

FACULTY OF DENTISTRY

REPORT ON RECOMMENDATIONS FROM PHASE TWO

FACULTY OF DENTISTRY SECOND PROGRESS REPORT ON RECOMMENDATIONS FROM PHASE TWO

Updated 26th September 2006

First progress report:

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 has 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.

Second Progress Report:

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	<p><i>In terms of benchmarking the Learning and Teaching activities of the Faculty</i>, use of external examiners appointed to oversee vivas for final year student is communicated to staff and students. In addition students participate in electives to other dental schools and report on their electives during Faculty Research Day.</p> <p><i>In terms of benchmarking as a scholarly research project activity</i>, communication about the TIF-funded project has been formalised in conference presentations and publication in refereed journals. The project has completed the first phase involving University of Adelaide and of Toronto. First methodological article from this project has been published (Benchmarking Learning and Teaching: developing a method. Henderson-Smart C, Winning T, Gerzina TM, King S and Hyde S. Journal for Quality Assurance in Education, 2006) and three international conference presentations given(Canada, USA, UK and Australia). The national presentation was at a Research Conference in Brisbane attended by a large number of Faculty members.</p>
Further action planned but not yet implemented (if appropriate)	<p><i>In terms of benchmarking the Learning and Teaching activities of the Faculty</i>, several Faculty disciplines are similarly developing benchmarking processes for assessments.</p> <p><i>In terms of benchmarking as a scholarly research project activity</i>, more regular reports on the benchmarking activity including its outcomes and benefits to the Faculty is to be made to the Faculty Learning & Teaching Committee (FLTC), Dean's Advisory Committee (DAC) and Faculty Board (FB) for information; these committees have student representation. In addition, the University initiative on Benchmarking will be investigated for Faculty involvement.</p>
Faculty's evaluation of the success of action taken	<i>Responsibility: Faculty Learning and Teaching Committee (FLTC), A/Dean (Learning and Teaching) A/Dean (Ed Development)</i>

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First progress report:

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)	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. 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).
Faculty's evaluation of the success of action taken	Learning and Teaching Plan to be completed end of 2005 and implemented in early 2006.

Second Progress Report:

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	The University Learning and Teaching Plan 2007-2010 has been recently disseminated to members of the FLTC. In addition, the Faculty Strategic Plan has been recently been completely redrafted to align to the University Plan and to reflect the deletion of the Colleges. This Faculty Plan has been disseminated to members of the DAC. These plans will be used to develop the Faculty Learning and Teaching Plan by the FLTC in the near future.
Further action planned but not yet implemented (if appropriate)	Development of the Faculty Learning and Teaching Plan, confirmation by the FLTC and then by the Faculty Board. Communication to students is envisioned to occur through student membership on the FLTC, by posting the Learning & Teaching Plan on the student's electronic bulletin board and via the Sydney University Dental Undergraduates Association (SUDUA).
Faculty's evaluation of the success of action taken	Some progress in finalisation of two important plans. Expectation of more efficient development then, of the Faculty Learning and Teaching Plan. Student and staff report feedback into development of plan through FLTC discussion, has enhanced communication of plan. <i>Responsibility: FLTC, A/Dean (LT)</i>

First progress report:

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.

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Faculty's evaluation of the success of action taken	To be conducted during 2006.
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Second Progress Report:

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	Staff work load is being reviewed by the Faculty Manager. Teaching timetables are being reviewed and consolidated.
Further action planned but not yet implemented (if appropriate)	Several aspects are being investigated. For example, improved utilisation of ICT resources to replace and supplement face-to-face teaching will be investigated to enable these resources to be integrated by a range of Faculty teachers. Recruitment of extra part-time clinical and administrative staff is being examined to reallocate these tasks to increase time for research activities.
Faculty's evaluation of the success of action taken	The recent change in the BDent curriculum, introduction of a new degree - the Bachelor of Oral Health, and student increases have directed the staffs' activities predominantly towards teaching and administration. Financial restraints which are predominantly due to the necessarily high staff-student ratio have restricted additional recruitment. <i>Responsibility: Dean</i>

First progress report:

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.

Second progress report:

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	Faculty Excellence in Teaching Award was developed in 2004 following deliberation by the LTC. The condition of the award is currently being reviewed by a combined student/Faculty working group.

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Further action planned but not yet implemented (if appropriate)	The re-launch of the Award and awarding in 2006.
Faculty's evaluation of the success of action taken	Further discussion within FLTC to define specifications – investigating how to acknowledge part-time teachers. <i>Responsibility: FLTC, A/Dean (EdDev)</i>

First progress report:

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	

Second progress report:

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	Further discussions with Faculties of Medicine and of Health Sciences are currently being undertaken.
Further action planned but not yet implemented (if appropriate)	In 2005 the College of Health Sciences set up a Committee to Review the Teaching of the Basic Sciences in the College. The Faculty of Dentistry was represented on that Committee. The Committee recommended that the Bachelor of Health Sciences (BHS) be developed and reshaped with a common foundation year of study that would provide the educational basis for a number of different streams. The reshaped BHS would be an appropriate first degree for entry to the BDent program, noting that any 3 year degree is satisfactory. Some Units of Study in the BHS would be satisfactory units for incorporation in the BOH.
Faculty's evaluation of the success of action taken	With the restructuring of the University (deletion of the Colleges) and the Faculties of Health Sciences, evaluation of this initiative will need to be planned into the new structures. <i>Responsibility: FLTC, A/Dean (LT)</i>

First progress report:

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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

Second progress report:

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	<ul style="list-style-type: none"> • Review of assessment completed. Assessment Committee abolished in the Faculty organisational restructuring. • Level 7 Administrative Assessment Coordinator with responsibility to oversee all assessments in all BDent and BOH programs has been appointed and will commence duties in October 2006. • <i>Faculty Assessment and Progression Policy 2006</i> has been confirmed by FLTC and Faculty Board and was published on the BDent program website early in 2006. Assessment Information to students is now systematic and formalised. • Assessment presentation during Orientation week for each year of the program by the Assessment Coordinators. All teachers invited. • Annual Mid-Year Mock clinical assessment session with BDent 1 students has been introduced so that the initial formative is well explained. • Assessment for Clinical Component of BDent course has been reviewed and was discussed in a September Faculty Forum.
Further action planned but not yet implemented (if appropriate)	<p>Feasibility of Re-Institution of Assessment and Evaluation Committee tasked to manage all assessment and evaluation issues is currently underway.</p> <p>Results from Faculty Forum will be analysed by the FLTC and as necessary, followed through.</p>
Faculty's evaluation of the success of action taken	<p>Student and staff feedback on process changes are providing valuable insight. Encouraging further student suggestions and these will be reviewed.</p> <p>Financial restraints relating to number of academic and administrative staff available to implement processes.</p> <p><i>Responsibility: A/Dean (EdDev)</i></p>

First progress report:

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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	

Second progress report:

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	Despite increased students numbers in both Faculties, and no commensurate increase in facilities or infrastructure, the feasibility of combined PBL groups has been broadly discussed, and a TIF grant-supported Project committee are developing this recommendation. The combined Medical/Dentistry Research project started its progress in August 2006 with combined PBL groupings to commence in Block 5, October 2006, for BDent 1.
Further action planned but not yet implemented (if appropriate)	Continuation of project, to be evaluated and if successful extended to more blocks beginning 2007 with Block 1.
Faculty's evaluation of the success of action taken	Recruitment into combined PBL's progressing. Staff and student support as estimated by successful recruiting into project. <i>Responsibility: A/Dean (LT)</i>

First progress report:

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.

Second progress report:

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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	<p>A regular Research Forum has become culture in the Faculty for both students and teachers.</p> <ul style="list-style-type: none"> • Faculty Research Day and Research Presentation Program are annual events for the Faculty. • Faculty students and staff present and attend annual Westmead Campus Research Week. • Weekly Faculty Research seminars conducted at Westmead Campus over entire year. • Faculty members participate annually in national and international research conferences in a very broad range of discipline-based research including oral biology, biomaterials, oro-facial pain, oral pathology and educational research. • There has been a large increase in applications for Grants supporting primary research especially in educational research. • Development of the MPhil degree this year opens further opportunity for research opportunities to applicants without dental degrees. • Faculty Strategic Plan provides KPIs reflecting admin/research and teaching outputs which should stimulate further activity by faculty members and support growing research strengths. • Research projects involving collaborations between Faculty academics and Hospital-employed staff has increased.
Further action planned but not yet implemented (if appropriate)	The regular weekly research seminars be reviewed for alternate venues and times to increase staff and student participation.
Faculty's evaluation of the success of action taken	<p>Formal evaluation of different regular meetings be conducted at conclusion of 2006 based on satisfaction of different modalities over all pedagogical benefits to students. Faculty and partner teaching hospital staff are invited to participate.</p> <p><i>Responsibility: A/Dean (R) and A/Dean (PGS)</i></p>

First progress report:

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.

Second progress report:

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>)
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Action taken by the Faculty	Despite the deletion of the Colleges by the University, actions described in the First Progress Report above continue to expand and be evaluated for further refinement. For example, combined emergency clinical rotations Westmead Hospital and combined Lectures & theme sessions Year 1& 2 Med & Dent, BOH shared units with Faculty of Health Science Students
Further action planned but not yet implemented (if appropriate)	Avenues within Faculties of Health for collaboration between BDent and BOH and both Faculties in the Faculties of Health and with the Faculty of Health Sciences are being pursued eg interprofessional learning project and eLearning projects which will be expanded in 2007. 2006 IPL program will be evaluated at conclusion of 2006.
Faculty's evaluation of the success of action taken	Student evaluation of combined Emergency sessions is on going and results are promising. Participation of BOH students in Faculty of HS has also been favourably evaluated by staff and students showing this to be a successful collaboration and meritorious of further development. However, evaluation by Dent Faculty staff and students of combined Med Dent Yr 1 & 2 courses have shown major difficulties in coordinating timetables and academic resources causing sizeable students concerns. Analysis at this stage indicates a significant level of difficulty in communication between newly appointed staff in Medical Faculty and appropriate interaction with Dental Faculty. Inefficient communication about the financial, teaching, and organizational cooperation between the Faculties appears not to be communicated to Medical staff tasked with supporting and facilitating cross faculty relations. Faculty Heads of Discipline Committee has imperfect communication with the FLTC which needs immediate improvement. Strategies are being developed to improve these substantial problems. <i>Responsibility A/Dean (LT) and A/Dean (Ed Dev)</i>

First progress report:

Recommendation 10	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>)
Action taken by the Faculty	The Faculty has conducted a major overhaul of its web activities since the review. Achievements to date include: <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.

Second progress report:

Recommendation 10	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>)
Action taken by the Faculty	Full time Web Programmer appointed but was seconded to Faculty of Medicine staff and the position in Dentistry has been re-advertised. A fractional replacement has recently been employed which is slowly improving the situation. This difficult situation has made the progressing of this recommendation subject to deceleration. However, summit discussions have resulted in the identification of contingency strategy such as the improvement of understanding and management of web material by academic staff through continuing education. Intranet continued development. Staff induction procedure on line now.

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Further action planned but not yet implemented (if appropriate)	Further development of intranet and public pages. Further alignment of BOH webs-based resources to that of BDent to economise resource maintenance.
Faculty's evaluation of the success of action taken	Feedback from staff and students have valuably revealed serious and chronic problems in the web-delivery of learning materials which are being systematically analysed and followed up. Some small website improvements have been beneficial but that further reorganisation of website to make searching more user friendly to both staff and students. The situation remains underserved by supportive IT staff Responsibility : A/Dean L&T and IT committee

First progress report:

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.

Second progress report:

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	New committee structure implemented with collapse of a large number of committees.
Further action planned but not yet implemented (if appropriate)	A needs-analysis for new, but necessary groupings should be completed to reinstitute those committees that can be tasked in project form to accomplish tangible outcomes in a specified time and then collapse following the fulfilment of their brief. Strong relationships between the members of Faculty and Clinical Hospitals provide substantial resource for these short-lived committees.
Faculty's evaluation of the success of action taken	Despite an initial but brief favourable reception of the committee collapse, a significant degree of destabilisation occurred as a result of the collapse of such a high number of committees. As a result a less effective and diffuse managerial structure has emerged reflected in a lack of awareness of new communication lines and the by-passing of effective organisational structure. A level of confusion with respect to ownership/responsibility of specific areas and lines of communication exists now but has been recognized and strategies for reorganization are being developed with the specific input of the Faculty Manager.. <i>Responsibility: Dean</i>