

FACULTY OF MEDICINE

ACADEMIC BOARD REVIEW PHASE 2

SELF-EVALUATION REPORT

September 2004

FACULTY OF MEDICINE ACADEMIC BOARD REVIEW PHASE 2

RESPONSES TO RECOMMENDATIONS FROM PHASE 1

Goal 1: Quality teaching and learning

The University of Sydney will maintain and enhance its position as an outstanding provider of high quality undergraduate and postgraduate teaching, both in Australia and internationally.

The Faculty provides the following review of the actions taken to address recommendations that arose out of the Phase 1 Academic Board Review:

Recommendation 1	<i>That the Faculty consider ways of addressing the inconsistency in the quality of teaching, especially in relation to visiting lecturers and PBL tutors.</i>
Action taken by the Faculty	<p>Quality of teaching has been, and continues to be, a central Faculty concern. In the USydMP, feedback from students to lecturers and PBL tutors is regular and timely. Smaller classes in Master's degree programs and individual research supervision enable more individualised feedback and improvement to occur, provided that a culture of open communication is fostered.</p> <p>During 2003 the Faculty's Office of Teaching and Learning in Medicine (OTLM) (formerly the Department of Medical Education) assumed responsibility for PBL tutor allocation, in consultation with each School and Department, and has further developed and refined the system. PBL tutors receive a Certificate of Accreditation following attendance at the introductory PBL tutor workshop; and a similar system is now in place for re-accreditation at continuing PBL tutor workshops. On-line student feedback to PBL tutors continues to be collated and forwarded to each tutor, and the global ratings for each tutor are now forwarded to respective Heads of Department. The OTLM continues to offer guidance, support, and re-training for tutors who have received poor ratings. Student on-line feedback to lecturers is also collated and sent on to the individual lecturer concerned. The de-identified feedback information is also considered at a subsequent Block Review and decisions made about follow-up action. Minutes of the Block Reviews are now posted on the student website.</p> <p>The OTLM regularly reviews the quality of its staff-development programs, which consistently receive high ratings from participants.</p> <p>In March 2004, the Faculty's program of Graduate Studies in Medical Education enrolled its first students, all of whom are teachers within the Faculty. The program is offered in collaboration with the Faculty of Health Sciences and the Faculty of Education and Social Work. It is particularly relevant to Faculty members, and will further promote quality in teaching and learning within the Faculty of Medicine. Medicine</p>
Further action planned but not yet implemented (if appropriate)	<p>PBL tutor training is to be refined. This will incorporate observation by participants of an actual PBL tutorial, and reflection on this experience. A Teaching Improvement Fund Grant will be used to produce an updated PBL tutor training video.</p>
Faculty's evaluation of the success of action taken	<p>The Associate Dean (Curriculum) follows up the very few instances of poor-quality teaching by visiting lecturers, in response to student feedback. In most instances, the problem has been due to the need for a stand-in lecturer in place of the usual lecturer, and to the stand-in lecturer being unfamiliar with the nature of teaching within our problem-based program. We manage to keep these instances to an absolute minimum, and each case is followed up individually. Overall, the quality of our lecturing is very high, and this is reflected in student feedback.</p> <p>Recently, the OTLM conducted a review of PBL tutor feedback from students in Years 1 and 2, focusing on Blocks 1 (Foundation Studies), 2 (Musculo-skeletal), 3 (Respiratory), 5 (Cardiovascular) and 6 (Neurosciences). There are 28 PBL tutors in each 1st Year Block; and 26 in each 2nd Year Block, giving a total of 137 tutors in</p>

	the aforementioned Blocks. Of these, 6 tutors had received negative feedback that was deemed to require follow-up. This was carried out on an individual basis by OTLM, which has offered ongoing support, guidance and retraining as required.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 2	<i>That the Faculty develop strategies to increase the number of Indigenous students in the USydMP.</i>
Action taken by the Faculty	<p>In response to this recommendation, a discussion paper was prepared for the Faculty Education Committee by Associate Professor Jill Gordon, based on her experiences at the University of Newcastle, and outlining a range of preparatory, transitional, academic and social-support strategies needed to recruit and retain Indigenous medical students. The discussion paper provided the basis for a successful grant application. In January 2004, the grant part-funded administrative capacity to develop the basic infrastructure within the Faculty that would enable an academic with responsibility for Indigenous students to function effectively.</p> <p>A situation analysis was conducted to make better use of existing structures and services and identify gaps. This led to a review of the selection criteria and process for Indigenous applicants to the USydMP, and subsequent clarification of the selection criteria. A successful recruitment drive has been conducted to increase the number of Indigenous staff and community members who participate in the USydMP interviews for the 2005 cohort of medical students.</p> <p>This review provided the basis for the development of a facilitated entry strategy for Indigenous applicants to USydMP, whereby every Indigenous applicant is given the opportunity to demonstrate his or her suitability for the USydMP. Student Services notifies the Koori Centre of all enrolments of Indigenous USydMP students.</p> <p>Indigenous academic staff have been asked to contribute to the development of an Indigenous module within the USydMP curriculum.</p>
Further action planned but not yet implemented (if appropriate)	<p>The development of the Indigenous module within the USydMP is nearing completion. The pilot of this module will run for the 2004 cohort of the Year 3 USydMP students at the Dubbo campus, School of Rural Health.</p> <p>The facilitated entry strategy for Indigenous applicants to the USydMP will be implemented for the 2005 cohort.</p> <p>Capacity and processes to provide specific academic support for Indigenous USydMP students are to be developed.</p> <p>Participation in the Aboriginal and Torres Strait Islander Health Mentoring Program will place Indigenous USydMP students in local, State and national support networks.</p>

Faculty's evaluation of the success of action taken	<p>The Faculty's submission for a grant to part-fund administrative capacity (see above) sets out the following objectives:</p> <ul style="list-style-type: none"> ▪ Develop academic and social resources for, and support of, Indigenous students. ▪ Review selection criteria and processes for Indigenous applicants to the USydMP. ▪ Develop a marketing plan for target audiences ▪ Make use of the administrative capacity to develop basic infrastructure enabling the most effective use of academic capacity, and expanding the potential of academic capacity. <p>Outcomes include:</p> <ul style="list-style-type: none"> ▪ Appointment of dedicated staff within the Faculty and utilisation of existing Indigenous academic staff for USydMP curriculum development. ▪ A review of feedback by current Indigenous students focusing on the support provided within the Faculty in 2004. Students uniformly report greater access to Faculty facilities and personal and social support. ▪ Increased numbers of Indigenous staff and community members in the selection process for USydMP Development of Indigenous health issues in the USydMP curriculum. ▪ Development of facilitated entry strategy for indigenous applicants for the USydMP, in which every Indigenous applicant is given the opportunity to demonstrate his or her suitability. ▪ A marketing plan, which has been implemented, and will be reviewed.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 3	<p><i>That the Faculty be particularly vigilant in monitoring and engaging in forward planning to ensure that there is sufficient resource support for programs where there is rapid growth in student numbers (as for example with the Master of International Public Health).</i></p>
Action taken by the Faculty	<p>The Faculty is currently reviewing its postgraduate coursework programs, and is considering the benefits and opportunities of a coordinated approach to postgraduate coursework development and delivery. A Working Party has been established to undertake this review and make recommendations. Part of this review will focus on income distribution to ensure that income from Master's degree programs is used to support rapidly-growing programs.</p> <p>In April 2003, the Combined Board of Postgraduate Studies for the Faculties of Dentistry, Medicine and Pharmacy was restructured and two sub-committees of</p>

	<p>equal standing were established, dealing respectively with matters relating to research degrees and coursework degrees: a Postgraduate Research Sub-Committee and a Postgraduate Coursework Sub-Committee. This has enabled processes to be streamlined and has already produced efficiencies in the administration of postgraduate candidature and the support of students. In addition, it has allowed the Board to consider issues relating to the quality and delivery of coursework programs in an effective forum, promoting the development of consistent practices across the three Faculties.</p> <p>The Academic Board Review particularly noted the rapid growth of enrolments in the Master of International Public Health. To help ensure improved forward planning, the international student application process is currently under review by the Dean of Graduate Studies. The Faculty of Medicine will have input into this process, with a view to implementing better systems and improved communication, to ensure the earliest possible awareness of the numbers of students entering into particular courses.</p> <p>From 2004 the School of Public Health set quotas for enrolments in coursework degrees. This allowed forward planning with respect to room bookings and the number of tutorial groups required. The School also ran regular projections of enrolments from applications received from late 2003 to ensure the earliest possible warning of possible increases. The School also introduced 24hr and 7 day a week access to the computer labs to ensure that these resources could fulfil the requirements of the students and out of hour classes.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>The resources needed for new students will be identified at the time of the initial formal interview that all prospective students and their supervisors will be required to undergo. Heads of School will be required to give approval, based on the availability of resources, for all research candidature applications. This has been approved by the Faculty and will be implemented before the end of 2004.</p> <p>The Coursework Sub-Committee of the Board of Postgraduate Studies has begun developing a structured review process and will examine budgets and resources for each existing course.</p> <p>The International Office has set an application processing fee and this is expected to limit the number of insincere applications processed for prospective international students. It will also allow the Faculty to estimate future student numbers more accurately.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>The Coursework Sub-Committee currently examines course proposals, which must include a detailed budget. This has ensured the viability of courses.</p> <p>The quotas set and forward projections made by the School of Public Health have led to the correct allocation of resources for future students. The School has also found that the extension of computer lab opening hours has satisfied the needs of students.</p> <p>The effectiveness of such initiatives should be reflected in improved student evaluations of their postgraduate coursework and research program, as well as increased completion rates and improved timeliness of completions.</p>
<p>Review Team's comments (to be</p>	

completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 4	<i>That although generic attributes are embedded into course outlines, the Faculty consider making them more explicit to students, particularly at the postgraduate level.</i>
Action taken by the Faculty	<p>The Faculty is developing web pages that contain information for staff and students on generic attributes of the USydMP and in its postgraduate programs.</p> <p>The Board of Postgraduate Studies will review course documentation to ensure that the generic attributes are more explicitly described and integrated with specific program goals. An example of how this is being achieved at postgraduate level is available on the website for the Graduate Program in Medical Education at: http://www.OTLM.med.usyd.edu.au/mmeded/index.html</p>
Further action planned but not yet implemented (if appropriate)	The Coursework Sub-Committee of the Board of Postgraduate Studies is currently undertaking a review of courses. This will include determining the specific generic attributes for all courses (including those for attributes have previously been unclear), and assessing whether these are integrated with specific program goals.
Faculty's evaluation of the success of action taken	A website has been developed for postgraduate students and this includes the generic attributes, where available. The website has been advertised heavily to students and Postgraduate Coordinators, and the Postgraduate Student Administration Unit has received positive feedback on it.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 5	<i>That the Faculty consider ways of providing students with opportunities to receive more comprehensive and timely feedback on their level of understanding and performance.</i>
Action taken by the Faculty	<p>Clearer definitions of performance criteria for both written and clinical formative assessments are gradually being developed. For example, in the 2003 USydMP written formative assessments, prompt feedback has been provided to students, detailing performance criteria in 'unsatisfactory', 'borderline' and 'satisfactory' categories. Assessment items and instruments are currently being mapped within each curriculum Theme across each stage of the USydMP, in order to align assessment to the level and breadth of knowledge and skill required.</p> <p>Current developments in improving the quality and promptness of feedback from</p>

	<p>both written and clinical formative assessments should result in enhanced student satisfaction. For instance, it is expected that a newly developed electronic form of the Modified Essay Question (MEQ) assessment will lead to more prompt and detailed feedback from Faculty content experts.</p> <p>The quality of assessment items and feedback in the USydMP online assessment system is currently being reviewed. The review involves adding high-quality items from an international consortium's item bank, and responding promptly to comments and queries posted by students. It is expected that this project will improve feedback on students' levels of understanding and performance.</p> <p>The Assessment Unit within the OTLM is playing a significant role in all of these initiatives.</p>
Further action planned but not yet implemented (if appropriate)	The electronic version of the Modified Essay Question (eMEQ) was trialled successfully in November 2003. A more extensive trial was planned for June 2004, but had to be postponed until November 2004, due to re-arrangement of IT support priorities within the Faculty.
Faculty's evaluation of the success of action taken	<p>Throughout 2003, prompt feedback to students on their performance in written formative assessments in Stages 1 and 2 has been provided in the form of score ranges for each level of performance (satisfactory, borderline and unsatisfactory), and this has proved generally acceptable to students. This system has now been extended to the Objective Structured Clinical Examinations in Stages 1 and 2.</p> <p>In Stage 3, a peer / self marking exercise, with Faculty audit, has been undertaken for the written formative assessments. This has provided more feedback, better feedback and more timely feedback. The publication of class mean scores also enables students to evaluate their own performance in relation to that of their peers.</p> <p>The mapping of assessment instruments against Theme and Rotation Goals has been completed. It is anticipated that this will result in more valid assessments, but its effect has not been evaluated (and is difficult to evaluate formally).</p>
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 6	<i>That the Faculty consider ways of improving the support and monitoring of international students, particularly postgraduate students</i>
Action taken by the Faculty	<p>There have been further improvements both in the quality and efficiency of the services provided to students and in the administrative processes of the Postgraduate Student Administration Unit. Results from SCEQ survey of postgraduate students, show an increase in the overall student satisfaction level with the quality of student support and administration services.</p> <p>Further refinement of the Postgraduate Student Filemaker Pro-based database has facilitated better tracking of progression through all phases of a student's</p>

candidature and improvements to the reporting functionality of the Unit.

The Postgraduate Student Administration Unit has launched a purpose-built website designed to be a resource for people interested in taking up postgraduate study through the Faculties of Dentistry, Medicine and Pharmacy, and for students already enrolled in a coursework or research course. The website can be found at: <http://www.pg.chs.usyd.edu.au/pg/> Included in the site are specific course information and research programs on offer. There are contact details for those administering these programs, details on how to apply, and practical information on all aspects of candidature. As well there is more general information of relevance to both local and international students, with many links to other useful sites. The website is fully integrated with the Postgraduate Student Administration Unit Filemaker Pro database and has details for 90 courses and over 500 units of study offered throughout the Faculties of Dentistry, Medicine and Pharmacy. There are many links to areas of interest and a dedicated section on University and Faculty policies, such as Special Consideration, Academic Honesty, issues relating to Intellectual Property and other important policies. The site also covers all areas of a student lifecycle, from general inquiries at pre-admission, through to progression, the examination process and graduation, and is also proving a useful resource for academic and general staff.

Specifically in relation to international students enrolled in the USydMP, a liaison officer has been appointed to offer support and guidance throughout their enrolment, including guidance about re-integration into the medical system of their country of origin, on completion of studies here.

Following a review of its postgraduate coursework programs and the formulation of a business plan the Faculty has commenced development of an innovative new program, the Sydney Professional Master of Medicine Program (SPMMP). The aims of the program are to:

- provide a range of high quality postgraduate coursework programs, successful completion of which will deliver a qualification of high international standing;
- increase numbers of postgraduate students, both domestic and international; and
- create a significant ongoing revenue stream across the Faculty

Some features of the new program are as follows:

- flexible content and delivery methods to meet the needs of a wide range of students in many different situations and locations;
- highest quality, with fees set accordingly;
- attracting overseas students from areas of potential high demand such as the Middle East, China, India, Pakistan and South East Asia;
- an articulated series of awards under the banner of a professional Master's degree;
- modular structure across a broad range of medical specialties, with units of study designed on a stand-alone basis to be fully transferable between specialist streams;
- standardised units of study (credit points, educational delivery model,

	<p>production and delivery quality, price);</p> <ul style="list-style-type: none"> • delivered via a mixture of teaching strategies, taking full advantage of information technology to meet the needs of busy practitioners and professionals; • coordinated at Faculty level.
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>With the recent appointment of Professor Bruce Robinson as Associate Dean (International) and the formation of the Faculty International Committee, strong and cohesive academic direction has been established for administrative initiatives in international student support. The Medical Program Administration Unit aims to continue to facilitate the ongoing needs of international students within its existing student support structure. Special initiatives or projects will be assigned to existing staff or offered to appropriately-qualified individuals on a casual-employment basis.</p> <p>The Faculty plans to implement the new postgraduate research student annual review process recently approved by the Academic Board, which was modelled largely on the annual review form developed by the Board of Postgraduate Studies for Dentistry, Medicine and Pharmacy. This will include the introduction of mandatory annual interviews for all postgraduate research students (not just at the end of the first year of candidature). Students who could have problems with English written and oral communication skills will be identified early and remedial action taken prospectively.</p> <p>The new SPMMP will be aggressively marketed overseas and it is anticipated that international students will be the majority of enrolments.</p> <p>The Faculty has employed an educational development coordinator and a project manager to work with clinical, academic and administrative staff within the Faculty and across the University to develop the new program. The systems and services required to meet the needs of high fee paying international distance education students are being carefully planned to ensure the best possible student experience.</p>
<p>Faculty's evaluation of the success of action taken</p>	<p>The appointment of the International Student Support Officer did not adequately service International student needs for a variety of reasons. The MPAU has been accommodating special needs of ongoing international student support within its existing student support structure. Strong links have been formed with the University International Office in regards to admission and administration of international student candidature.</p> <p>The postgraduate student database tracking has shown improvements in the administration of a student's candidature. For example, average thesis examination times for the research students have gone from 188 days in 2002 to 122 days for the second half of 2003. The database has also proven useful in the follow-up of Annual Progress Reports and applications. A further measure of success will be an improvement in the timeliness of completions.</p> <p>The website has been developed for postgraduate students and this includes the generic attributes, where available. The website has been advertised heavily to students and Postgraduate Coordinators and the Postgraduate Student Administration Unit has received positive feedback.</p> <p>Staff of the OTLM and the Centre for Innovation in Professional Health Education are building in a significant research and evaluation component starting in the early stages of implementation. This innovative new program is seen as an ideal</p>

	opportunity to conduct valuable research in postgraduate medical education, particularly on the efficacy of a variety of online teaching and learning strategies.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 7	<i>That the Faculty consider ways of improving the postgraduate research experience, particularly in terms of support, isolation, and initial training.</i>
Action taken by the Faculty	<p>See earlier comments in relation to Recommendation 6.</p> <p>In addition, the Combined Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy recognises that probation could be a useful mechanism for identifying research candidates who are at risk of non-completion or failure, as early as possible in their candidature. Guidelines for probationary acceptance, assessment of satisfactory progress and outcomes of the process have been produced for candidates, supervisors and postgraduate coordinators. The guidelines have been approved by the Academic Board for University-wide form, and this will be implemented from 2005. They were accepted by Dentistry, Medicine and Pharmacy from 2004.</p> <p>As mentioned earlier under Recommendation 6, a new postgraduate student website has been created that will be particularly useful for research students. For example, the website includes a comprehensive list of Frequently Asked Questions that aims to provide information to current students, potential students and members of staff. It is continually updated. The website also incorporates a searchable database that enables potential students to view recently-published theses as a means of determining areas of research productivity as well as identifying potential supervisors. There is both a keyword search and a search for published theses within a particular discipline or unit. In addition, the website is linked to the postgraduate student database on courses and units of study, so that a student can not only obtain detailed information about a particular course (such as course aims and objectives), but also is able to drill down to unit of study level with unit of study outlines and information about classes and assessments.</p> <p>The Postgraduate Student Administration Unit extended opening hours during the enrolment period for Semester 1, 2004, to enable students to enrol out of office hours.</p>
Further action planned but not yet implemented (if appropriate)	<p>The Faculty has developed a Draft Research Training Plan 2004-2006 (see attached Appendix)</p> <p>The Faculty is considering the appointment of a Research Training Support Officer, who would be responsible for developing and implementing orientation days and general student information sessions/workshops throughout the year. The Officer would also implement probation reports and follow-up.</p>

	<p>The Faculty plans to introduce more scholarships for research students.</p> <p>The Postgraduate Student Administration Unit plans to undertake enrolments at the external sites, for example at Royal North Shore Hospital and Westmead Hospital for Semester 1, 2005.</p> <p>A number of postgraduate students (both local and international) who are located off campus have commented on a sense of isolation. The Dean of the Faculty of Medicine has established regular meetings with postgraduate student representatives from the various clinical schools to discuss issues that warrant further action. In particular, the Dean is considering mechanisms to re-activate the postgraduate research student society that ceased to be functional several years ago.</p> <p>In addition, as part of a College of Health Sciences initiative, it is planned to compile a list of the various student seminar programs that are available throughout the College. Students will be encouraged to attend relevant seminars, and where possible social events will occur in association with these seminars to encourage students from various disciplines and clinical schools to interact.</p>
Faculty's evaluation of the success of action taken	<p>As mentioned in response to Recommendation 6, the Faculty has been successful in improving administrative processes such as thesis examination times.</p> <p>The website for postgraduate students is now available and has proven a great resource to all students.</p> <p>Further feedback and suggestions from students will be actively sought, so that additional student-focussed improvements can be planned.</p> <p>The after-hours enrolment period proved to be a great success and was attended by large numbers of students.</p>
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 8	<i>That the Faculty consider ways in which the high level of quality will be sustained, particularly in relation to support and encouragement of RHD students.</i>
Action taken by the Faculty	This has been noted by the Board of Postgraduate Studies, and will receive careful consideration as part of on-going quality assurance processes.
Further action planned but not yet implemented (if appropriate)	As mentioned in Recommendation 7, the Faculty will be considering appointing a Research Training Officer who will be specifically responsible for supporting postgraduate research students including PhD and research Masters students.
Faculty's evaluation of the success of action taken	The implementation of the Postgraduate Student Administration Unit's database has allowed users to track and ensure quality in the administration of student candidatures. It will also allow us to identify areas of weakness, giving us an

	opportunity to rectify these weaknesses.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Recommendation 9	<i>That the Faculty consider ways in which communication of Academic Board policies to students may be improved.</i>
Action taken by the Faculty	<p>The Faculty web pages are being reorganised to make Academic Board policies more accessible for staff and students in the USydMP and in Master's degree programs. (See earlier comments in relation to Recommendations 6 and 7).</p> <p>Electronic bulletins will be issued to students biannually, drawing their attention to relevant Academic Board policies.</p>
Further action planned but not yet implemented (if appropriate)	<p>The Medical Program Administration Unit (MPAU) plans to place a link to the Academic Board Policies, which has been made prominent on the Faculty site, in the USydMP web site. The link will be placed on the 'Course Info' page under the heading Policies.</p> <p>Periodic bulletins will continue to be sent to students biannually, informing them of changes to policy or reinforcing relevant policy, for example the Special Consideration Policy will be highlighted in the lead up to assessments.</p> <p>Staff in the MPAU will ensure that processes within the unit are aligned with Academic Board Policy. Recent changes have been made to ensure that the Faculty follows due process in regard to special consideration and student appeals. This includes ensuring that students are informed of the policy surrounding these processes.</p> <p>For postgraduate students, part of the new induction form process will include informing students of the various Academic Board policies (in particular policies relating to Academic Honesty and intellectual property), and pointing them to the relevant University website that contains all these policies. A link to this website is also provided on the Board of Postgraduate Studies postgraduate student website.</p> <p>In addition, as new policies are developed, or amendments are made to existing policies, it is planned to inform students, their supervisors and postgraduate coordinators of them by electronic means, including direct emails and website bulletin board postings.</p>
Faculty's evaluation of the success of action taken	<p>All students who applied for special consideration followed correct procedures in the lead-up to the recent Stage 1 Required Formative Assessment.</p> <p>The feedback from the Medical Students' Society regarding the prominent availability of Academic Board Resolutions on the Faculty website and the proposal to link to the password protected USydMP website has been positive.</p> <p>For postgraduate students there will be periodic reminders as to their responsibilities</p>

	to keep abreast of University policies. It should also be possible to build discussion about relevant Academic Board policies into the annual review process for postgraduate research students.
Review Team's comments (to be completed after the Review)	
Review Team's conclusion (to be completed after the Review)	

Faculty of Medicine

APPENDIX

Faculty of Medicine Research Training Plan 2004 – 2006

Purpose of the Research Training Plan

The research training plan provides a framework of strategies for achieving the following objectives which the Faculty has identified as central to its commitment to quality research training.

The 10 goals of the plan

These ten goals define the focus for the Faculty for the next two years:

1. **Attract and retain the best postgraduate research students from a range of disciplines and countries;**
2. **Provide a stimulating environment for research training activities so that students achieve the attributes required of a research graduate of the Faculty of Medicine;**
3. **Expand Faculty internationalisation, in line with University policy;**
4. **Identify and enhance areas of research excellence;**
5. **Aim to maximise the number of high-quality higher degree graduates and timely completions;**
6. **Give high priority to developing systems that monitor the quality of supervision of postgraduate research training;**
7. **Recognise excellence in postgraduate research training supervision through fostering and rewarding skills and achievements;**
8. **Widely promote the Faculty's research strengths and achievements;**
9. **Continue to improve the postgraduate research student experience; and**
10. **Assist and encourage the transition of medical and non-medical graduates into research-based programs through the introduction of a Professional Doctorate.**

Governance

The Faculty is advised on research training policies by the Research Sub-Committee of the Board of Postgraduate Studies (Appendix 1, Terms of Reference). The outcomes of these policies are reflected in this plan, which in turn is linked to the College of Health Sciences Strategic Plan and the University's Strategic Plan.

Some key facts

- The Faculty currently supports 680 research students
- In 2000 -2001 the Faculty reported 116 higher degree completions, the highest in the Go6 Benchmarked Research Data
- In 2000 -2001 the Faculty attracted \$54 million in research income, the highest in the Go6¹ Benchmarked Research Data, this was \$14 million more than our nearest competitor
- There are 19 academic disciplines in the Faculty, 34 associated research units, more than 40 associated teaching hospitals of which six are categorised as major teaching hospitals of the University
- Largely through the Faculty of Medicine, the University of Sydney has, over the last few years, been the lead University in Australia for NHMRC Project Grants, both the number of grants and their value. For 2003, Medicine was successful in 40 new project grant applications (USyd total 49, UNSW total 18) worth ~\$5.4M in 2003, and for 2001-2003 it received 13% of the total NHMRC project grant funding. For 2004, the Faculty has been successful in 43 NHMRC Project Grants (worth approximately \$6.3M in research grant income for 2004 including a \$1.7M five-year grant on Ageing), 2 Research Fellowships, 2 Career Development Grants and 12 Training Fellowships
- The Faculty has been successful in 5 ARC Discovery Project grants and 1 LIEF grant for the year commencing 2004. Faculty researchers are co-investigators in further 2 ARC Discovery Project grants and 2 LIEF grants
- The Faculty of Medicine has an average completion time of 3.7 years for PhD and 1.8 years for Research Masters, with 25% completing in 3 years and 1 year, respectively
- In the latest benchmarking process the Faculty's combined performance on research grant income, PhD completions and publications was 34% above the average for comparators in the Go8
- Two faculty members Professors David Cook and Robert Baxter have been elected Fellows of the Australian Academy of Science.

Continuous improvement

The Faculty is committed to continuous improvement of our performance in all areas of activity and we will measure our progress using the College of Health Sciences performance indicators:

- Number of external competitive grants awarded, overall and in thematic areas
- Total research income, overall and in thematic areas
- Number of new research student enrolments
- Staff and research student publication rates, unweighted and weighted by journal impact factor, overall and in thematic areas
- Results of staff and student surveys of satisfaction with research facilities
- Research degree completion rates and average length of candidature of completing students

¹ The Go6 Universities include The University of Adelaide, The University of Melbourne, Monash University, The University of New South Wales, The University of Queensland and The University of Western Australia

FACULTY OF MEDICINE

RESEARCH TRAINING PLAN: 2004-2006

***Based On Format And Content of Goal 1 “Leadership in Research” of CHS Strategic Plan;
and Goal 3 “Excellence in Research” of the University’s Strategic Plan***

What will we have achieved in 2 years’ time that is consistent with University and College plans?

- 11. attract and retain the best postgraduate research students from a range of disciplines and countries;**
- 12. provided a stimulating environment for research training activities so that students achieve the attributes required of a research graduate of the Faculty of Medicine;**
- 13. expand Faculty internationalisation, in line with University policy;**
- 14. identify and enhance areas of research excellence;**
- 15. aim to maximise the number of high-quality higher degree graduates and timely completions;**
- 16. give high priority to developing systems that monitor the quality of supervision of postgraduate research training;**
- 17. recognise excellence in postgraduate research training supervision through fostering and rewarding skills and achievements;**
- 18. widely promote the Faculty’s research strengths and achievements;**
- 19. continue to improve the postgraduate research student experience; and**
- 20. Assist and encourage the transition of medical and non-medical graduates into research-based programs through the introduction of a Professional Doctorate.**

How will we achieve it?

As a priority, we will:

<u>GOAL</u>	<u>GOAL ACTION</u>	<u>TIMELINE</u>
<u>1. Attract and retain the best postgraduate research students from a range of disciplines and countries</u>	1) <u>Increase the number of postgraduate research scholarships</u> <ul style="list-style-type: none"> a) up to 40 new postgraduate research Faculty of Medicine scholarships have been advertised and will be available to successful candidates applying to undertake a research degree in the Faculty of Medicine. The successful candidates will be chosen on academic merit and will be able to choose a project from research areas from within the Faculty. b) the Faculty and its disciplines are investigating the possibility of awarding a Sydney premium or “top-up” to successful APA scholarship candidates in recognition of the higher cost of living in Sydney. c) the Faculty awards between seven to nine Faculty-funded scholarships per annum as part of the APA process. The primary consideration in the allocation of these scholarships is the recruitment and support of excellent medically and non-medically qualified graduates who do not otherwise have the stringent performance indicators required for the award of an APA/UPA scholarship. d) the Faculty of Medicine Research Committee is currently considering a proposal to pilot a scheme for Faculty of Medicine Summer Scholarships. The objective of the scheme is to recruit and provide University undergraduate students with a positive biomedical research experience prior to their decision on whether to undertake a graduate degree and selection of topic and supervisor for their PhD enrolment. A summer scholarship scheme will support up to 8 weeks of full-time work by an enrolled undergraduate student over the period from November to February. Under the proposal, the Faculty of Medicine would subsidise scholarship stipends for students to work in well established and productive research facilities. e) the newly formed Faculty International Committee is presently investigating ways to offer a number of international student scholarships in an effort to attract the brightest applicants in the region. f) the Faculty offers Fee-Waiver Scholarships to exceptional international students in an effort to attract good quality students. g) the College of Health Sciences offers full-time postgraduate research scholarships for suitably qualified indigenous candidates in the College of Health Sciences to undertake research studies leading to 	<u>During 2004</u> <u>June 2004</u> <u>August 2004</u> <u>November 2004</u> <u>November 2004</u> <u>July 2004</u> <u>ongoing</u> <u>ongoing</u>

	<p>either a Masters by Research or PhD in any of the health sciences.</p> <p>h) the Faculty is committed to ensuring support for women students and intends to offer two postgraduate scholarships for women</p> <p>2) <u>Improve the postgraduate research student selection process in order to ensure the likelihood of successful completion of research degrees</u></p> <p>The Faculty of Medicine has adopted the recommendations of the Research Candidature Working Party report (see Appendix 1). Where practicable, all candidates for admission to research degrees are required to attend a formal pre-admission interview. The purpose of the interview is to evaluate the suitability and feasibility of the research project and to ensure that there are adequate and appropriate resources available for the candidate to undertake the project. The candidate is required to give an overview of the project and it is expected that the proposed supervisor be present, together with the appropriate Postgraduate Coordinator for the discipline.</p> <p>3) <u>Implement a formal induction process</u></p> <p>In March 2004, the Board of Postgraduate Studies in Dentistry, Medicine and Pharmacy approved the Postgraduate Research Student Induction Checklist (see Appendix 2) which was developed in an effort to formalise and standardise the induction process of all research candidates and act as a guide for supervisors to ensure that resource needs are identified and committed early in the candidature. It is also intended to outline to incoming students the minimum resources that will be made available for their candidature. In addition, the checklist will help ensure that both students and supervisors are aware of their obligations in terms of University policies and procedures.</p> <p>4) <u>Implement a formal probation review process</u></p> <p>The Faculty recognises that the implementation of a formal probation process could be a useful mechanism for identifying those candidates who are at risk of non-completion or failure, sooner rather than later in their candidature. A discussion paper on probationary acceptance of research candidatures which aims to provide Candidates, their Supervisors and Postgraduate Coordinators clear guidelines for probationary acceptance, assessment of satisfactory progress and outcomes of the process has been accepted by the Board of</p>	<p><u>July 2004</u></p> <p><u>February 2005</u></p>
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	<p>Postgraduate Studies and will be implemented for the first time early in 2005. It is worth noting that this paper was presented to the University's central Graduate Studies Committee with a view to implementing its recommendations university-wide.</p>	
<p>2. Provide a stimulating environment for research training activities so that students achieve the attributes required of a research graduate of the Faculty of Medicine (Appendix 3)</p>	<ol style="list-style-type: none"> 1) <u>Develop a compulsory generic skills component into research higher degree training to enhance graduates' future research prospects</u> <u>Introduce a "core-skills" program for postgraduate research students covering areas such as research proposal development, research ethics, common research methods, data management, statistical methods, scientific writing and application for research grants.</u> 2) <u>Improve postgraduate infrastructure</u> The College of Health Sciences has provided support towards the Postgraduate Research Student Infrastructure Scheme. The Faculty recognises that excellence in research is facilitated by the availability of adequate research infrastructure to support higher degree research students undertaking research training. 3) <u>Formal Induction day for new Higher Degree by Research candidates</u> <u>The Faculty plans to develop a comprehensive induction day for newly commencing research students, run biannually, to complement the University's central Induction Day which is organised by the Dean of Graduate Studies.</u> 4) <u>Faculty of Medicine Postgraduate Student Society</u> The Faculty of Medicine recognises that postgraduate student associations play an important role in creating a sense of community for research students, who often report feelings of isolation. The Faculty has offered funding in an effort to regenerate a Faculty of Medicine Postgraduate Student Society. Such an organisation can arrange and organise social events for postgraduate students, can offer them advocacy services, and assist to resolve student concerns about aspects of their candidature. The Faculty recognises that creation of a society could play an important representative function for students: selected student representatives may sit on relevant academic committees, and could work closely with the Faculty to provide additional feedback on the postgraduate research experience. 5) <u>The Dean has regular meetings with and hosts lunches for students. These meetings allow for a productive exchange of ideas and concerns and send a well received message that the Faculty is concerned about its students and</u> 	<p><u>February 2005</u></p>

	<p><u>their needs</u></p> <p>6) <u>Provide improved administrative support for research candidates through the appointment of a Research Training Support Officer</u></p> <p>7) <u>Consolidation of existing ongoing skills workshops run by various schools and disciplines in the Faculty in an effort to standardise the research student experience across the College of Health Sciences</u></p> <p>8) <u>Introduction of a more active progress management system</u> <u>The Annual Progress Review process comprises annual reviews, with students and supervisors completing written reports on each student's progress and identifying any issues impeding future progress. The Faculty considers these reviews an important predictor of a candidate's likelihood of success and in 2004 and will mandate a formal annual interview as part of the process. There will also be a more careful follow-up of issues arising out of the process in an attempt to identify students at risk of non-completion or failure</u></p> <p>9) <u>The College of Health Sciences hosts a biennial Research Conference. The purpose of this conference is specifically to enable postgraduate research students to present their work in a multi-disciplinary forum. The next forum will be held in November 2004 and a specific session will be devoted to postgraduate student issues, chaired by the Dean of Graduate Studies, Professor Masud Behnia.</u></p>	
<p>3. Expand Faculty internationalisation, in line with University policy</p>	<p>1) <u>Conduct a review of international activities within the Faculty</u></p> <p>a) The Faculty has a strong commitment to internationalisation and has recently appointed an Associate Dean (International) who will provide advice to the dean, recommend policy, prioritise needs, develop strategy and coordinate activity within the Faculty in relation to international activities.</p> <p>b) The Associate Dean (International) together with key members of Faculty concerned with international activities, have formed a Faculty International Committee whose remit will include, but is not limited to:</p> <ul style="list-style-type: none"> i) review of current international activities ii) oversee the management of international students iii) establishing working cotutelle arrangements with a number of overseas universities for postgraduate students within the Faculty. 	<p><u>May 2004</u></p> <p><u>During 2004</u></p>

	<p>There has already been contact with Humboldt University in Berlin and Karolinska Institute in Stockholm</p> <ul style="list-style-type: none"> iv) encourage Faculty members for sabbatical or specific educational purposes v) investigation of ways to offer a number of international student scholarships to attract the brightest applicants in the region. <p>2) <u>Further strengthen our relationship with Universities in Vietnam - Hanoi Medical University, Hue Medical College and Danang General Hospital</u></p>	<p><u>During 2004</u></p>
<ul style="list-style-type: none"> • 4. Identify and enhance areas of research excellence 	<p>1) <u>Develop major research themes</u> The College of Health Sciences plans to develop a small number of broad research programs, that involve a number of Faculties and are aligned to National Priorities. These programs will not be discipline-specific or technology-driven but will cross discipline boundaries, and will involve a number of research strategies including, when appropriate, advanced technologies.</p> <p>The first two areas of National Priority identified and agreed appropriate as part of the implementation process of the College Strategic Plan are "<i>Ageing and Health</i>" and "<i>A healthy start to life</i>", and it is intended that collaborative activities in these areas are functioning and self-sustaining by the end of the year, with further programs coming on line as they are identified and supported. Three areas being considered for development as research programs in future are "<i>Infection and its Control</i>", "<i>Delivering Better Healthcare</i>" and "<i>Youth Health</i>".</p>	<p><u>December 2004</u></p>

<p>5. Maximise the number of high-quality higher degree graduates and timely completions</p>	<p>1) Develop research candidature milestones intended to guide the students' research throughout the period of their degree, and provide students with benchmarks by which they can assess their own progress.</p> <p>2) <u>Conduct exit interviews and questionnaires</u> In addition to exit interviews being used to identify causal factors which inhibit or promote completion of students who withdraw, exit interviews could be a means to acquire information from students (students from a specific target group, eg those who have completed in a timely fashion) who have stayed on course - interviewing them to discover why they stayed and how they managed to overcome difficulties which threatened the continuation of their studies and seek their feedback on a range of processes, eg. Admission. Enrolment, supervision, annual progress reports, facilities, etc.</p> <p>3) Analysis of the current non-completion rates in the Faculty</p>	
<p>6. recognise excellence in postgraduate research training supervision through fostering and rewarding skills and achievements</p>	<p>1) <u>Dean's Award for Excellence in Research Higher Degree Supervision</u> The Faculty will introduce awards to promote, recognise and reward excellence in postgraduate supervision. The criteria for Faculty awards will be the same as those used for the Vice-Chancellor's Awards for Excellence in Research Higher Degree Supervision.</p> <p>2) <u>Completion bonus for supervisors</u> The Faculty of Medicine wishes to reward supervisors of Higher Degree by Research students who officially complete their degree in a timely fashion. As such, the Faculty is presently considering a policy that would result in a bonus payment made to supervisors whose students complete a quality thesis within the DEST funded period of time either by salary supplementation or a grant to support the staff member's research. This payment is designed to directly underpin supervisors in providing maintenance and support for postgraduate students, to encourage timely completions and to provide an incentive for supervisors. It is an attempt to address the need for the resources to support students, as a contribution by supervisors from their incentive payment will improve higher degree programs through improving opportunities for training, networking and conference attendance.</p> <p>3) <u>Introduce a system for formal research mentoring for junior academics and research fellows</u></p>	<p><u>by March 2005</u></p>

<ul style="list-style-type: none"> • 7. Develop systems that monitor the quality of supervision of postgraduate research training 	<ol style="list-style-type: none"> 1) <u>Compulsory professional development workshops for new supervisors</u> The Faculty of Medicine has been enforcing the Academic Board Policy “Postgraduate Research Higher Degree Training Supervision at the University of Sydney” which requires that a new member of staff will have acted as a supervisor or an associate supervisor for at least 12 months duration at a recognised tertiary institution, and have completed the Institute for Teaching and Learning Postgraduate Supervision Development Program, or equivalent. 2) <u>Establishing systems of supervisor registration,</u> 3) <u>Formal recognition of the workload involved in supervision and enforcing upper limits to the number of students a member of staff may generally supervise</u> 4) <u>Compulsory appointment of an associate supervisor to all research candidatures.</u> The intention of this policy is to ensure that there is an adequate level of expertise in the field of the project, and that continuity of supervision can be provided if the supervisor changes employment or is absent on study leave. 	
<ul style="list-style-type: none"> • 8. Widely promote the Faculty’s research strengths and achievements 	<ol style="list-style-type: none"> 1) <u>Promote the research achievements of the Faculty to national and international communities</u> <ol style="list-style-type: none"> a) regular research features in UniNews; b) Encouragement of external news media to report Faculty research breakthroughs; c) Profiling news stories featuring achievements of researchers on Medicine website d) Discipline-based conference presentations by researchers and students to report new findings e) Extend invitations to distinguished researchers to participate in events such as Dean’s lecture series f) Annual production of high quality prospectus outlining research strengths 2) <u>Appointment of Professor Simon Chapman as Associate Dean (External Affairs)</u> 3) <u>Appointment of Ms Skaidy Gulbis as Communications, Development and Alumni Officer</u> 	<p><u>During 2004</u></p> <p><u>May 2004</u></p> <p><u>May 2004</u></p>

<p>9. Continue to improve the postgraduate research student experience</p>	<p>1) <u>Continue the upward trend in responses to the SREQ</u> – Report to the Research Sub-Committee of the Board of Postgraduate Studies and use the data provided by trend analysis to determine areas in need of improvement.</p>	<p><u>by December 2004</u></p>
<p>10. Assist and encourage the transition of medical and non-medical graduates into research-based programs through the introduction of a Professional Doctorate</p>	<p>That the Faculty is presently considering the introduction of a Professional doctorate degree. The groups to be targeted for enrolment would be medical and medically-related professionals and students undertaking the USydMP, who wish to wish to upgrade their skills and differentiate themselves in the employment market, but who do not wish to commit to PhD studies.</p>	

Faculty of Medicine

July 2004

Goal 2: Diversity, access and equity

The University of Sydney will continue to provide access to tertiary study and appropriate support for students from a diversity of backgrounds.

2.1 Objectives

- Across all of the Faculty's educational programs, attract and retain meritorious students from diverse backgrounds in Australia and overseas.
- Increase the numbers of enrolments of Indigenous students.
- Increase the numbers of enrolments of students from rural backgrounds.

2.2 Policies, processes and practices

Strengths and achievements

The following have been implemented, either as Faculty initiatives or as Faculty contributions to College-wide initiatives.

Strategy development: The Faculty is making a major contribution to the implementation of components of the College Strategic Plan (2004-08) relating to Indigenous students, students from rural Australia, and overseas students.

Staff and organisational structures: The Faculty has employed a Rural and Indigenous Support Officer as the main contact person for rural and Indigenous students. Committees such as the Faculty Rural and Indigenous Student Working Party make recommendations to the Faculty on how to increase enrolments of rural and Indigenous students and on improving the quality of students' experience.

Educational programs in rural health, Indigenous health, rural health, and international health: The School of Public Health provides a Graduate Diploma program in Indigenous Health Promotion, and a Master's degree program in International Public Health (MIPH). The School of Rural Health based in Dubbo/Orange and our University Departments of Rural Health at Broken Hill and Lismore facilitate and conduct several purpose-designed programs for rural and Indigenous students enrolled in the University of Sydney Medical Program (USydMP). In addition, the Department of Rural Health at Broken Hill conducts courses in research and evaluation methods for health personnel working in remote areas.

Student recruitment: The Faculty and its School of Public Health and rural sites actively seek to attract rural and Indigenous students through national conferences, high school promotions, rural 'road shows', networking with Indigenous communities, accessible information on the web site, and rural health careers promotion. The USydMP and the MIPH are actively promoted in overseas countries, and USydMP application interviews are done in some overseas countries. Indigenous and rural applicants who meet entry requirements for the USydMP have a competitive advantage in the selection process for entry. Indigenous students enrolling in postgraduate courses are eligible for College bursaries. International students enrolling in the USydMP are eligible for International Student Merit Scholarships for 50% of the Program

Monitoring and evaluation: In addition to the University's collection of data on diversity, access and equity, the Faculty undertakes regular collections of demographic data on prospective USydMP students, and demographic and attrition data on students completing or leaving the USydMP. These collections will provide insights into the Faculty's performance under Goal 2. In June 2004, the Faculty undertook an audit to determine the number and location of Faculty staff dedicated to teaching or supporting rural and Indigenous students; the number of rural and Indigenous student enrolments; Faculty initiatives that support rural and Indigenous students; potential external support schemes for rural and Indigenous students; and the rural and Indigenous content in the USydMP.

Areas for improvement

The Faculty is successful at attracting full-fee-paying overseas students into the USydMP (e.g. from North America and Singapore), but has been less successful in diversifying its sources of international students. The Faculty's track record points to a need to strengthen capacity for attracting and retaining Indigenous students in all the educational programs. Better use could be made of the monitoring and evaluation data in pinpointing deficiencies under Goal 2 and in formulating plans for improvement.

Action

A new Faculty Strategic Plan is being developed for 2005-08. This will provide a coherent framework for action to strengthen performance under Goal 2. Recruitment of a Director of Indigenous Health Studies (Yooroang Garang) for the College is in progress; when appointed, the Director will be influential in galvanising and accelerating efforts to ensure that the Faculty's programs match the needs of the Indigenous population. The Faculty aims to diversify further its intake of international students into the USydMP. Capacity of the School of Rural Health based in Dubbo is still being developed; discussions have commenced with the Department of Health and Ageing about expanding our delivery of medical education in the Lismore region.

2.3 Outcomes

Strengths and achievements

The Faculty main areas of success have been (i) establishing and conducting a well-supported MPH program; (ii) establishing and conducting a Graduate Diploma in Indigenous Health Promotion program, with between six and 11 students enrolling each year; (iii) recruiting full-fee-paying overseas students; and (iv) setting up systems for monitoring and evaluating the Faculty's performance under Goal 2.

Areas for improvement

Indigenous enrolments: It is of significant concern to the Faculty that there have been only 1-3 Indigenous applicants for the USydMP each year (1999-2004); one Indigenous enrolment each year; and only two successful Indigenous graduates in the history of the USydMP (1999 and 2000 entrants).

Rural enrolments: The Australian Government wishes at least 25% of students enrolling in medical schools to be ‘of rural origin’. The Faculty currently relies on a voluntary survey of students to collect information about rural origins. The table below shows that the Faculty has consistently failed to meet the 25% target.

Year	Number of students surveyed	Response rate	Number (%) of students of rural origin*
2004	182	93%	18 (10.6)
2003	109	60%	15 (16.0)
2002	122	64%	19 (15.7)
2001	154	78%	14 (9.2)
2000	121	63%	19 (15.7)
1999	143	80%	25 (17.5)

* Rural origin is defined as having resided (according to principal home address) in a rural area (RRMA 3-7) for at least 5 years out of the last 12 years prior to entering university for the first time. However, this count also includes students with rural-bonded scholarships.

Action

From 2005, the chair of the Admissions Committee will personally review applications from Indigenous and rural students for the USydMP. The Faculty uses different admission requirements for Indigenous and rural students compared with non-Indigenous students in order to attract more Indigenous and rural students into the USydMP. Encouraging applications from Indigenous candidates will be an early task for the Director of Indigenous Health Studies (see 2.2). The Faculty believes that the full development of its rural activities in Dubbo/Orange, Broken Hill and Lismore (and surrounding regions) will assist in enhancing the appeal of the USydMP for rural students. The Faculty will acquire data on rural origin for all applicants to the USydMP and investigate a facilitated entry process for these students.

2.4 Stakeholder feedback

Strengths and achievements

The Faculty receives feedback from potential students, accepted students, staff and employers through the USydMP Applicant Survey, the USydMP Evaluation Profile, and various feedback forums.

Areas for improvement

There is no systematic feedback from employers or community representatives on curriculum content in the Graduate Diploma or Master’s degree programs, or on the preparedness of graduates for vocational roles.

Action

The Faculty is planning to commission a project on trends in the medical workforce. This will provide a basis for the development of educational programs and for the targeted student recruitment in relation to manifest need.

2.5 Quality assurance processes

Strengths and achievements

All of the Faculty's educational programs incorporate sophisticated student feedback processes, covering an evaluation of program design and delivery and the performance of individual staff. The USydMP makes extensive use of on-line feedback systems, and also places great emphasis on staff training for the various teaching roles. The feedback and training includes some coverage of issues relating to a diverse student population.

Areas for improvement

Mechanisms for selecting staff on the basis of teaching ability are limited to self-reports and referees' reports. No peer review mechanisms exist for evaluating staff with regard to their ability to teach or support students from diverse backgrounds. Staff training in cultural issues relevant to these diverse backgrounds is patchy. When the Faculty's Rural and Indigenous Student Working Group reviewed current initiatives aimed at attracting and supporting rural and Indigenous students, it found that individual Faculty members recruit and support rural and Indigenous students but their efforts are poorly visible or accessible to the Faculty overall.

Action

In June 2004, the Faculty conducted an audit of Indigenous and rural student enrolments, staff training, support schemes and course content. The Faculty currently employs ten staff dedicated to teaching and supporting Indigenous students: three academic Indigenous staff; five academic non-Indigenous staff; and two general non-Indigenous staff.

2.6 Evaluation

- The Faculty has a strong commitment to improving access to its educational programs and providing support for students from a diversity of backgrounds.
- Attention has focused on attracting Indigenous students, students of 'rural origin', and full-fee-paying overseas students to enrol in all Programs.
- The MIPH has been successful in attracting students from resource-poor countries from the Asia-Pacific Region to Africa.
- The Faculty's ability to attract Indigenous students into the USydMP is disappointing, and renewed efforts will be made to increase Indigenous enrolments. The Graduate Diploma in Indigenous Health Promotion has been more successful.
- The Faculty's ability to attract rural students into the USydMP is also disappointing, and rural enrolments do not meet Australian Government expectations. The development of the Faculty's rural sites may help to rectify this problem.
- In relation to students from diverse backgrounds, stakeholder feedback is scanty on issues such as curriculum content and the preparedness of graduates to fulfill vocational roles.
- Quality assurance processes in the Faculty do not focus specifically on the needs of particular groups of students, such as rural students, Indigenous students, and overseas students.
- Overall, the Faculty's performance in relation to Goal 2 could be improved. However, efforts are being made to expand and coordinate a large amount of activity that is planned or in progress. The Faculty's Strategic Plan for 2005-08 will provide a framework for this activity, and resources will be allocated for implementation.

Goal 3: Excellence in research

The University of Sydney will develop its reputation as an institution where pure and applied research and research training are conducted at nationally and internationally recognised standards, including research relevant to the economic, social and cultural well-being of Australia and the region.

3.1 Objectives

The major current objectives are as follows.

- 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, and improve research performance.
- Develop infrastructure to support research, foster collaborative research and improve research management.
- Improve postgraduate research students' experience.
- Encourage commercialisation of research outcomes.

3.2 Policies, processes and practices

The Faculty's priorities under Goal 3 are based on approaches described in the College of Health Sciences Strategic Plan 2004-08 and the Faculty's Strategic Framework and Operational Plan for Research Development 2001-08. The latter was itself based on concepts introduced in a paper entitled *Capitalising on Knowledge: Towards a Strategic Framework for Research and Development*, released in December 2000.

Strengths and achievements

Identify and promote areas of research strength, and monitor performance in these areas:

- The Faculty is concentrating resources preferentially (but not exclusively) on a small number of themes in which the Faculty has demonstrated national and international leadership, and which reflect national and State health priorities. As far as possible, existing research activity is aligned with the themes, but genuine research strengths outside the current themes are also maintained.
- Research performance is closely monitored on a regular basis, and deficiencies are identified and addressed.

Enlarge the talent pool, build critical mass, and improve research performance:

- Strategies focus on academic appointments in areas of strategic importance to the Faculty.
- Action is being taken to recruit and retain career Research Fellows, in cooperation with the Faculty's affiliated research institutes. Strategies focus on making Fellowships in the Faculty more attractive.
- With regard to mentorship, the Faculty is specifically concentrating on support for staff (especially early career researchers) in grant preparation (e.g., NHMRC grant application workshop), research ethics and research governance issues.

- An important aspect of the Faculty's research policy is self-assessment of research performance by individual academics. The Faculty is strongly encouraging individuals to measure their performance, and is developing simple methods of self-evaluation that they can use.

Develop infrastructure to support collaborative research, and improve research management:

- With a grant from the Medical Foundation and the University, the Faculty has acquired the Medical Foundation Building as a site for collaborative post-genomic research.
- An extensive capital program (described under Action) is being implemented.
- Research infrastructure and expertise available within the Faculty are being catalogued, and on-line information systems are being developed to help with the rational acquisition and sharing of facilities and technologies and expertise in their use.
- Systems and procedures for the management of research – especially collaborative research – are being streamlined. These include policies of resolution of conflicts of interest with sponsors, policies on authorship, improvements in grants-administration and grant funds-management processes, and streamlining of ethical review processes for collaborative research.

Improve postgraduate research students' experience: This has been measured using the SREQ (see below).

Encourage commercialisation of research outcomes: Jointly with the BLO, the Faculty funds a position to promote commercialisation of research and provide researchers with advice about the management of intellectual property.

Areas for improvement

- The development of research themes and processes for aligning resources with the themes are still in progress.
- Until recently, the Faculty's research efforts have been perceived as being fragmented and dispersed.
- The Faculty's research facilities have been in need of expansion and improvement.

Action

- Faculty research resources that are being aligned with research themes include infrastructure, funding for research positions and seed funding for the development of collaborative research.
- The following academic appointments have been made or are in progress: pharmacogenomics (Chair – appointment through the Faculty of Pharmacy, supported by two Sesqui lectureships); bioinformatics; genetic epidemiology; bioethics; molecular medicine (two and possibly three Chairs); public health (Chair); neuroscience and stroke (Chair) and health policy.
- Action to recruit career Research Fellows in the Faculty includes providing better research facilities, assistance with salary shortfalls on grants, and provision of funding for a bridging year if grant applications fail; targeting the Faculty's own postgraduate research students; improving mentorship; and strengthening the intellectual climate through scientific meetings and encouragement of interaction and debate.
- The Medical Foundation Building is being developed as a site for post-genomic collaborative research, bringing together genomics, bioinformatics, pharmacogenomics, genetic epidemiology, and other disciplines, with links across and beyond the University.

- The surgical skills (ECHTEC) building is being developed in conjunction with the Royal Australasian College of Surgeons, with a new Central Rodent Facility, as part of the Bosch/Blackburn complex. A new biotechnology research building (the BIO³ Building) is being planned for the same precinct, with physical links between the Blackburn Building and Medical Research Institute Buildings on the Royal Prince Alfred Hospital campus.

3.3 Outcomes

Strengths and achievements

The Faculty's areas of research strength are evident from performance data based on standard indicators such as peer-reviewed grants and publications.

- *Numbers and value of peer-reviewed grants overall:* Performance has consistently been very good. For 2003, the Faculty was successful in 40 new project grant applications, worth ~\$5.4 million in 2003, and for 2001-2003 the Faculty received 13% of the total nation-wide NHMRC project grant funding. For 2004, the Faculty was successful in 43 NHMRC Project Grants, worth approximately \$6.3 million in 2004, 2 Research Fellowships, 2 Career Development Grants and 12 Training Fellowships.
- *Numbers and/or value of grants in specific prestigious grant schemes:* Performance has been strong in many schemes (e.g. the NHMRC Project Grants and Centres of Clinical Research Excellence scheme).
- *Indices relating to publications:* In 2000-2001, the Faculty published 8% more research publications than the Go6 average (i.e. Go8 minus Sydney and ANU), and in 2001-2002 it was 38% above the Go6 average (an improvement due in part to more accurate tracking of research output for the HERDC).
- *Higher-degree completion times* are excellent (though this is not an advantage under the current RTS).

For each of the outcomes listed above, the Faculty compares itself with national norms. The Faculty's combined performance on research-grant income, PGR load, HDR completions and publications was 71% above average for the Go6 for the latest data set (2001-2002). On each of the indices measured in the HERDC, the Faculty benchmarks very well against the Go6 (see section 3.4). Trends in the quality of research outcomes are primarily reflected in the proportion of peer-reviewed grant applications that are successful and in some publication indices.

Areas for improvement

- *Selected grant schemes:* The Faculty is relatively less successful in attracting grants from some schemes than others. For example, it has been less strong in attracting NHMRC Program Grants – although this has recently changed with success in 6 of 7 applications in 2004 doubling the number of Program Grants in the Faculty).
- *'People awards'* (training, postdoctoral and career fellowships): Performance could be better in attracting NHMRC Career Research Fellowships. Overall there are 45 NHMRC Career, Postdoctoral and Training Fellows and 2 ARC Fellows employed by the Faculty at the present time. From 2001 to 2004 the University has improved from a poor 6th in the Go8 in the number of NHMRC Career Fellowships to 4th.
- *Enrolments* for postgraduate research students: For its overall research productivity, the Faculty is under-enrolled. However, FlexSIS errors have led to under-reporting of the true numbers of enrolments and completions in the HERDC.

Action

- The Faculty now directs staff specifically to monitor performance indices and to ensure that all indices are accurately reported. To address under-enrolment, the Faculty has recently advertised faculty scholarships (up to 40), additional to the usual rounds of APAs and UPAs.
- To improve grant performance, especially for Program Grants and other larger-scale collaborative opportunities, seed funding and postgraduate research scholarships will be available to assist with the development of proposals that contribute to the Faculty's research themes, especially collaborative proposals. Seminar-style training sessions and proposal-development 'clinics' are available on a regular basis.

3.4 Stakeholder feedback

Strengths and achievements

Feedback from the funding agencies, research community and industry: The continued growth in research income from NHMRC and other agencies (national, State and international) provides positive feedback on the Faculty's performance. In addition, appointments and honours for staff are positive indicators. Examples are given below.

- *Appointments and honours* include the following: The Chair and four other members of the NHMRC Research Committee are Faculty members. The Faculty is well represented on other key NHMRC committees and panels. The Dean is Chair of the Advisory Committee to the NSW Minister for Science and Medical Research, and 7 other Faculty members sit on that Committee. A Faculty member was appointed Chief Cancer Officer and another was appointed Director General of the NSW Ministry of Science & Medical Research. Two Faculty members were elected Fellows of the Australian Academy of Science in 2004.
- *Benchmarked performance:* The latest University data (2001-2002) indicate that Faculty's weighted research performance was 171% of the average for the Go6 (up from 143% in 2000-2001) – 165% for PGR load, 176% for completions, 175% for income and 138% for publications. Performance against international benchmarks is less easy to quantify, but is evidenced by the high international research income (>\$20 million per annum for the last two years), the standard of journal publications, speaking invitations and honours.
- *Partnerships and collaboration:* In 2003, a cross-disciplinary team from the Brain and Mind Research Institute was awarded the \$1 million Ramaciotti Foundation grant. In 2004, 6 of 7 applications for NHMRC Program Grant Funding were successful (3 with the Faculty leading, 3 as partners), doubling the number of Program grants in the Faculty. Faculty researchers were awarded 3 of 5 NHMRC Capacity Building Grants in 2003, 2 NHMRC Centres of Clinical Research Excellence, large collaborative grants from the NSW Government (Centre for Overweight & Obesity; Spinal Injury Initiative) and \$2.5 million NHMRC/Wellcome Trust Research Collaboration funds involving South-East Asian countries. Of the \$20 million p.a. international income, the largest slice is from commercial contracts, with \$2-3 million in competitive grant funding from agencies such as the US National Institutes of Health and the Juvenile Diabetes Research Foundation International.

Feedback from Faculty staff: An extensive intranet web-based survey of all Faculty staff was conducted in 2000, seeking their views on research. In parallel, focus-group discussions were conducted on all campuses. The findings were incorporated into Faculty's Strategic Framework and Operation Plan for Research Development 2001-08.

Feedback from research students: In the SREQ, for *overall satisfaction* there was broad agreement for 94% of students in 2003. There was broad agreement with the quality of supervision from 90% respondents, 97% for generic skills, 86% for quality of infrastructure and 86% for research climate. These SREQ indices are each 1-2% better in 2003 than in 2002 (but this is probably within the margin of error), with the exception of infrastructure (-1%). The Faculty scores were better than the University scores on all measures, by 1-3% for 2002 and 2003.

Overall postgraduate research performance: The results are good. The average completion time in the Faculty is 3.7 years for PhD and 1.8 years for research master's degrees, with 25% completing in 3 years and 1 year, respectively.

Areas for improvement

SREQ infrastructure and climate indices, in particular, are of concern, and the Faculty would like the supervision score to exceed 90%.

Action

- Processes are to be developed to compare performance in stakeholder feedback with international benchmarks.
- Improvements in infrastructure and climate are to be attained through the action described in 3.2, including the capital development program and the creation of new collaborative research precincts.

3.5 Quality-assurance processes

Quality-assurance processes contributing to *excellence in research* include:

- the processes and outcomes relating to research (described in section 3.2);
- the adequacy of research facilities, as determined by the users;
- the adequacy of research facilities in relation to established standards for design and safety (where these exists);
- researchers' access to information and communication systems;
- systems by which QA information is fed back to improve the organisation, management, and productivity of research.

3.6 Evaluation

- Many groups in the Faculty or in Clinical School-based research groups have attained *excellence in research* as denoted by the outcomes described in section 3.2.
- Many individuals have been recognised for their excellent research, e.g., through election to Fellowship of the Australian Academy of Science.

- The Faculty's overall research performance can be described as 'very good' but with potential for improvement, based on the uneven performance in various grant schemes, publications, and the need to boost PGR enrolments.
- Despite the Faculty's size, there is general agreement on the need to enlarge the 'talent pool' of researchers. This is being addressed by the multi-faceted strategies listed in section 3.2.
- Feedback from researchers emphasises the need to provide better research facilities on all campuses. This is being addressed on some sites: the acquisition of the Medical Foundation Building and the building program on the main University campus; and new research buildings (supported by new corporate arrangements for research) in various stages of development on the campuses of the Northern Clinical School, the Central Clinical School, and the Western Clinical School.
- Research students' self-reports point to some deficiencies in the way in which the Faculty provides for their requirements and fails to meet their expectations. The deficiencies centre on facilities, supervision, mentorship, and a lack of consistent academic discourse across the geographical spread of the Faculty. The Faculty of Medicine has recognised these deficiencies, and is currently developing plans to improve its performance in this regard, jointly with other Faculties in the College of Health Sciences.
- Enrolments for postgraduate degrees are likely to improve if the University, the College and the Faculty can provide as many postgraduate research scholarships as the Universities of Melbourne and Queensland, and if the Faculty improves facilities, improves students' satisfaction with their academic supervisors and mentors, and strengthens the general intellectual *milieu* on all sites.

Goal 4: Internationalisation

The University of Sydney will enhance its position as a university of high standing in the international community of scholars.

4.1 Objectives

The overall aim is to enhance international recognition of the Faculty, its global engagement, and its international competitiveness. Specific objectives are as follows.

- Maintain recruitment of international students into the University of Sydney (Graduate) Medical Program (USydMP), so international fee-paying students make up approximately 20% of the total intake (i.e. approximately 60 international fee-paying students per annum).
- Increase recruitment of international students into postgraduate courses, both coursework and research
- Obtain high ratings in feedback from overseas students in the Faculty (see Goal 1).
- Ensure that services for international students are efficient and effective and meet students' needs.
- Enable University of Sydney students planning overseas electives to find appropriate supervisors.
- Establish and sustain specific exchange programs for USydMP students with prestigious universities in Asia, Europe and North America such as Harvard, Yale, Princeton, Cornell, Columbia, and Baylor Universities, the Universities of Oxford, Cambridge, St Andrews, Bologna, and Tokyo, the University of California (Stanton) and the Karolinska Institute (Stockholm).
- Establish working 'cotutelle' arrangements with universities such as those above, enabling postgraduate students enrolled in overseas universities to divide their candidature between their home universities and the Faculty, and *vice versa*.

4.2 Policies, processes and practices

Strengths and achievements

- To enhance the diversity of our student intake and facilitate the exchange of experiences, the Faculty is strongly committed to a policy of having international students comprise approximately 20% of the intake into the USydMP. The USydMP curriculum has been designed to prepare graduates for practice in any country, enabling them to meet registration requirements in their countries of origin.
- The Faculty offers a successful Master of International Public Health degree. In addition, Development of new master's degree and professional doctoral programs specifically aimed at the international market has begun.
- The Faculty has an extensive program of short-term overseas options and elective terms for USydMP students. Scholarships are available for students undertaking study or attachments in specific countries such as Vietnam, Fiji, Sweden, Papua New Guinea and the Netherlands.
- The Faculty has a number of postgraduate courses by distance learning that are open to overseas participants, , e.g. articulated courses in biostatistics, pain management and sleep medicine; a Master and Diploma of Ophthalmic Science is delivered jointly with the University of Otago for students in both Sydney and New Zealand..

- The Faculty has allocated substantial resources for international development activities, including the appointment of an Associate Dean (International), the establishment of an International Advisory Committee (chaired by the Associate Dean), and part of the time of the appointee of the recently established position of Faculty Communications, Development and Alumni Officer. In its international activities, the Faculty works closely with the College's Development Office.
- Options are being explored for the Faculty to take on a new medical-education role in Asia.
- International students have access to assistance at University, College and Faculty levels, notably from the University's International Office.

Areas for improvement

- The Faculty lacks specific dedicated acquisition strategies for data on international students' feedback.
- The Faculty lacks specific data on the efficiency and effectiveness of services for international students and on the extent to which these services meet students' needs.
- Systematic data on USydMP students' involvement in overseas electives remain scanty.

Action

- The International Advisory Committee is guiding a series of strategic initiatives designed to fulfil the objectives listed above. To these ends, the Committee is preparing to seek funds from the Faculty, as well as Medical Foundation funds, for scholarships that will be offered to international doctoral students (especially to students from less well developed Asia-Pacific countries).
- The Committee is working on mechanisms for compiling and collating data on international students' satisfaction and the attractiveness of the Faculty to potential students.

4.3 Outcomes

Strengths and achievements

- The Faculty aims to have approximately 60 international students in each year of the University of Sydney Medical Program. In 2004 there are 170 international students enrolled in the USydMP (18% of the total number of USydMP students) - international students comprise 22% of the current Years 1 and 2, 13% of Year 3 and 14% of Year 4.
- All USydMP students are required to undertake an elective term project approved by the Faculty - in 2004 58 % of our students have developed an overseas project.
- As with most other medical schools the Faculty welcomes medical students from other countries who wish to undertake electives in our clinical schools; in 2004 over 600 overseas elective students will be accommodated.
- At the postgraduate level there are 121 international students in postgraduate coursework programs (about 24% of the Faculty's total postgraduate coursework enrolment), and 55 in postgraduate research studies (just under 8% of the Faculty's total postgraduate research student enrolment).
- The Faculty has recently signed memoranda of understanding with Hanoi Medical University, the Karolinska Institute, and Cornell Medical College, with the aim of pursuing exchange programs.
- 'Cotutelle' agreements are currently being negotiated with Humboldt University in Berlin and the Karolinska Institute.

- The postgraduate coursework distance-learning course on pain management, sleep medicine and the joint ophthalmic science program with Otago University are examples of successful international ventures. 21% of sleep medicine and 16% of pain management students are international. Negotiations are in progress to offer the course as a collaborative venture with universities in the USA and the UK.
- Faculty staff and affiliates have extensive international collaborations in a wide range of countries including the USA, Canada, Sweden, Italy, Germany, the UK, Japan, Malawi, India, Papua New Guinea, China and Vietnam.

Areas for improvement

- The proportion of international postgraduate coursework and postgraduate research students in the Faculty has consistently been below University-wide figures. The USydMP is the only Faculty program which exceeds University-wide figures (in comparison with undergraduate student enrolments).
- University data show very small numbers of USydMP, postgraduate coursework and postgraduate research students participating in international exchange and study-abroad programs. In part this reflects the intense and precisely mapped curriculum workload of the USydMP. In addition, incoming and outgoing elective students are not included in University data. This highlights deficiencies in data collection and reporting.

Action

- The International Advisory Committee is developing strategies to maintain international intakes into the USydMP and to increase international enrolments in the Faculty's other programs, and (as mentioned in 4.3) to improve data collection and reporting. Under consideration is the possibility of marketing the USydMP to potential students from Japan and selected Europe countries, such as Switzerland (where there is a shortage of medical school places), Germany, and Italy (where, despite adequate medical school places, there are weaknesses in clinical-skills training, and an English-speaking medical education is highly valued).
- With regard to 'cotutelle' arrangements, negotiations are directed at agreeing on methods of thesis examination (external examination alone, versus external examination and oral defence), policies on fees and practical issues such as differences in semester/term dates for students who study offshore.
- Efforts are being made to identify opportunities for student exchanges with overseas medical schools. Exchange possibilities with New Zealand universities (Auckland and Otago) are being explored.

4.4 Stakeholder feedback

Strengths and achievements

- In addition to the SREQ and SCEQ, the Faculty has very highly-developed mechanisms for obtaining student feedback on individual courses and on the performance of teaching staff, especially in the USydMP.
- The Faculty undertakes regular evaluations with USydMP students completing short-term option terms and elective terms overseas. These students are also required to write reports on their international experiences.

Areas for improvement

- At present it is difficult for the Faculty to separate feedback provided by international students from feedback provided by the entire community of USydMP, postgraduate coursework and postgraduate research students. While this is a limitation, any attempt to overcome it would threaten the confidential, de-identified nature of individual students' feedback.
- No systematic information is available on the experience of international students who graduate from the USydMP and attempt to establish themselves in practice or undertake postgraduate training in their own countries.
- There is no systematic process for compiling and acting on evaluations and students' reports of international experience.
- To date, evaluations of master's degree and doctoral students' international study experiences have not been undertaken.
- No feedback is available on interactions between the Faculty and partner institutions overseas.

Action

- The development of mechanisms for strengthening stakeholder feedback is on the agenda of the Faculty's International Advisory Committee. This includes feedback from potential employees of graduates.
- Faculty members who provide distance-education courses are reviewing the affordability of these courses, both for participants and for those involved in delivering the courses.

4.5 Quality assurance processes

The appointment of an Associate Dean (International) and the establishment of the International Advisory Committee are recent developments. The Faculty's activities under Goal 4 are in a developmental stage. The need for quality assurance in all of these activities is recognised and is being built into all new and existing initiatives. However, at this stage it is too early to comment on the adequacy of these quality-assurance processes.

4.6 Evaluation

- The Faculty has made great progress in establishing an agenda for internationalisation and setting up structures and mechanisms for implementing the agenda. These include appointing an Associate Dean (International) and convening a high-level Faculty International Advisory Committee.
- The Faculty has a substantial track record of attracting international students into the USydMP. It also has a substantial recent track record of developing academic exchange relationships with major universities in North America, the UK, Europe, Africa, and the Asia-Pacific region.
- However, the Faculty has consistently done worse than the University as a whole in attracting international postgraduate coursework and research students. This aspect of performance is under review by the International
- Advisory Committee.

- The Faculty lacks detailed performance data on many aspects of internationalisation. These aspects include specific feedback from international students and other stakeholders, including feedback from institutions that are likely to employ University of Sydney graduates when they return to their own countries.
- Quality-assurance processes relating to Goal 4 are therefore under-developed. The International Advisory Committee intends to expand the capacity for collection and analysis of performance data that will feed into quality assurance.

Goal 5: Engagement with industry and the professions

The University of Sydney will continue to make a significant contribution to the well-being and enhancement of the wide range of professions with which it engages.

5.1 Objectives

General

- Promote awareness of the Faculty's teaching, research and service activities in the health industry and professions, locally, nationally and internationally.

Industry

- Identify opportunities for the Faculty to carry out research that fulfils industry needs as well as academic imperatives.
- Increase the Faculty's involvement in research partnerships with industry.
- Encourage research partnerships with industry that lead to the translation of research into improved practice and product development.
- Encourage research partnerships with industry that lead to economic gain, with the Faculty receiving its fair share and the University retaining appropriate intellectual-property rights.
- Improve industry understanding of the nature, imperatives, value and extent of academic research.

Professions

- Ensure that the Faculty's educational programs equip graduates to make a positive contribution to the professions that they join (Goal 1).
- Encourage members of the professions to contribute to the Faculty's teaching programs (Goal 1).
- Encourage Faculty staff to participate in professional organisations and contribute to the maintenance and enhancement of professional standards.
- Enter into joint ventures with professional organisations in order to carry out research, education and training in specialised fields.

5.2 Policies, processes and practices

Strengths and achievements

Industry

Numerous partnerships exist between the Faculty and its affiliated institutions on the one hand, and the broad health industry on the other (including hospitals and Area Health Services). These partnerships occur on at least three levels:

- structured institutional arrangements for research and business interaction, which may include dedicated building programs;
- formal collaborative projects; and
- informal links between individual academics and industry.

Examples include conjoint staff appointments involving hospitals and Area Health Services (with conjoint staff carrying out research and contributing to teaching programs as well as fulfilling service duties), large-scale clinical trials conducted jointly with pharmaceutical companies, educational programs sponsored by government agencies in Australia and overseas, and health-services research and development projects commissioned by State and Territory governments and national agencies. Such initiatives have led to many instances of improvements in practice and health outcomes. Underpinning its commitment to industry partnerships, the Faculty has been enthusiastic about the University's acquisition of the Medical Foundation Building to accommodate both research groups and industry tenants, creating favourable conditions for both informal interactions and joint ventures. Institutions affiliated with the Faculty are or have been involved in co-funded enterprises such as Cooperative Research Centres.

The professions

A large proportion of Faculty members are affiliated with peak professional bodies, and many have leadership roles in these bodies. Many Faculty members are identified as leading Australian spokespersons for their professions. The Faculty's contribution to the professional development includes involvement in postgraduate vocational training and the delivery of wide range of continuing education programs. Much of this activity occurs in hospitals and Area Health Services with which the Faculty is affiliated. The Faculty is actively seeking opportunities to collaborate with professional bodies for common professional teaching, training and research purposes. Innovative postgraduate degree programs are designed to draw practitioners back into the University for research and specialised training.

Areas for improvement

Although the Faculty has consistently encouraged involvement in partnerships with industry, interactions with industry have occurred on an *ad hoc*, opportunistic basis. There has been no consistent promotion of the Faculty as a source of research expertise for industry and the professions. Although the Faculty part-funds a position in the Business Liaison Office, there is continuing uncertainty about contracting, intellectual property and liability issues. Inconsistencies appear to exist among the Schools, departments and research groups in their approaches to these issues and their expectations, and there are underdeveloped mechanisms for knowledge capture and sharing experience and expertise.

Action

The Faculty's Strategic Plan 2005-08, currently being prepared, refers to several initiatives designed to strengthen relationships with industry and the professions. These include media coverage of the Faculty's research, designed to heighten industry awareness of the extent of the Faculty's capacity; enhancements to the Faculty's website; engagement of academically-qualified personnel from industry in part-time teaching roles; and the award of academic titles for eligible personnel from industry.

5.3 Outcomes

Strengths and achievements

Industry has been a large contributor to the Faculty's total research income, as shown in the table below.

Faculty of Medicine research income (\$ million)

	NCG income	Public sector income	Industry and other income	CRC income	Total
2001	16.6	3.3	41.1	0.11	61.2
2002	24.7	4.0	51.6	0.16	80.4

NCG = National Competitive Grant

Averaged over 2000-01, the Faculty's Category 3 research income ('industry and other income') was more than twice that of the second placed faculty in the Group of Six universities.

Examples of the Faculty's industry partnerships include large-scale clinical trials conducted jointly with pharmaceutical companies, educational programs sponsored by government agencies in Australia and overseas, and health-services research and development projects commissioned by State and Territory governments, national agencies, and international agencies. Such initiatives have led to many instances of improvements in practice and health outcomes.

In collaboration with industry and the Royal Australasian College of Surgeons, the Faculty is establishing a Surgical Skills Centre (ECHTEC Building) for common professional teaching, training and research purposes.

Areas for improvement

- Relative to its size and capacity, the Faculty's performance in attracting CRC funding and funding from special schemes to support major centres is disappointing.
- To date the Faculty has not undertaken a regular detailed analysis of the available data on industry funding of research. Data on other aspects of Goal 5 are scanty.

Action

The Faculty is committed to a more active monitoring of activity and outcomes relating to Goal 5, with the specification of indicators that reflect not only the extent but also the value and outcomes of engagement with industry and the professions.

5.4 Stakeholder feedback

Strengths and achievements

Stakeholder feedback relating to industry and the professions tends to occur at a detailed level in the context of individual partnerships, projects, and transactions.

Areas for improvement

Little consolidated information is available on industry stakeholders' experiences of their interactions with the Faculty, or of the experiences of bodies representing the professions. Faculty alumni, as individuals or through alumni associations, should have a voice on how the Faculty is doing in meeting their professional expectations, but this has not been consistently achieved.

Action

The Medical Graduates' Association has been given a home within the Faculty and its secretariat funded. Closer ties with alumni through a sponsored on-line journal and e-mail contact are being developed.

5.5 Quality assurance processes

Strengths and achievements

Again, quality-assurance processes tend to be implemented at a detailed level in the context of individual partnerships, projects, and transactions. These include peer review of co-funded research partnerships and competitive tendering for projects commissioned by industry or professional bodies. Given the diversity of Faculty interactions with industry and the professions, over-arching quality assurance processes are not feasible.

Areas for improvement

A key ethical issue to be addressed is how to retain the academic independence and integrity of a university while recognising the benefits of industry partnerships and pursuing such partnerships. Conflicts of interest are inevitable.

Action

The Faculty is considering the establishment of a new committee to develop, monitor and sustain relationships with industry and professional bodies, and to advise on the balance between academic imperatives for independence and industry imperatives for a productive investment in research. Clinical trial centres, co-funded with Area Health Services, are being introduced in the Faculty's three major partner hospitals to develop and improve the Faculty's participation in commercially sponsored clinical trials.

5.6 Evaluation

- The Faculty is intensively engaged with industry and the professions in many different ways. These include long-standing links with hospitals and Area Health Services; partnerships in research; industry sponsorship of students, either individually or by means of scholarship programs; educational programs; and the contribution of academics to health service delivery. A strong engagement is crucial in ensuring that (i) the Faculty's teaching, research and service provision meet the needs of industry and the professions, (ii) the Faculty's research is translated into

policy, practice, and the development of new products, (iii) industry and the professions make use of the Faculty's vast expertise, and (iv) the Faculty has access to resources and opportunities that industry and the professions can provide.

- Overall, the Faculty has a strong track record in attracting industry funding for research, as well as NHMRC and ARC funding for partnership research. Evaluation of teaching, training and research co-operation between the Faculty and industry is not yet well established and has more complex ethical implications, particularly in relation to funding.
- Personal contact and informal networking remains critical to the success of more structured or formal institutional arrangements and must be encouraged. Staff interchange, conjoint involvement with teaching, research and training can consolidate personal and institutional relationships.

Goal 6: Effective management

The University of Sydney will improve its position as an efficient, effective and responsible institution, striving to meet the needs of students and staff, and committed to quality in all aspects of its operations.

6.1 Objectives

- Have clear, open, and effective management procedures.
- Maintain an efficient organisational structure that is well understood.
- Maintain an effective committee structure.
- Ensure that staff in senior management positions are well qualified for their roles.

6.2 Policies, processes and practices

Strengths and achievements

The Faculty is developing a Strategic Plan and as Faculty policies are determined they are made available on a protected intranet website (with starting and expiry dates). They will be reviewed and revised prior to their expiry dates, or every three years (whichever is sooner). The Faculty also has a well-organised and efficient committee structure. Membership of committees is intended to reflect the diversity and geography of the Faculty. Membership is intended to rotate, giving junior Faculty staff the opportunity to participate.

Strategic planning: The Faculty is committed to having an up-to-date Strategic Plan, covering all the major aspects of the Faculty's academic and management functions. The preparation of the Strategic Plan is to involve consultation, and the Plan is to be synchronous with the frequency, themes and format of College and University-wide strategic plans.

Capital planning: The Faculty is committed to having a Major Buildings Capital Plan, developed by a Capital Planning Group. The Plan is to be posted on the Faculty intranet, and is to be reviewed prior to its nominated end-date or every three years (whichever is sooner).

Performance management: All staff with ongoing appointments are required to participate in performance management reviews with their line managers, on an annual basis.

Financial management:

Budgeting: All Schools are required to set and achieve balanced annual budgets. Any surpluses are to be transferred to reserves at the end of each year, and deficits are to be cleared by borrowing from the Faculty. Planned overspending is allowed against reserves where they exist, and within University guidelines for the use of reserves. Schools that achieve their financial targets will be allowed enhanced local autonomy over

resource management, including new and replacement staff and capital and consumable purchases (in all cases within approved University delegated authority). Schools which do not achieve these financial targets will require resource spending decisions to be approved by the Dean or Associate Dean (Infrastructure and Finance) until they recover sufficiently to allow a balanced budget to be predicted for the year in question.

Financial transactions: Minor transactions are being transferred progressively to corporate credit card or MyPCard, as this reduces transaction costs and increases efficiency.

Human resources policies:

Academic managers: The intent is for all academics filling senior academic management positions (Associate Dean and above) to have (or have had) formal management training. Junior academics are to be offered management training in preparation for senior management roles.

Appointments to chairs: The Faculty has drafted a set of procedures for the appointment of chairs.

Financial managers: The intent is for all Faculty and School financial officers to have formal accountancy qualifications.

Administrators: The intent is to have qualified administrative staff in the Faculty and its Schools, and a formal mentoring relationship with opportunities for administrative staff to act in more senior positions.

Areas for improvement

Strategic planning: Our process remains ad-hoc and insufficient cycles have been completed to test our adherence to a particular schedule of review.

Capital planning: Planning Committee meetings remain irregular, and the distribution of workload between campus vs. distant-site projects remains unclear.

Performance management: Statistics the Faculty receives from the Staff Development Unit do not provide information on what percentage of staff that has undergone PM&D. The Faculty lacks performance markers for this area of management.

Action

Implementation of policies in the areas listed above is in progress. A new Faculty Strategic Plan is being developed for 2005-08.

6.3 Outcomes

Strengths and achievements

Resolutions of the Faculty and major Faculty policies are routinely posted on the Faculty website. They are revised as changes occur, or at least three-yearly on a rotating basis. As far as possible and appropriate, membership of Faculty committees reflects the diversity and geography of the Faculty. Membership of committees rotates second-yearly

to give opportunities for junior staff to participate. Wherever feasible, deputy chairs are appointed so that there can be an orderly transition when membership rotates.

Strategic planning: A working party is overseeing the development of the new Faculty Strategic Plan.

Capital planning: Several elements of a 10-year Capital Plan are in place,

Performance management: All staff on the Faculty payroll are required to participate in performance reviews. Further progress on this has been delayed due to the new process (PM&D-II) remaining to be finalised (see previous comment).

Financial management: Six of seven of the Schools in the Faculty are on track to achieve a balanced budget, with an active plan for the seventh. The proportion of minor purchases using a corporate credit card or MyPCard is increasing.

Human resources:

Academic managers: The majority academics filling senior academic management positions (Associate Dean and above) have formal management training, or will participate in the training program of the Committee of Australian Medical Schools, due to start in February 2005. One has a Master's degree in Business Administration, and another will shortly commence an MBA program.

Academic progression: The Faculty has a high rate of success among applicants for academic progression to the posts of Lecturer, Senior Lecturer, Associate Professor and Professor. In 2001, 16 of 23 applicants were promoted. In 2002, the figure was 16 of 21, and in 2003, all 18 applicants were promoted. A low turnover in academic posts gives the Faculty a very senior staff profile.

Areas for improvement

- Outcome-oriented management data are scanty. For example, the Faculty cannot at present report on the proportion of staff who have participated in a performance review; the proportion of Faculty and School financial officers who have formal accountancy qualifications; staff development among administrators; staff turnover; or the proportion of the Faculty budget that is spent on staff development and training.
- The Faculty has significant concerns about delays in senior academic appointment processes. The delays occur both in the selection phase and during negotiations after the successful applicant has been offered a position.

Action

- The new Faculty Strategic Plan is being drafted and will be ready to circulate for consultation in November 2004. Feedback will be incorporated with a view to completion of the Plan by 31 December 2004.
- One of the Faculty's seven Schools that will not achieve a balanced budget in 2004 has taken steps to ensure that it achieves a balanced budget in 2005.

- A working party has been convened to deal with delays in senior academic appointments. Its interim findings are scheduled to be considered by the Faculty Academic Committee at its next meeting.

6.4 Stakeholder feedback

Strengths and achievements

Staff: The Faculty conducts an annual retreat which gives staff an opportunity to offer criticisms and make comments on the Faculty's performance.

Students: In the SCEQ/SREQ, both postgraduate (2000-03) and undergraduate (1999-2003) students scored the Faculty well above the University-wide figures in questions relating to 'Faculty/ department student administration', 'Faculty/ department computer centres', and 'quality of student support and administrative services'.

Areas for improvement

Little systematic information is available on external perceptions of the Faculty's management processes.

Action

In order to obtain as much external stakeholder input as possible, the Faculty has sought external involvement in its governance processes. For example, the director of an independent research institute and the CEO of an Area Health Service are members of the Faculty's Expert Finance Advisory Committee which provides advice to the Dean and the Faculty Management Advisory Committee on issues that are referred to it.

6.5 Quality assurance processes

Strengths and achievements

Some important quality assurance processes are in place. The most extensive mechanism comprises feedback from staff and students, provided either through the SCEQ/SREQ or in the course of the Faculty's annual retreat. Performance review of staff and the monitoring of management processes such as budgetary performance of Schools are also important QA mechanisms.

Areas for improvement

The Faculty lacks an overall framework for QA in its management processes. As noted in section 6.3, outcome-oriented management data are scanty, and the lack of these data deprives the Faculty of important QA opportunities.

Action

Quantitative indicators are being defined for major components of performance management, financial management, and human resources policies.

6.6 Evaluation

The Faculty is a very large, complex organisation, widely dispersed across many campuses that span the length and breadth of NSW. The management of the Faculty therefore poses particular challenges of coordination, with the need to balance the central imposition of policies and accountability mechanisms against local needs and desires for autonomy.

In recent years the Faculty has addressed these challenges through the promulgation of policies that have been developed with increasing inclusivity and consultation, through the introduction of performance management and performance reviews, and the streamlining of financial and human-resources processes.

The Faculty is on track to achieve effective management, but there is still much to be done. Very little information is available on processes and outcomes for management decisions and monitoring purposes, and processes for the feedback of information and experience are patchy. These areas warrant continuing effort, development and application.

Goal 7: Service to the community

By providing knowledge, opportunity and encouragement, The University of Sydney will maintain and enhance its position as a leading contributor to the opinions and ideas, cultures and lifestyles of the many communities that it serves locally, nationally and internationally.

7.1 Objectives

- Identify the needs and expectations of the Faculty's constituency for the services that the Faculty can provide.
- Ensure that the expertise of the Faculty's staff and graduates accords with the needs and expectations of the communities that they serve.
- Ensure that the Faculty's scholarly activities contribute to knowledge and debate in its constituency, leading to improvements in health policy and health services.
- Provide advocacy and leadership in areas of public interest, including the effectiveness, safety and quality of health care, the prevention of ill health, and the promotion and protection of health.
- Collaborate with government, non-government and private-sector agencies and service providers to promote the translation of research into clinical and public health service development.
- Undertake strategic communication to promote community awareness of the need to improve equity of access and outcomes in health for disadvantaged groups, particularly Indigenous populations and rural and remote communities.
- Provide expert contribution to international, national, state and professional forums relating to research, policy, and health services.
- Provide expert contribution to peer-review processes for scholarly publications and granting agencies.
- Provide consultant advice to public- and private-sector organisations in the Faculty's areas of expertise.

7.2 Policies, processes and practices

Strengths and achievements

- Of all the Faculties in the College of Health Sciences, the Faculty of Medicine is the largest contributor to the College's strategic goal of 'outstanding service'. A large number of Faculty members have service roles in teaching hospitals, Area Health Services, peak professional bodies relating to health care, State and Federal government agencies and the private sector. The Faculty thus makes a vast contribution to the health of the community.
- The Faculty's structure, which is dispersed across the metropolitan, urban and rural areas of NSW, enables direct interaction with diverse communities and promotes the delivery of services to those communities.
- The Faculty makes a substantial contribution to the Australian Health Policy Institute, a College-wide entity dedicated to health policy research, analysis, and debate.
- The extent and quality of community service are criteria for recruitment, performance review and promotion of Faculty staff. This includes membership of international,

national, State and professional boards and committees, participation in public debate, advocacy, and contribution to peer-review processes.

- The Faculty helps external organisations to identify experts in specific fields, and encourages Faculty members to act as spokespersons or to provide consultant services. A self-funding professional services unit within the School of Public Health is part of the Faculty.
- Processes for the selection of students into the University of Sydney Medical Program emphasise candidates' capacity for and orientation towards community service.

Areas for improvement

While the Faculty is committed to community service and Faculty members carry out a vast amount of it, there is no coordinated view on the types of community service that the Faculty should or could provide, and there has been no attempt to define the Faculty's notional 'community'. Service activities largely depend on the interests and efforts of individuals. There is no clear policy direction on priorities for service, and no mechanism exists for taking stock of the amount of service, its effects, or its opportunity cost.

Action

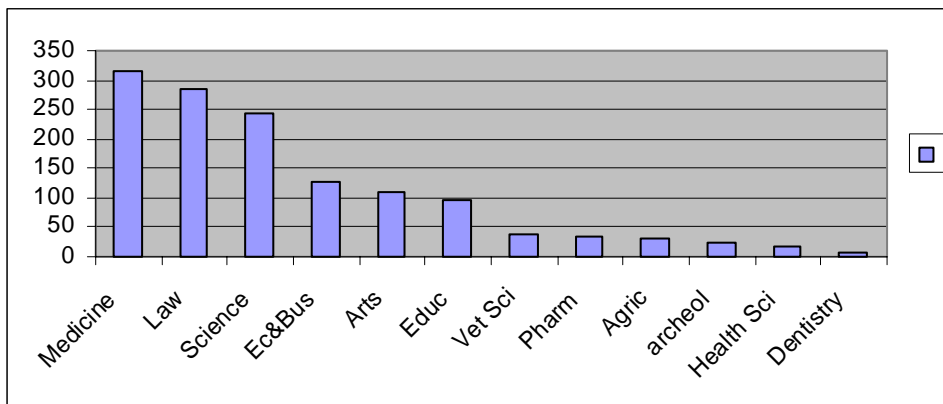
- The Faculty's Strategic Plan 2005-08, which will mirror the College Strategic Plan, will identify priorities for the Faculty's commitment to community service.
- The Faculty intends to commission a workforce study as the first step in an attempt to characterise the health workforce that the Faculty should produce to meet the needs of the community in the future.

7.3 Outcomes

Strengths and achievements

- Faculty members participate in a wide range of international, national, State and professional boards and committees, such as the NHMRC, the Australian Drug Evaluation Committee, and the NSW Medical Board.
- The Faculty has established a website for identifying expert commentators, and its spokespersons are regularly reported in the public and professional media.

Mentions in news media 2003, by Faculty, The University of Sydney.



- Faculty members serve on editorial boards of leading international journals, and frequently contribute to journal peer review.
- Faculty members regularly participate in public inquiries, e.g. the 2003 five-year review of the Commission for Children and Young People Act 1998 and the Child Protection (Prohibited Employment) Act 1998; and the 2002 inquiry into obstetric and neonatal services in the King Edward Memorial Hospital, Perth.
- There are numerous instances of provision of consultant advice and services, e.g. evaluations of cervical-cancer screening and a review of options for the development of radiotherapy services in the Northern Territory.
- The Faculty has been extensively involved in the translation of research into practice, in fields ranging from clinical neonatal services to health and safety on farms.
- The Faculty has been involved in numerous collaborative projects addressing health problems affecting disadvantaged groups, e.g. advising the NSW Government on an evaluation of cardiovascular disease control among Aboriginal people in NSW.
- Faculty members have contributed to standards development, e.g. development of SNZ HB8134.4 Health and Disability Sector Standard (Children and Young People) Audit Workbook for Standards New Zealand 'To ensure the quality of service delivery to children and young people'.
- The Faculty's Centre for Values Ethics and the Law in Medicine run a free-access website on topics of bioethical interest, including relevant legislation.

Areas for improvement

- There are no clear indicators of the extent or nature of the outcomes arising from the Faculty's contribution to community service.
- The potential liability to the University resulting from misadventure involving a Faculty member carrying out community service is unclear, especially where the Faculty member uses a University title but is not employed by the University.

Action

- In identifying priorities for the Faculty's involvement in community service, the Faculty Strategic Plan 2005-08 will specify some indicators for reporting on community-service outcomes and their value.
- The Faculty will clarify pathways for legal liability relating to community service.

7.4 Stakeholder feedback

Strengths and achievements

Stakeholder feedback on the Faculty's community service is expressed in a vast number of different ways. These range from the award of civil honours for individuals, through repeated invitations to participate in community roles (e.g. extensions of external board and committee memberships), to patient or client satisfaction surveys. There is no doubt that there is a continuing demand for the services of Faculty members.

Areas for improvement

The Faculty has not made a significant effort to draw together the stakeholder feedback that is available, to present positive aspects of the feedback as evidence of performance under Goal 7, and to examine negative aspects with a view to identifying problems that could be resolved.

Action

The Faculty will encourage systematic analysis and the collection of anecdotal stakeholder feedback for discussion in management and planning forums.

7.5 Quality assurance measures

Strengths and achievements

- The Faculty's community-service activities involve many different types of linkages between the University and the health services. Thus quality-assurance systems in health-care services affiliated with the Faculty (e.g. teaching hospitals) provide information on the quality of the Faculty's community service. Quality-assurance mechanisms relating to Goals 1-6 also reflect the quality of the Faculty's community service. Because many types of community services involve Faculty members working with peers and other colleagues, there is a natural inspection of their performance.
- References to the Faculty in the public and professional media are monitored on a regular basis.
- Faculty members currently self-report community service activities in annual performance reviews and applications for promotion, and the performance-review process is often used to assess the quality and value of these activities.

Areas for improvement

Given that the community service is often performed on a voluntary basis, and that 80% of the Faculty's members are not remunerated by the University, it is not feasible to establish a comprehensive quality-assurance system for Faculty community service. Rather, it is preferable to rely on the quality-assurance mechanisms that already exist, and are being strengthened, in the many fields of endeavour in which Faculty members are engaged. In many instances Faculty members have the expertise to enhance these mechanisms.

Action

- Specific to communication, Faculty members will soon be able to take part in training for media interviews, and the Faculty has established a new position of Communication Officer.
- Managers carrying out performance reviews of staff are encouraged to assess the extent, quality and value of community-service activities carried out by those under review.

7.6 Evaluation

- The Faculty makes an enormous contribution through its community service.
- The range of Faculty members' community-service activities is vast. It encompasses everything from clinical service delivery, through participation in major international, national and State health decision-making forums, to commentary in the public and professional media on health and medical issues.

- The Faculty is strongly committed to community service, but there has been little policy debate within the Faculty on whether (or how) the Faculty should concentrate its efforts, or define its constituency.
- Given that 80% of Faculty members are not employed by the University, there is a need to consider which activities could or should be identified or represented as *Faculty community service* (as distinct from community service interests of individuals who are affiliated with the Faculty).
- Given the extent and diversity of the Faculty's community service, it is impossible to catalogue it or provide quality assurance on a comprehensive basis.
- Rather, it is preferable to monitor specific aspects of community service, and to offer educational and training opportunities for Faculty members as needed. Media monitoring and training in media-interview techniques are examples.