING RESOURCES. *Continue to support and expand the Centre for Innovation in Professional Health Education (CIPHE) and promote opportunities to obtain revenue from the distribution of intellectual property. Establish an Innovation and Commercialisation Unit.*

- Promote opportunities to obtain revenue from the distribution of intellectual property relating to the educational content of the USydMP to other medical schools in Australia and around the world.
- Continue to support and expand the Centre for Innovation in Professional Health Education (CIPHE) (<http://www.ciphe.med.usyd.edu.au>) in its development and marketing of the Faculty's educational products and in competing for commercial contracts in health education.

- Establish an Innovation and Commercialisation Unit within the Faculty of Medicine, working in collaboration with CIPHE, to assist Faculty academics in the commercial development of research outcomes and teaching products, and to find markets.

How will we assess our achievements?

The Faculty will report on a range of organisational performance indicators. These include the following:

Financial outcomes

- Revenue from local and international students' fees.
- Research revenue.
- Diversity of research revenue.
- Ratio of costs of 'core services' to 'support services'.

Research management

- Ability to obtain access to data on funded projects and programs.
- Ability to obtain access to data on publications.
- Ability to benchmark research performance data against national and international figures.

Student administration

- Ability to obtain appropriate access to information on USydMP students.
- Ability to obtain appropriate access to information on postgraduate students, supervisors and research fields.
- Number of students involved in 'cotutelle' arrangements with overseas universities.
- Results of student satisfaction surveys with administrative services.

Commercialisation

- Number and value of sales of USydMP educational content to other medical schools.
- Number and value of research contracts.
- Number and value of licences.
- Number of invention disclosures per research-active staff member.
- Number of patent applications per research-active staff member.