

FACULTY OF DENTISTRY

REPORT ON RECOMMENDATIONS FROM PHASE TWO

Please complete the relevant sections of this form

Recommendation 1	The Review Team recommends that the Faculty provide more communication both to staff and students on the reasons for, the benchmarking process and the anticipated benefits of benchmarking for the Faculty. <i>(Section 3.3.3)</i>
Action taken by the Faculty	Communication to Faculty & students to date as been minimal, as to date the project has been in the data collection and analysis phase. However once the research results become more transparent, communication to staff and students will occur, as per the below..
Further action planned but not yet implemented (if appropriate)	<p>More regular reports on the benchmarking activity including its outcomes and benefits to the Faculty is to be made to the Learning & Teaching Committee, Dean's Advisory Committee and Faculty Board for information; these committees have student representation from the BDent program. To date, work on the benchmarking initiative, as a result of a successful TIF grant application has included:</p> <ul style="list-style-type: none"> • conference presentations at the Australian & NZ Association of Medical Education (ANZAME) in 2003 & 2004; at the Association for the Study of Medical Education (ASME), Newcastle upon Tyne, UK in July 2005; and a presentation to be presented at the Ontario Medical Education Network (OMEN) in London Canada in May 2005. • A manuscript has been submitted to the Journal of Dental Education on the project design
Faculty's evaluation of the success of action taken	Feedback from reports to be submitted to the Faculty Board and its committees (comprising student members) will provide a mechanism for evaluation of the effectiveness of the project.

Recommendation 2	The Review Team recommends that as part of the review of the Faculty Teaching and Learning Plan the Faculty Plan be aligned with both College and University-wide Plans and a means be found to communicate the new Teaching and Learning Plan with students. <i>(Section 4.1.3)</i>
Action taken by the Faculty	See below
Further action planned but not yet implemented (if appropriate)	<p>The Faculty is in the process of drafting the Faculty Quinquennial Strategic Plan, due for release in mid 2005. Once approved, the Faculty will revise its Learning & Learning Plan in-line with the goals and objectives of the Faculty Strategic Plan, developed against the College and University Strategic Plans. All Faculty plans are being developed in consultation with staff and students.</p> <p>Communication to students is envisioned to occur through student membership on the Faculty's Learning & Teaching Committee, by posting the Learning & Teaching Plan on the student's electronic bulletin board and via the Sydney University Dental Undergraduates Association (SUDUA).</p>
Faculty's evaluation of the success of action taken	Learning and Teaching Plan to be completed end of 2005 and implemented in early 2006.

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Recommendation 3	The Review Team recommends that in 2005 the Faculty work to establish a formula to balance teaching, research and administration for academic staff. <i>(Section 4.2.5)</i>
Action taken by the Faculty	
Further action planned but not yet implemented (if appropriate)	In 2005 the Faculty established an Academic Staffing Committee to consider academic staffing needs across the Faculty. A future requirement of this committee will be to develop a workload formula for full-time staff to balance research, teaching and administration commitments, with a view to increasing the time allocated for research, as the majority of staff are currently heavily involved in teaching and administration duties; this is to occur at the end of 2006. The Faculty intends to revise its entire academic staff profile in 2006, with the view to consolidate positions and concentrate routine administrative and clinical tasks with the part-time academic staff.
Faculty's evaluation of the success of action taken	To be conducted during 2006.

Recommendation 4	It is recommended that the Faculty Retreat discuss the staff's suggestion for the University to award a Faculty Award for Teaching Excellence and any recommendations arising from these discussions be forwarded to the Academic Board Teaching and Learning Committee. <i>(Section 4.3.2)</i>
Action taken by the Faculty	Two excellence in teaching awards were awarded to two Faculty academics in December 2004. The staff nominated were voted by and from the students – the two awards were determined by the graduating BDS and BDent cohorts. In 2005 one award will be offered determined by the graduating BDent cohort (BDS concluded in 2004), and from 2007 onwards, with the first graduate cohort of the BOH program, 2 awards will be offered – one for the BDent and one for the BOH.
Further action planned but not yet implemented (if appropriate)	Offering of teaching excellence award to a teacher of the BOH program, voted by from the students of the BOH program.
Faculty's evaluation of the success of action taken	Feedback from the 2004 graduate cohorts indicated that students felt conferral of such awards were appropriate recognition of outstanding teachers. The process will be followed again in 2005.

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Recommendation 5	The Review Team recommends that a core course on Science for the Health Sciences be developed at the College level. (<i>Section 4.4.2</i>)
Action taken by the Faculty	Nil. A core course is yet to be developed at college level.
Further action planned but not yet implemented (if appropriate)	The need for this course is to be considered further, in light of current cross-Faculty teaching with years 1 and 2 of the BDent program with the Faculty of Medicine, and years 1 and 2 of the BOH program with the Faculty of Health Sciences.
Faculty's evaluation of the success of action taken	

Recommendation 6	The Review Team recommends that the Assessment Committee proceed with their review of assessment practices. This review should include what is being assessed, the method of assessment chosen and its value, and communication with staff (both paid, clinical and honorary) and students on the findings and recommendations of this review. (<i>Section 4.5.3</i>)
Action taken by the Faculty	<p>Recommendation followed-through, with the following initiatives completed:</p> <ul style="list-style-type: none"> • The assessment portfolio was split, with years 3 and 4 being coordinated separately to years one and two to ensure a more even distribution of assessment workflow across the Faculty • A review of the MEQ marking system was conducted via the Learning & Teaching Committee, with the new marking scheme adopted for years 1 and 2 • Schedules for year 3 and 4 assessments were altered to minimise the impact on teaching/clinic time • A competency assessment in anatomy was introduced as a barrier assessment prior to commencement of the year 2 Local Anaesthesia/Introductory Oral Surgery Block • Increased use of the Sydney Dental Program (SDP) website to communicate the assessment dates and information about specific assessments, made available to students and staff • Feedback from years 1 and 2 students re the Clinical Competencies Assessment (CCA) have led to fine-tuning of this assessment format, such as changes to the length and format of OSCA stations
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Development of specific learning outcomes that are directly linked with the competencies of the BDent program then aligned to assessment items.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Changes made to various aspects of assessment in response to staff & student feedback, such as the MEQ marking scheme and anatomy assessment, as examples • Split of assessment coordination has resulted in positive feedback in terms of workload distribution across the Faculty

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Recommendation 7	The Review Team recommends that the Faculty pursue at a College level the plan to mix the PBL groups of the Graduate Medical and Dental programs for the first two years of their courses; and student outcomes be closely monitored. <i>(Section 5.3.3)</i>
Action taken by the Faculty	The Faculty has considered this initiative, but the increase in student numbers from the Faculties of Dentistry and Medicine in 2005 has placed greater demand on resources, which has not made mixing of PBL groups possible in 2005.
Further action planned but not yet implemented (if appropriate)	An Infrastructure Committee has been established by the Faculty of Medicine, with representation from the Faculty of Dentistry. Once the current resource issues are countered, the mixing of PBL groups will be reconsidered, possibly for 2006.
Faculty's evaluation of the success of action taken	

Recommendation 8	The Review Team recommends that the Faculty institute a regular research forum as a means to build community, encourage collaboration and encourage the further development of a research climate. <i>(Section 6.2.8)</i>
Action taken by the Faculty	The Faculty has designed and implemented a research forum schedule for 2005 comprising presentations by research and postgraduate coursework students about their research treatises/theses to members of Faculty, the teaching hospitals and the profession.
Further action planned but not yet implemented (if appropriate)	The Faculty intends to expand this series to include presentations by staff of the Faculty, the teaching hospitals and external organisations on research being conducted across the broad fields of dentistry/oral health.
Faculty's evaluation of the success of action taken	To be conducted at the conclusion of 2005, based on student satisfaction with forum, attendance level, and overall pedagogical benefits to students and Faculty.

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Recommendation 9	The Review Team recommends that Faculty management invest time in pursuing mechanisms to encourage collaboration across disciplines and with the College of Health Sciences. (<i>Section 9.1.1</i>)
Action taken by the Faculty	<ul style="list-style-type: none"> • The Faculty has active membership on the CHS Interprofessional Learning Group; as a result, dental students have been mixed with medical students in practical sessions in the emergency department at Westmead Hospital. • Years 1 and 2 of the BDent curriculum is shared with the Faculty of Medicine, with medical and dental students attending shared lectures. Staff from Medicine and Dentistry form the Curriculum Progress Group (CPG) which addresses curriculum issues affecting both faculties for years 1 and & 2 of the BDent program • BOH students share units with Bachelor of Health Science students offered by the Faculty of Health Sciences for the first two years of the program • The Faculty established a Heads of Discipline Committee to provide a transparent forum for discipline heads employed by the Faculty and the teaching hospitals to discuss and action matters relevant to the Faculty's academic disciplines
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The Faculty Heads of Discipline Committee to be further developed to provide assistance with staff planning across the disciplines to facilitate a more effective recruitment process for staff employed across a number of disciplines for pedagogical and administrative reasons, in consultation with the Faculty Academic Staffing Committee.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Some success has been obtained through the Interprofessional Working Group, with the joint participation of medical and dental students in emergency settings • Cross-Faculty curriculum planning/delivery issues are being identified and collaboratively solved via participation at the CPG, pursuing the Faculty's objective of maintaining a strategic partnership with the Faculty of Medicine • Feedback from the Faculty Heads of Discipline Committees indicates an unprecedented level of transparency in discussing the activities and financial status of the Faculty's disciplines.

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Recommendation 10	<p>The Review Team recommends that the Faculty be more strategic in the use of the Web as a means of communication. That information quality attributes, such as audience, timeliness and up-to-dateness, content and purpose of communication, be included in the Faculty's Web strategy. (<i>Section 9.2.6</i>)</p>
Action taken by the Faculty	<p>The Faculty has conducted a major overhaul of its web activities since the review. Achievements to date include:</p> <ul style="list-style-type: none"> • Appointment of a full-time Web Programmer • Launching a new public site in which comprehensive course, research and general Faculty information/news is detailed • Development of the Faculty Intranet to include: a bulletin board for postgraduate students, a bulletin board for BOH students; an electronic archive of Faculty Committee papers; creation of an OHS page; creation of a Faculty policies archive and document search facility; development of surveys for students' feedback and marketing purposes. • Refinement of the Sydney Dental Program (SDP - BDent students' learning site) including: inclusion of student bulletins, timetables, assessment policies; timetables, amps, key contacts, and general reorganisation of learning materials to ensure easier navigation by students • Creation of web-based mailing lists for all undergraduate students and postgraduate students, compiled by year and course; creation of committee mailing lists.
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • The public pages are to be continually expanded, particularly in the research area to promote research activities of staff and PG students • The Intranet is to be continuously developed, particularly in relation to storing Faculty documents and procedures and devising appropriate headings and sub-headings to file the documents. • A staff induction procedure is to be also published in the web.
Faculty's evaluation of the success of action taken	<ul style="list-style-type: none"> • Feedback from a survey sent to students indicated that over 95% of respondents thought the Faculty website was average to excellent, with only 4% saying it was poor • Feedback from the SDP students' bulletin board indicates that the organisation and retrieval of learning materials from the SDP site is gradually improving.

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Recommendation 11	The Review Team recommend that the Faculty review the Terms of Reference for its committees and investigate any opportunities for collapsing and amalgamation. <i>(Section 9.6.1)</i>
Action taken by the Faculty	The Faculty reviewed its committee structure in late 2004 and implemented a new governance and management structure, approved by the Faculty Board in February 2005. The new structure has streamlined the number of committees, resulting in a Faculty Board, five strategic committees, three management committees and a strategic planning group and two hospital liaison groups in conjunction with the two teaching hospitals. Membership and terms of reference were revised, and the opportunity for staff to participate on most committees was given via a democratic committee election procedure. Students also have representation on strategic committees, such as the Faculty Board, the Learning & Teaching Committee, Research Committee, and the two hospital liaison committees.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	The Faculty Board unanimously endorsed the new structure, with no resistance from staff. Fewer meetings, with more refined terms of reference have occurred, without the duplication of content between committees, with transparency in decision making being reported back informally from staff. Students also have representation on strategic committees. The structure will be reconsidered at the end of 2005 based on formal feedback to be sought from staff and student representatives to determine if any changes are required.