

# *Self Evaluation Report*

## *For Faculty of Dentistry*

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**19 August 2004**

## INTRODUCTION AND FACULTY CONTEXT

### (i) Structure

The Faculty of Dentistry is located in the College of Health Sciences. It is Australia's first dental Faculty and the first in Australia to deliver a graduate-entry dental program.

The Faculty has a single department structure, which supports the development and implementation of its new BDent program. Faculty also has a relatively small academic workforce, many holding fractional appointments, and is heavily dependent on honorary clinical tutors from private practice and Teaching Hospital staff for the delivery of pre-clinical and teaching.

As stated in its Strategic Plan, the Faculty aspires to adopt a leadership position nationally and to achieve at international standard through

- involvement of students in self-directed teaching and learning;
- curriculum development and the integration of medical and dental sciences;
- research in strategically targeted priority areas;
- comprehensive care of patients individually and in the community;
- participation in debate and decision making in relation to public dental health and education policy; and
- its relationship with specialist associations, societies, academies and colleges.

The Faculty provides educational programs at both the undergraduate and postgraduate level, as set out below. These courses prepare students for the general practice of dentistry, specialisation, research, teaching or dental administration. In 2001, the Faculty of Dentistry embarked on a new educational pathway and embraced the philosophy and concepts of self-directed learning, problem-based learning and self-evaluation in education, with the aim of promoting excellence in Dentistry. The new graduate-entry program, Bachelor of Dentistry (BDent), is a manifestation of the Faculty's aims and objectives as prescribed in the Faculty's Strategic Plan 2000-2005. The BDent was introduced concurrently with the phasing out of the Bachelor of Dental Surgery (BDS) course.

The Faculty is presently adjusting rapidly and positively to the continuing change in its own academic, physical and financial operating environments. The last year of the BDS will be delivered in 2004, when the first of the BDent students will also graduate. Faculty has moved through this transition since 2001, without a moratorium period at the same time as it reduces expenditure and increases revenue generation to deal with an accumulated budget deficit.

The Faculty is actively pursuing opportunities for rural placement of students to the Department of Rural Health at Broken Hill as well as other regional centres. Faculty works closely with the Royal Australasian College of Dental Surgeons in an innovative approach to postgraduate specialist training. This has commenced with oral and maxillo-facial surgical training, which now requires qualification in both dentistry and medicine. The Faculty has a progressive Continuing Professional Education Committee and it is also exploring the development of a Memorandum of Understanding to allow coordination of final examinations for MDS's in periodontics and prosthodontics for national benchmarking. The Oral Health Foundation, attached to the Faculty, is involved in strategic assessment of its role and attendant future planning.

(ii) **Programs**

**Current Undergraduate Degrees**

Bachelor of Dental Surgery (BDS) (final year of curriculum in 2004)

Bachelor of Dentistry (BDent)

**Current Postgraduate Courses**

**Coursework**

Master of Dental Science (Community Oral Health and Epidemiology)

Master of Dental Science (Oral Medicine and Oral Pathology)

Master of Dental Science (Orthodontics)

Master of Dental Science (Periodontics)

Master of Dental Science (Prosthodontics)

Graduate Diploma in Clinical Dentistry (Advanced Practice)

Graduate Diploma in Clinical Dentistry (Conscious Sedation and Pain Control)

Graduate Diploma in Clinical Dentistry (Oral Implants)

Graduate Diploma in Community Oral Health and Epidemiology

**Research**

Master of Science (Dentistry)

PhD

**Proposed New Courses**

Bachelor of Oral Health (A proposal has been prepared for submission to the Academic Board and will be considered by Faculty on 12 March)

(iii) **Student profile**

**Dentistry Enrolments by Level, Attendance Type & Gender** (as at 31/03/03)

Level	Full-time			Part-time			Total		
	F	M	T	F	M	T	F	M	T
Doctor of Philosophy	12	5	17	2	1	3	14	6	20
Masters (Res)	4	1	5	1	5	6	5	6	11
Masters (Cwk)	11	12	23	0	0	0	11	12	23
Diploma (PG)	5	16	21	0	6	6	5	22	27
<b>All PG courses</b>	<b>32</b>	<b>34</b>	<b>66</b>	<b>3</b>	<b>12</b>	<b>15</b>	<b>35</b>	<b>46</b>	<b>81</b>
Bachelor (Grad Entry)	76	84	160	0	0	0	76	84	160
BDS	48	72	120	0	0	0	48	172	160
<b>All UG courses</b>	<b>125</b>	<b>156</b>	<b>280</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>125</b>	<b>156</b>	<b>280</b>
<b>Total</b>	<b>156</b>	<b>190</b>	<b>346</b>	<b>3</b>	<b>12</b>	<b>15</b>	<b>159</b>	<b>202</b>	<b>361</b>

### Student Load 2003

HECS 224.3

Local Fee 62.5

International 49.3

Other 3.5

**Total student Load 339.6**

#### (iv) Staff profile

2003	Professor	Associate Professor	Senior Lecturer	Lecturer	Associate Lecturer
Teaching and Research	5.8	3.5	6.2	8.6	3.3

### FTE as at 31/30/03

- Continuing Academic teaching and Research Staff 13.3
- Fixed Term Academic Teaching and Research Staff 15.5
- Casual Academic Teaching and Research Staff 9.0
- Continuing General Staff 15.7
- Fixed Term General Staff 7.5
- Casual General Staff 0.3

**Total FTE 61.3**

### Student Staff Ratio 2003

DEST funded 6.3

Total 9.6

Faculty staff are located at the Sydney Dental Hospital at Surry Hills and the Westmead Centre for Oral Health. Travel between sites has been a continuing demand for staff.

#### (v) Research activities

The Faculty is committed to identifying and supporting its research strengths in order to permit a more strategic allocation of resources. The Faculty has identified the following areas of research strength:

- Biomaterials
- Jaw Function and Orofacial Pain
- Oral Pathology
- Orthodontics
- Dental Education
- Community Oral Health and Epidemiology

The Faculty has devised, and is following, the research and research training management component of its strategic plan and, through it determines future investment and activity in research.

Data from the current round of Research Performance Indicator data collection are very encouraging and indicate that:

- the number of publications in 2002 increased 60% compared to 2001
- there was a 15% increase in research grant income to about \$460,000 in 2002, and
- there has been a nearly linear increase in total research income in the Faculty of Dentistry from about \$50,000 in 1997.

Competitive external research income has increased substantially in recent years, as set out in section 3 of this report.

**(vi) Quality Assurance Activities and Structures**

The Faculty's educational goal, as set out in its Strategic Plan is to offer an integrated, problem-based, comprehensive care program to its students that provides high quality education in oral health sciences and dental skills training as a base for higher specialist qualifications and life-long continuing education.

To support this, the Faculty has a range of committees to consider undergraduate and postgraduate matters: the Teaching and Learning Committee, the Curriculum Committee, the Evaluation Committee, the Assessment Committee and the Research and Postgraduate Studies Committee.

The Faculty's Teaching and Learning Committee reviews existing units of study and the Faculty's Curriculum Committee reviews and establishes new and proposed units of study. It is also a strict professional requirement that all courses offered by the Faculty undergo a rigorous external accreditation process through the Australian Dental Council (ADC).

The Faculty ensures that BDent and BDS students are informed of course and unit expectations through the production and distribution of Faculty handbooks, course handbooks and the provision of documented Teaching Hospital protocols. This information is also located on the website. The Faculty ensures that students understand these expectations by conducting academic orientation programs, the Week Zero Activities, and Teaching Hospital orientation programs and by participating in University-wide international student orientation programs. Students also have individual tutor liaison and feedback opportunities once they begin the clinical components of their curriculum.

The Faculty has a number of different mechanisms for collecting regular feedback:

- The Faculty website
- The University of Sydney Student Course Experience Questionnaire
- Block reviews held at regular intervals attended by a student representative from each of the problem-based learning groups
- Problem-based learning tutor evaluation surveys
- Evaluation of clinical reasoning guides in years 3 and 4.

Specific surveys for collecting information on new teaching methods, assessment procedures etc are developed and implemented as required. At the beginning of each year a summary of all the changes made to the program as a result of the feedback received is during the preceding year is prepared by the Associate Dean (Students) and distributed to both staff and students via the website.

Integral to the BDent program has been the attraction and retention of high quality graduates of diverse background for entry to and progression through the new program. Quality in intake is obtained through the admissions process which combines previous performance in a bachelors degree, performance in the GAMSAT, performance in a semi-structured interview and performance in a practical aptitude test. Formative assessments held prior to summative assessments provide valuable information about student progress and help to identify students at risk.

For students in all courses, Student feedback is obtained by the Faculty website, paper based surveys and focus groups.

### **Quality Teaching**

Procedures for quality assurance in teaching are set out in detail in section 1 below and include

- A Clinical Teaching Orientation Program was held in December 2003 for UDH clinical teaching staff and included instruction on teaching policies and provided an update on curriculum.
- A reciprocal induction program for Faculty Teaching staff about UDH protocols was also been held during Week Zero of BDent 4.
- Clinical Mentors are now supported, by the Faculty, in their attendance to some Continuing Education Programs.

### **Quality in Research**

While the Faculty has not historically had a significant research profile it is now giving high priority to the development of quality assurance processes for research. These include the annual evaluation of research performance through the Research and Postgraduate Studies Committee of the Faculty. In terms of quality of research supervision, all research degree students complete detailed Annual Progress Report forms and this process is administered through the Combined Board of Postgraduate Studies of the Faculties of Dentistry, Medicine and Pharmacy. The creation of two portfolios, Associate Dean (Research) and Associate Dean (Postgraduate Studies) will enable the Faculty to interview each research student every year of their candidature. All postgraduate research facilities are being reviewed. Orthodontics and Oral Pathology have been reviewed and recommendations have been made to improve the quality of the facilities. A strategic planning workshop, held in 2002, refined the Research and Research Training Management Plan.

#### **(vii) Benchmarking activities**

- Faculty has prepared and submitted a bid for, and has recently been successful in gaining, a TIF grant for a national and international benchmarking project for 2003 and has initiated the project. An abstract will be presented at the Australia New-Zealand Association for Medical Education (ANZAME) conference scheduled to be held in Adelaide this year.

- A current research proposal for national benchmarking has been submitted to the NSW Dental Board for funding and been successful.
- Members of the Faculty were invited to present at the 3<sup>rd</sup> International Symposium on PBL Teaching held in Adelaide in January 2003, which facilitates the benchmarking project.
- The Faculty practice of sending a senior Faculty member to Harvard School of Dental Medicine annually to consult with curriculum developers in PBL continues to facilitate the benchmarking process.

**(viii) Outcomes of recent Reviews**

The Master of Dental Science will be accredited later this year.

The ADC reviewed and accredited the Faculty's postgraduate courses in 1999 and, after a rigorous review, granted accreditation to Years 1 and 2 of the BDent program in 2000. The Faculty is currently preparing documentation for the ADC accreditation of the final two years of the BDent program. The BDS program was accredited by the ADC in 1996 and will not be revisited. This is, at least in part because of the Faculty's policy of migration of educational advantage from the BDent to the BDS.

A review of administration in the Faculty was completed early in 2004. This has resulted in wide-ranging recommendations that will facilitate the delivery of administrative support at the United Dental Hospital and Westmead Centre for Oral Health. A summary is appended to section 6 of this report 'Effective Management.

**(ix) Committee Structure**

**Academic**

- Standing Committee
- Faculty Advisory Committee
- Curriculum Committee
- Teaching and Learning Committee
- Admissions Committee
- Continuing Education Committee
- Evaluation Committee
- Assessment Committee
- Research and Postgraduate Studies Committee

**Management**

- Dean's Advisory Committee
- Executive Group
- Faculty Administration Committee

Responsibility for management of teaching and learning in the BDent program lies with the Curriculum Committee and the Associate Dean (Curriculum), Dr Tania Gerzina. The Associate Dean (Research and Postgraduate Studies) is Associate Professor Greg Murray and Associate Dean (Students) is Dr Shalinie Gonsalkorale.

(x) **The future**

The Faculty is committed to its innovative, goal-directed professional program, to nourishing its declared research strengths and to appropriately serving the community. This requires a progressive increase in BDent intake to 80 percent from 2005 and the introduction of a new degree, the Bachelor of Oral Health. To secure its academic and financial future, the Faculty will continue to maximise performance from a limited critical mass of academic and administrative staff. At the same time, it is developing strategies to develop co-funded staff positions and to generate income from external sources for specific staff needs.

## SECTION 1: FOLLOW UP TO PHASE 1 REVIEW

**Faculty of Dentistry Report in Response to:  
Academic Board Visit on Friday 7 June 2002  
To review teaching, learning and research training  
Phase 2 Review Update: Teaching and Learning Update**

### Progress to date on recommendations

<b>Recommendation 1</b>	<p><i>Recommendation 1</i></p> <p>The Review Team recommends that the Faculty give consideration to developing more formal benchmarking practices, both with international universities such as the University of British Columbia and Harvard, and with Australian dental schools. In relation to particular aspects that could be of special interest in benchmarking with individual Australian universities, the Review Team recommends that the University of Adelaide could provide useful comparison in problem based learning, and the University of Melbourne in research. <i>(See Section 4)</i></p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Faculty prepared and submitted a bid for, and has recently been successful in gaining, a TIF grant for a national and international benchmarking project for 2003 and has initiated the project.</li> <li>• A current research proposal for national benchmarking has been submitted to the NSW Dental Board for funding and been successful.</li> <li>• Members of the Faculty were invited to present at the 3<sup>rd</sup> International Symposium on PBL Teaching held in Adelaide in January 2003, which facilitates the benchmarking project.</li> <li>• The Faculty practice of sending a senior Faculty member to Harvard School of Dental Medicine annually to consult with curriculum developers in PBL continues to facilitate the benchmarking process.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Further collaboration with the University of Adelaide and with UBC are planned for later this year in the development of the benchmarking program.</li> <li>• Newly constructed Dental PBLs will be sent to identified benchmarking institutions.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Substantial progress has been made in establishing a process of benchmarking.</li> </ul>

<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• Collaboration with University of Adelaide has been established during 2003 in the Benchmarking Project in the areas of assessment and in PBL development. The project has also involved the recruitment of administrative research staff to administer the collaboration.</li> </ul>
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<b>Recommendation 2</b>	<p><b>Recommendation 2</b></p> <p>The Review Team recommends that the Faculty establish a procedure to ensure that the library is given information on unit of study reading lists well in advance of the start of semester in order to provide sufficient lead time for them to get the books and journals in stock.</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The BDent program is a new program currently being implemented in the Faculty. In 2003, a complete unit of study reading list was established for Years 1 and 2 and provided to the Library prior to the commencement of semester.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• The Faculty will be submitting a complete list for Years 1,2 and 3 to the Library in November 2003 for the following year.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Now established, the unit of study reading lists for the BDent program are unlikely to change dramatically from year to year and the timely provision of such lists to the Library will become routine.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• The website supporting the BDent program has become the main information resource for this material and the library is informed about reading lists.</li> </ul>

<b>Recommendation 3</b>	<p><b>Recommendation 3</b></p> <p>The Review Team recommends that the Faculty implement a communication strategy for all casual staff, and that they should be included in the circulation of key Faculty and hospital documents.</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The Faculty converted to electronic communication in 2003 wherever possible.</li> <li>• An electronic mailing list of honorary and casual staff has been constructed as far as possible (many have yet to adopt the technology).</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Further encourage honorary and casual staff to embrace electronic communication.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• The electronic mailing list so far constructed will form an integral part of the Faculty's communications in addition to more conventional methods.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• The Staff Bulletin Board on the website includes information such as assessment, theme content, staff contact details and profile, archival learning resources and minutes of Curriculum Committee.</li> </ul>

<b>Recommendation 4</b>	<b>Recommendation 4</b> The Review Team recommends that, given the wide use of casual, visiting and part-time staff, the Faculty should consider ways to ensure quality control in casual teaching. The Faculty is encouraged to ensure that all such staff participates in an induction program. <i>(See Section 6.3)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The Theme Committee (Foundations of Total Patient Care in Year 1 and 2), which includes many fractional teachers, now meets monthly during the teaching year to enable attendance by fractional teachers. A dedicated Theme head has been appointed.</li> <li>• Teaching training sessions now occur in both PBL facilitation and in Clinical Mentorship.</li> <li>• Systematic evaluation of teaching in each session of the FTFC Theme by all teachers is being conducted to inform the Theme and curriculum planners. These data will support the development of a report to all teachers.</li> <li>• The intensive nature of clinical teaching enables constant surveillance of the quality of clinical teaching and has resulted in remedial action where indicated.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Staff induction activities are planned to be part of Week Zero activities in 2004. In addition, fractional teaching staff will be invited to induction and to parts of the student program as attendees or presenters.</li> <li>• We aim to reaffirm a culture of teaching excellence by conducting a dedicated Faculty Retreat.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• High level of enquiry from new and existing fractional teachers in the BDent program has resulted in a good level of coverage of all teaching sessions.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• A Clinical Teaching Orientation Program was held in December 2003 for UDH clinical teaching staff and included instruction on teaching policies and provided an update on curriculum.</li> <li>• A reciprocal induction program for Faculty Teaching staff about UDH protocols was also held during Week Zero of BDent 4.</li> <li>• Clinical Mentors are now supported, by the Faculty, in their attendance to some Continuing Education Programs.</li> <li>• Clinical teaching is the focus of several research-based teaching initiatives in educational research which involve casual teachers.</li> </ul>

<b>Recommendation 5</b>	<b>Recommendation 5</b> The Review Team recommends that the Faculty should make arrangements to ensure wider dissemination among staff of the Faculty Teaching and Learning Plan. <i>(See Section 6.4)</i>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• A revised Teaching and Learning Plan has been approved by Faculty and has been made directly available (by email and post) to all staff and placed on the Faculty website.</li> <li>• A yearly progress report on the Teaching and Learning Plan is provided electronically to all staff.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• The Teaching and Learning Plan will be a central point of discussion at the proposed Faculty Retreat.</li> </ul>

<b>Faculty's evaluation of the success of action take</b>	<ul style="list-style-type: none"> <li>This recommendation has been successfully adopted.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>Alignment of the Faculty Teaching and Learning plan to CHS Strategic Teaching and Learning Plan (confirmed in December 2003) has been commenced by the Faculty Teaching and Learning Committee.</li> <li>The Teaching and Learning Plan is on the website Staff Bulletin Board.</li> </ul>

<b>Recommendation 6</b>	<p><b>Recommendation 6</b> The Review Team recommends that the Faculty investigate means of more clearly communicating the methods for recognising good teachers to both staff and students. (See Section 6.5)</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>The recognition of Outstanding Teaching in the Faculty has been placed on the agenda of the newly constituted Teaching and Learning Committee, with particular emphasis on the criteria for the Faculty Teaching Award and the development of a Clinical Teaching Award.</li> <li>Faculty staff have been encouraged to apply for the University Outstanding Teaching Award.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>Criteria for Faculty teaching awards have been placed on the agenda for the Faculty Retreat.</li> <li>Criteria and process to be developed by the Teaching and Learning Committee.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>Clear progression to achieving this recommendation has been made in moving to the development of sound teaching criteria.</li> <li>Implementation is under way.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>Several teaching staff, including clinical teachers, attend courses in teaching conducted by the ITL</li> <li>Three staff are enrolled in the 2004 program of the GradCertEdStudies(Higher Education) conducted by the ITL, including a Clinical Mentor.</li> <li>A policy for the Faculty Excellence in Teaching Award has been developed which requires both a teacher evaluation and student feedback.</li> </ul>

<b>Recommendation 7</b>	<p><b>Recommendation 7</b> The Review Team recommends that the Faculty implement procedures to ensure that students receive unit of study outlines/ Theme syllabuses prior to the commencement of semester and that these clearly articulate the requirements for each assessment point. (See Section 7.5)</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>Unit of study outlines for Year 1 and 2 Themes have been drafted and are ready for approval by the Faculty Curriculum Committee, for publication on the website.</li> </ul>

<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ul style="list-style-type: none"> <li>• Unit of study outlines will also be provided to each student in hard copy during Week Zero activities.</li> <li>• Unit of study outlines for Year 3 are in penultimate draft form and are to be further informed by the evaluation of the first Year 3 cohort later in 2003.</li> <li>• Year 3 and 4 Total Patient Care Theme unit of study outlines have been drafted and will be evaluated by the BDent 4 Development Committee.</li> </ul>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>• Given the developmental nature of the program, reasonable progress has been made with this recommendation.</li> </ul>
<p><b>PHASE 2 UPDATE</b></p>	<ul style="list-style-type: none"> <li>• Students are informed about course information through the website, in printed handbooks, and during Week Zero in seminars. These items are under yearly review and update. Assessment requirements are addressed by the Chair of the Assessment Committee in a seminar to each year during Week Zero.</li> <li>• Handbooks include a Year 1 handbook (introducing study at the Faculty), Integrated Clinical Care (guiding students and staff in clinical teaching), Evidence-based Dentistry (presenting the principles of this discipline).</li> <li>• For the first time, a Clinical Teaching Handbook was issued to all staff attending the Clinical Teaching Orientation Program held in December 2003.</li> <li>• All teaching policies developed in the BDent Program have been placed onto the website: e.g., Assessment, Portfolio Guidelines, Electives, Honours Program, and Excellence in Teaching Award.</li> </ul>

<p><b>Recommendation 8</b></p>	<p><b>Recommendation 8</b>  In view of the concerns expressed on behalf of BDS students, the Review team recommends that the Faculty should examine in a strategic and practical way the changeover period between the BDS and BDent programs. Care should be taken to ensure that students in the remaining years of the BDS program do not feel disadvantaged. Particular attention should be paid to online learning.</p>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>• The Faculty established the BDS Coordination Committee in 2002 to manage the phasing out of the BDS program and to monitor the quality of teaching and learning.</li> <li>• The Faculty's Pro-Dean was charged with specific responsibility for ensuring the adequate resourcing and quality of the remaining year of the BDS degree.</li> <li>• The issue of online learning was addressed through the BDS Coordination Committee and the Staff/Student Liaison Committee. It was agreed that the different nature of the courses made a shared website impractical. After consideration of current resources, it was agreed that this issue was not a priority for the Faculty and would not be proceeded with.</li> </ul>

<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• Some collaborative planning in the Clinical Teaching in both BDS and BDent program has been completed.</li> <li>• An educational research project focussing on the achievement of teaching goals will ask both BDS and BDent students to participate.</li> </ul>

<b>Recommendation 9</b>	<p><b>Recommendation 9</b></p> <p>The Review Team recommends that the Faculty website is expanded to support the needs of the outgoing BDS program. Use of WebCT communication tools could be reconsidered for BDS students if it is not possible to use the website. (See Section 8)</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Refer to Recommendation 8.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	

<b>Recommendation 10</b>	<p><b>Recommendation 10</b></p> <p>The Review Team recognises that the clinician is different from the researcher and from other academics in the university. It recommends that the Faculty should encourage staff to reflect on their practice and document information, which could be used as a model for enquiry based learning. (See Section 9)</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The Chair of the Faculty Evaluation Committee has initiated a pilot process of evaluation of clinical teaching practice.</li> <li>• Regular evaluation data on teaching are processed and reported to students and to Faculty staff.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Teaching evaluation reports of individual teachers are under consideration by the Evaluation Committee to assist staff in reflecting on their teaching practices.</li> <li>• Reports stemming from educational research completed in the Faculty are being considered for wider dissemination on the website to further inform the wider Faculty and inspire reflective teaching practice.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Despite this being a new and difficult area, the Faculty has made substantive progress.</li> </ul>

<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• Evaluation of teaching in the theme of FTPC in BDent 1 and 2 by students occurred throughout 2003. A Clinical Teaching Handbook was developed in 2003 and has been distributed to all clinical teachers.</li> <li>• Reports from educational research projects currently underway in the Faculty are published on the Staff Bulletin site of the website. One ADRF-funded research project commenced in 2004 will consider clinical teaching and will inform the Faculty.</li> <li>• There is an increasing awareness amongst clinical teachers of the quality of teaching, with these teachers providing valuable feedback in Clinical Management Committees, becoming involved in educational research within the Faculty and enrolling in educational higher degrees, such as the GradCert.</li> </ul>
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<b>Recommendation 11</b>	<p><b>Recommendation 11</b> The Review Team recommends that the Faculty consider whether there are valid issues for concern in relation to the workload for BDent students in units of study shared with medical students. (<i>See Section 10</i>)</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• A report prepared by for Curriculum Committee April 2003 examined the relative workload of Years 1 &amp; 2 students from the B Dent &amp; GMP programs.</li> <li>• Faculty staff are acutely aware of the need for self-Directed Learning sections of the timetable and are avoiding scheduling extra sessions into these times.</li> <li>• The timetable has been centralised and timetable changes are made through the Education Support Officer.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Continued monitoring of timetable activities.</li> <li>• Review of FTPC content and development of 2004 grid in late 2003.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• Faculty acknowledges that the BDent curriculum in Years 1 &amp; 2 has more face-to face hours than the GMP.</li> <li>• Shared activities include the majority of the PBL problems and BCS lectures and prac sessions. There are some Theme sessions relating to limb &amp; abdominal anatomy &amp; reproductive pathology that are not attended by BDent students, but BDent students have extra sessions on Head and Neck anatomy. This aspect of the curriculum is driven by a Faculty of Dentistry goal for graduates to have a sound understanding of health and disease mechanisms.</li> <li>• Additional time is spent by BDent students in dentally-related clinical activities – 2 × 3 hour clinical or pre-clinical sessions per week and 2 × 1.25 hour Foundations of Total Patient Care pedagogical sessions (total- 8.5 hours), compared to 2 (occasionally 3) × 1.5 hour tutorials at clinical schools per week. (Total – 3 or 4.5 hours/week). This difference is associated with the course outcomes – BDent graduates practice dentistry independently compared to medical graduates. BDent students from Year 1 treat patients.</li> </ul>

<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• Workload has been eased in several areas: (a) assessments have been completely reviewed and rationalised for 2004 to better distribute the assessments through the year and ease semester two concentration of assessments, especially in Years 3 and 4, (b) timetabling of anatomy teaching has been streamlined by adjusting timetabling and enabling the completion of a substantial portion of this strand in semester 1 of Year 1 and (c) a series of clinico-pathology sessions usually held within only in semester 2 of Year 2 has now been distributed throughout Years 1 and 2.</li> </ul>
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<b>Recommendation 12</b>	<b>Recommendation 12</b> The Review Team recommends that, in light of comments from postgraduate coursework students, the Faculty should consider its policy on feedback on student work to this cohort. ( <i>See Section 11</i> )
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Postgraduate research facilities are being reviewed and recommendations are being made to upgrade facilities. Questions on feedback and student access to supervisors are included. For the postgraduate cohort reviewed to date, access and feedback issues were not identified as a problem.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• The remaining postgraduate facilities will be reviewed over the next 6 months.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• The review of all aspects of the facilities available to postgraduate students is being undertaken and is allowing the Faculty to identify, and where possible, improve the postgraduate experience.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• See also recommendation 14 update.</li> <li>• All postgraduate coursework students receive extensive feedback from their supervisors as to their progress.</li> </ul>

<b>Recommendation 13</b>	<b>Recommendation 13</b> The Review Team welcomed the recognition expressed by the Faculty that its research profile needs to continue to be improved. The Team appreciated the difficulties in prioritising research in an environment where there are fewer full-time staff and where there is a strong emphasis on clinical work. However, it considered that developing a more robust research culture in the Faculty would ultimately benefit and strengthen the Faculty, both intellectually and financially, and encouraged the Faculty in its commitment to finding ways to achieve this. ( <i>See Section 13</i> )
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The Faculty is utilising the Research and Research Training Management component of its Strategic Plan to determine future investment and activity in research.</li> <li>• Postgraduate research facilities are being reviewed and recommendations may be made to upgrade some of the facilities.</li> <li>• New computers have been provided for these students and the Computer Access Centre is now more accessible.</li> <li>• Research and Research Training has been discussed in a workshop to emphasise the role of research in strengthening the</li> </ul>

	<p>Faculty intellectually and financially.</p> <ul style="list-style-type: none"> <li>• New research-active staff members have been appointed and will start in September 2003.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Focus on strategies to increase national competitive grant income and other sources of grant income.</li> <li>• Increase collaborative links with the Institute of Dental Research.</li> <li>• Encourage existing research groups to collaborate with each other and with larger research groups.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	Substantial progress has been made against recommendations.
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• Postgraduate students have benefited substantially from improved facilities, e.g. more computers, improved tutorial rooms, generous common room, new study carrels, new library, new flat-screen monitors in some areas.</li> <li>• Focus on appointment of research-active staff is already proving very beneficial e.g. collaborative interstate projects.</li> <li>• The Faculty has shown some success in major national competitive grants with 1 NHMRC (worth \$330K) being awarded for 2004-2006 and another collaborative NHMRC through UNSW.</li> <li>• The Faculty has also had success with smaller national competitive grants (e.g. Australian Dental Research Foundation, Inc.).</li> <li>• The dual portfolios of Research and Postgraduate Studies being driven by one staff member has reduced the time available for research promotion. A recommendation to Faculty will split these portfolios and free up time for promotion of research.</li> <li>• A major factor slowing down the promotion of research activity has been the heavy teaching and administrative loads on the few remaining full-time staff. New staff appointments have been made and more are envisaged and this should alleviate the teaching and administrative burden on staff.</li> <li>• Now planning to focus on strategic, collaborative projects.</li> </ul>

<b>Recommendation 14</b>	<p><b>Recommendation 14</b></p> <p>The Review Team recommends that the Faculty explore ways to best utilise resources to improve computer facilities for postgraduate research students. For example, the recently established computer access centre at Westmead could be modified so that students could access the network. (See Section 14.4)</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• Refer to recommendation 13.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• The remaining research units will be reviewed shortly to determine not only the adequacy of computer access but also the general facilities available to postgraduate students.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• The review of postgraduate student facilities has been a useful exercise. Many of the recommendations for improvement of the</li> </ul>

	<p>facilities available for postgraduate students have been enacted. The Faculty is of the opinion that the computer facilities for postgraduate students have been improved.</p> <ul style="list-style-type: none"> <li>• Included in these recommendations was the need for additional computers for those students who experienced particular problems with computer access at Westmead.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• The concerns raised in the 2002 SREQ Q 41 (<i>Students are unhappy with the physical resources/ infrastructure and Students feel isolated and that there is a lack of interest/ support from the Faculty</i>) have been addressed.</li> </ul>

<b>Recommendation 15</b>	<p><b>Recommendation 15</b></p> <p>The Review Team recommends that the Faculty consider the views expressed by the postgraduate research students that their needs were less well catered for since the postgraduate administrative assistant had left. (<i>See Section 14.5</i>).</p>
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• See recommendation 13.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• The Associate Dean (Research and Postgraduate Studies) has obtained all email addresses of all current postgraduate research students and will send information about scholarship rules and regulations and conferences via email as the information becomes available.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• It is anticipated that regular emails from the Associate Dean (Research and Postgraduate Studies) direct to the students will significantly improve communication with postgraduate students.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• Several years ago, the College Postgraduate Student Administration unit had a 0.6 staff member devoted entirely to Dentistry postgraduate students' needs. Since this person resigned, there has been a period of adjustment to the excellent services currently offered by this unit. The high degree of service offered by the unit is reflected in the increased contribution from the Faculty to running this unit last year.</li> <li>• The group email lists to the postgraduate students is being prepared. However, information about postgraduate coursework and research degree matters (e.g. scholarships, grants, etc) is regularly emailed to supervisors and staff for passing on to students.</li> <li>• The split of the dual portfolio of Associate Dean (Research and Postgraduate Studies) will facilitate looking after the needs of the postgraduate students.</li> </ul>

<b>Recommendation 16</b>	<b>Recommendation 16</b> The Review Team encourages the Faculty to fulfil the needs of the postgraduate research students in their desire for a statistical methods course relevant to their research (eg SPSS). ( <i>See Section 14.5</i> ).
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• In 2003, the block core course provided for MDSpecialty coursework students has been made available to all postgraduate students. A 2-hour research methods course and an introductory statistics course were provided as part of this block core course.</li> <li>• The research assistant within the Jaw Function and Orofacial Pain Research Unit (the position is now funded 50% from Faculty funds) has been made available to assist Faculty staff and students with the use of common statistical packages such as SPSS and Minitab.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Enhancing the block core course by providing additional instruction on the use of common statistical packages such as SPSS and Minitab.</li> </ul>
<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>• A successful evaluation of the course was undertaken and the research methods component and introductory statistics course rated high scores by the students.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>• The existing Faculty core course has been expanded by the Dean and gives an introduction to research methods and statistics and a range of other introductory issues.</li> <li>• The newly revised CHS strategic plan will specifically address the need for a College-wide set of core courses on statistics and research methods. The Faculty directly recommended this in the CHS strategic planning process.</li> </ul>
<b>Recommendation 17</b>	<b>Recommendation 17</b> The Review Team recommends that the Faculty consider ways to foster greater cross-fertilisation between subject areas on the taught postgraduate programs. ( <i>See Section 15.2</i> )
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>• The block core course has been made available to all postgraduate students and provides an excellent opportunity for dissemination of a broad Faculty expertise among postgraduate students.</li> <li>• The Faculty has further encouraged cross-fertilization through cross-disciplinary preparation of teaching and assessment materials for the new BDent program. This has encouraged the breakdown of the barriers between the various disciplines within the Faculty.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	<ul style="list-style-type: none"> <li>• Further encouragement of collaborative research projects amongst the disciplines.</li> <li>• Conference week, which will be run for the first time in 2004, will provide an excellent opportunity for all students to present their research and to gain an overview of Faculty research.</li> </ul>

<b>Faculty's evaluation of the success of action taken</b>	<ul style="list-style-type: none"> <li>It is difficult to comment as many of these measures have only recently been introduced or are planned. Research postgraduate students will be asked at their meeting with the Associate Dean (Research and Postgraduate Studies) that occurs at the end of their first year.</li> </ul>
<b>PHASE 2 UPDATE</b>	<ul style="list-style-type: none"> <li>The block core course has been revised in 2004 as a series of 1-week blocks.</li> <li>There has been a re-affirmation from coursework coordinators of the need for cross-discipline treatment planning sessions.</li> <li>The Associate Dean (Postgraduate Studies) will shortly meet with the 2003 first year postgraduate students.</li> </ul>

<b>Recommendation 18</b>	<b>Recommendation 18</b> The Review Team recommends that the Faculty should reflect on the postgraduate students' suggestions that the induction program be modified to bring students from the various specialist areas together (perhaps a Faculty based rather than a School based induction program). ( <i>See Section 15.2</i> )
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>Refer to Recommendation 17.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	
<b>Faculty's evaluation of the success of action taken</b>	

<b>Recommendation 19</b>	<b>Recommendation 19</b> The Review Team recommends that the Faculty consider whether or not there are any feasible ways for it to assist all students (including undergraduate students) in the provision of equipment such as dental instruments. ( <i>See Section 15.3</i> )
<b>Action taken by the Faculty</b>	<ul style="list-style-type: none"> <li>This is an historical issue with wide personal, teaching hospital and market implications - which the Faculty is simply not in a position to address.</li> </ul>
<b>Further action planned but not yet implemented (if appropriate)</b>	

<p><b>Faculty's evaluation of the success of action taken</b></p>	
<p><b>Recommendation 1</b></p>	<p><b>Recommendation 20</b> The Review Team recommends that the Faculty consider ways of developing a stronger sense of involvement with the Faculty and the University on the part of postgraduate coursework and research students, particularly those based at Westmead Hospital. Improved communication links should be a priority. <i>(See Section 16).</i></p>
<p><b>Action taken by the Faculty</b></p>	<ul style="list-style-type: none"> <li>• To date, Faculty Reviews of 2 postgraduate disciplines have been undertaken.</li> <li>• Review and refreshment of postgraduate email addresses have been undertaken in order to facilitate communication.</li> <li>• Review of Postgraduate email addresses undertaken in conjunction with Dean of Graduate Studies.</li> </ul>
<p><b>Further action planned but not yet implemented (if appropriate)</b></p>	<ul style="list-style-type: none"> <li>• Review all disciplines by end of 2003.</li> </ul>
<p><b>Faculty's evaluation of the success of action taken</b></p>	<ul style="list-style-type: none"> <li>• The Faculty Reviews have been extremely successful in addressing the issues of resources and communication with postgraduate students. The disciplines reviewed have upgraded the IT and administrative facilities for students, and the feedback received from students during the review has been acted upon.</li> </ul>
<p><b>PHASE 2 UPDATE</b></p>	<ul style="list-style-type: none"> <li>• All disciplines have yet to be reviewed. It is hoped this will be achieved in 2004 and that this will also help address concerns raised in the 2002 SREQ.</li> <li>• The postgraduate student email is being prepared. See Recommendation 15.</li> <li>• The Faculty's intention is to support the CHS Strategic Plan to share coursework and research opportunities across the College.</li> </ul>

## SECTION 2 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.

### Faculty Objectives

- Attract and retain high quality graduates of diverse background for entry to and progression through the new program.
- Be a student friendly, service-oriented organisation
- Expand the Faculty's role in the provision of graduate/postgraduate education and training.

### Policies, processes and practices

Attract and retain high quality graduates of diverse background for entry to and progression through the new program.

A diversity of potential students are attracted to the program through its unbiased student admission process in which all students are required to meet the following selection criteria (see Appendix 2.1).

- Previous performance in a bachelors degree
- Performance in the Graduate Australian Medical School Admissions Test (GAMSAT)
- Performance in a semi-structured interview
- Performance in a practical aptitude test

**GAMSAT:** This test was developed by the consortium of Australian graduate medical schools and the Australian Council for Educational Research (ACER). The test is administered, conducted and assessed by ACER. The GAMSAT is held annually at the Australian capital cities and at other locations such as Townsville, Wellington, Kuala Lumpur, London, Los Angeles and Washington DC.

**The semi-structured interview:** Each interview team consists of a general practitioner, a member of the clinical academic staff of the Faculty of Dentistry, and a community member. All interviewers are required to undergo a retraining session each year to update their interview skills. The interview addresses six criteria: motivation to pursue a career in dentistry, empathy, teamwork, decision making skills, the value of research, and communication skills. Each attribute is rated on a scale of 1-5 first individually and then by consensus using a criterion-referenced rating scale.

**The practical aptitude test:** Applicants are required to satisfactorily complete two tests on the day of the interview, wire bending and wax carving. Candidates are able to access information about the tests from the Admissions Officer prior to the interview date. All practical aptitude tests are graded by three staff.

### Applicants in special categories

Faculty annually offers a small number of places to Aboriginal or Torres Strait Islanders. The GAMSAT score is set slightly lower at 45 and the interview panels for such applicants include a trained interviewer from or nominated by the University Equity Advisory Committee. International candidates may apply for admission with internationally recognised health admission test scores. Allied health professionals who have not had the opportunity to achieve a degree level of study will also be considered on previous performance in their qualifying courses.

**Postgraduate students:** Postgraduate student administration for Dentistry, Medicine and Pharmacy, located in the College of Health Sciences, handles admissions. The policies are set by this office and can be found on the postgraduate student administration website.

## **BE A STUDENT FRIENDLY, SERVICE-ORIENTED ORGANISATION**

To maintain a student-friendly, service-oriented organisation, student representation on Faculty committees is encouraged. A professional staff-student relationship is maintained and dialogue between staff and students is promoted. The Faculty website provides students with a forum where they can raise issues with the Faculty. Providing students with the appropriate support and tracking student progression is also important and the Faculty has in place a number of processes and procedures to ensure that this is provided.

### **Student support arrangements and tracking progress**

Formative assessments held prior to summative assessments provide students and staff with valuable information about individual students' progress. Students identified to be at risk are strongly encouraged to go through their paper with a member of staff.

Sessional Assessments from each clinical session are recorded and monitored to identify students who are performing at the lower end of the spectrum.

Log books: Students in years one and two keep a log book where they document their progress and self-assess their performance.

The clinical mentors in years three and four provide support to students and track progress. Mentors are able to identify weaker students and provide additional support.

### **Post graduate students**

Annual progress report forms are completed by all students/supervisors. In addition all first year research candidates are interviewed.

A block course on introductory statistics and research methods is held each year for first year postgraduate students. In addition a research assistant has been made available to assist Faculty staff and students with common statistical packages. Currently all postgraduate student facilities are being reviewed. The Associate Dean (Postgraduate Studies) maintains regular contact with all students.

## **EXPAND THE FACULTY'S ROLE IN THE PROVISION OF GRADUATE/ POSTGRADUATE EDUCATION AND TRAINING.**

The Faculty is in the process of developing a new Bachelor of Oral Health program.

The Faculty is also increasing its undergraduate intake into the BDent program.

### **Outcomes/ Stake holder Feedback/ Quality assurance processes**

#### **Student Admissions**

There has been a steady increase in the demand for entry into the BDent program as reflected in the increased number of applications and the increase in enrolments in year one. Each year a student profile report is prepared and this analyses the student cohort in terms of gender, age, degree background, level of qualification (bachelors, masters etc, see Appendix 2.2).

#### **The interview process**

Each year the interviewers and interviewees are surveyed to obtain information about the interview process (see Appendix 2.3) and changes to the interview process are made as appropriate. The interview rating sheets are analysed each year to ensure that any variability between interviewers on each panel and also between panels is not significant (Appendix 2.4). The information from both these processes is then

fed back into the training sessions to ensure that all the interviewers are kept informed about any changes made to the interview process.

### **Student friendly, service-oriented organisation**

Student feedback is obtained by the Faculty website, paper based surveys and focus groups. Students are able to raise issues about any aspect of the course on the website and staff respond to any comments made within a two week period. The paper based surveys usually target particular aspects of the course such as assessments, or new educational innovations. Examples of recent surveys conducted include:

- Orientation programs conducted for students at the beginning of year one have been evaluated and information gained used to develop and modify programs for future years.
- New educational techniques
- Feedback on formative assessments are used to further modify and develop the assessment process.

Additional feedback is obtained from the University Students Course Experience Questionnaire (SCEQ).

### **Evaluation**

The admissions program for the BDent program has now been in operation for a few years and is running well. Diversity access and equity are built into many of the processes and practices. Both interviewers and interviewees have commented positively on the interview processes (see Appendix 2.3).

Analysis of the interview ratings shows good agreement between panels and within panels. Ideally it would be good to test validity by having professional actors play “good” and “bad” candidates and this is an area that the Admissions committee may look at in the future.

There has been a steady increase in the international student intake over the last 3 years with most students originating from North America. However, it would be in the Faculty’s interests to widen its marketing program and attract international students from a broader range of countries. It is worth noting however that many of the applicants from North America come from diverse backgrounds.

Despite the policies in place for the admission of indigenous and Torres Strait Island people the Faculty does not have any students from these backgrounds currently enrolled in the BDent program. This is an issue that the Admissions Committee is to explore.

The Faculty has a small number of students who fall into the following categories:

- students with a disability
- students from an ATSI background
- students from a low socioeconomic background. The student progression rates for these -students are extremely good and are once again higher than the university average.

A process that may indirectly help to broaden our international student intake and our indigenous student intake may be the electives program. At the end of year three all students undertake a 4 week elective, many students go overseas, others stay within Australia, many of these visiting rural or remote areas. In addition to providing opportunities to broaden their experiences, the program may serve to publicise the BDent program nationally and internationally. The rural placement program in year 4 may also help to inform and attract indigenous students and students from both remote and rural areas. The program involves a 2 week compulsory placement in a regional or rural setting and students provide basic oral health care and community education.

Retention rates and progression rates for the undergraduate cohort are good and are better than the university average. There are slightly more males than females enrolled in the Faculty.

The annual orientation programs create a more student friendly, service oriented organisation and have been particularly well received. The programs have been modified and improved over the last three years based on feedback received from students. For example a series of interviews are held early in the year to help the international students settle into the University, and a more centralised system for the supply of instruments was developed involving the MEDSOC bookshop.

Providing feedback for students regarding their performance in formative assessments needs to be more immediate to be of greatest benefit. Based on feedback received from student over the past year in relation to the assessments the Assessment Committee will be restructuring the assessments to allow adequate time for this process to occur.

### **Appendices**

- Appendix 2.1 - Admissions policy
- Appendix 2.2 - Evaluation profile
- Appendix 2.3 - Interviewee/interviewer feedback
- Appendix 2.4 - Reliability of interview scores

## **SECTION 3 GOAL 3: EXCELLENCE IN RESEARCH**

### **Phase 2 SER Goal 3 Excellence in Research**

*Refer University Plan: Goal 3; College Plan: Objective 2; Faculty Plan: Goal 2*

The Faculty of Dentistry will develop its reputation in dental research and research training at nationally and internationally recognised standards.

### **Objectives – taken from the Research and Research Training Management Plan**

In pursuing its goal of excellence in research, the Faculty will seek to

- Identify and support areas of research strength
- Attract, encourage and reward staff with a demonstrated commitment to excellence in research
- Support staff development in the area of research skills
- Instill a research culture in all undergraduate and postgraduate students
- Recruit postgraduate students
- Increase external competitive grant funding
- Develop effective research networks
- Increase industry collaboration in research

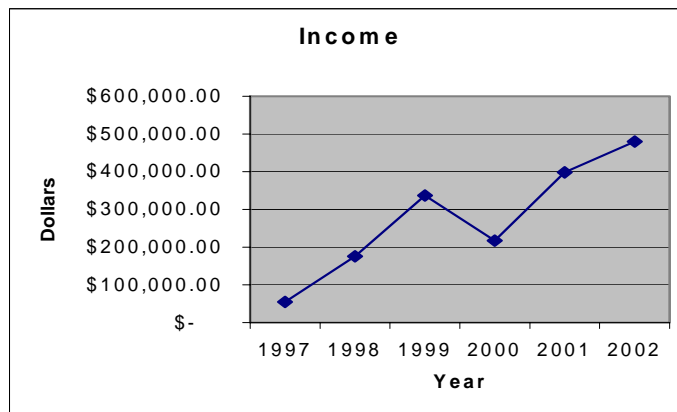
### **Policies, processes and practice that support the above objectives**

- Reviews of research strength areas
- Reviews of postgraduate research facilities
- Increased allocation of resources to areas of research strength
- Recruitment of academic staff with research backgrounds particularly in areas of identified research strength
- Annual assessments of the number of staff attending University of Sydney research development programs as well as the number of staff/students attending research conferences, showcases, meetings and symposia at Faculty, College, University, national and international levels
- Annual assessments of the numbers of undergraduate students engaged in research through elective programs, summer vacation projects, BDent/PhD projects, and numbers of new research degree students and the number of PhD/research Master student completions
- Annual assessment of number of major grants obtained, number of papers published in refereed international journals, number of invitations to staff to contribute to major research activities or to serve on prestigious panels or boards

### **Outcomes**

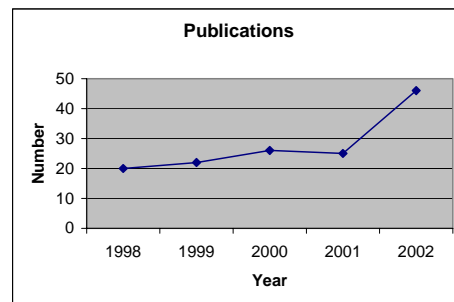
- The Faculty's first external review of research, conducted in 1999 identified 3 key research strength areas: Biomaterials, Jaw Function and Orofacial Pain, and Oral Pathology. More recent internal reviews have identified Orthodontics, Dental Educational Research, and Community Oral Health and Epidemiology. In 2000, 8 academic staff were identified as research active.
- 2 reviews of postgraduate research facilities were conducted in 2003: Orthodontics, Oral Pathology. These reviews have resulted in significant recommendations that have improved these facilities. For example, the postgraduate student:computer ratio in one of the research units was 10:1 before the review, and as a result of the recommendations, is now better than 5:1.
- The increased allocation of resources to areas of research strength is achieved through Faculty support of research unit equipment grant applications, scholarship applications (e.g. APAs, IPRSs), Faculty Research Grants, and the recruitment of 2 new research-active academic staff since 1999 to research-strength areas.
- For the 2000/2001 period, postgraduate research degree enrolments per FTE were among the highest in the University as were also research degree completions that were also the highest in the College of Health Sciences. Overall the Faculty of Dentistry was ranked 8<sup>th</sup> in the University in terms of benchmarked research performance.

- There has been an increase in the number of staff attending research development programs and the number of staff/students attending research conferences, e.g. for the latter, 28 staff/students in 2000 and 67 in 2002.
- All Year 5 BDS and all BDent 4 students will be enrolled in research projects this year and there are currently 2 enrolled BDent/PhD students. Summer vacation projects attract candidates to fill the 5 available scholarships each year. About 5 new research degree students enrol per year and there is an average of about 6 research degree completions per year.
- There has been an increase in external competitive grant funding. The Figure 1 below shows total research funding from Category 1, 2 and 3 grants. This is attributable to Faculty of Dentistry staff as it excludes the progressively declining contribution to the Faculty of Dentistry research grant income (\$0 for 2002) from the Institute of Dental Research. Category 1 grants increased from ~\$50K in 1998



to ~\$140K in 2001. An NHMRC project grant 2004-2006 (\$125K, \$110K, \$95K) was recently awarded entirely to Faculty of Dentistry CIs. Another collaborative NHMRC grant was awarded through UNSW. As from August 2003, research grant income generated by the Institute of Dental Research will be counted in the Faculty of Dentistry's research grant income.

- There has been an increase in the numbers of publications published per year.



### Stakeholder feedback

#### Postgraduate Student feedback:

- Favourable comments from SREQ Q40 with evidence for development of good generic skills, students feeling part of a research community, and students being happy with their supervision.

#### Staff feedback

- A synthesis of comments received is that the Faculty is very much understaffed.

### Quality Assurance Processes

The Research and Postgraduate Studies Committee of the Faculty of Dentistry evaluates research performance through yearly internal reviews of performance measures within the Research and Research Training Management Plan of the Faculty. A strategic planning workshop held in 2002 refined the Plan.

## Evaluation

*Analysis of effectiveness with which the Faculty of Dentistry supports and promotes excellence in research.* Historically, the Faculty of Dentistry has not had a significant research profile but rather has focused on high-quality undergraduate and postgraduate clinical training and the provision of specialist referral expertise. The recognition of the crucial need to upgrade research into the core business of the Faculty of Dentistry has only arisen within the last 10 years and there is clear evidence for significant improvements in research performance since 1997/8 (see Figures 1 and 2 above). Through the Faculty's Research and Research Training Management Plan, strategies are in place to improve research performance. The evidence cited above points towards a good start in improving research performance. The pressures however of running 2 undergraduate programs, as well as continuing to run 5 specialist coursework masters' degrees (Orthodontics, Paediatric Dentistry, Community Oral Health and Epidemiology, Prosthodontics, Oral Medicine), together with dwindling staff numbers have severely hampered accelerated performance.

### *Significant area needing improvement.*

The Faculty's research grant income per FTE of ~\$14,000 is by far the lowest in the Group of 6 with the average being ~\$83,000. The poor performance by the Faculty in terms of category 1, 2 and 3 research grants is seen as **the** major issue facing the Faculty of Dentistry in terms of research performance. A concerted, strategic approach that results in significant, productive, collaborative ventures is being planned to promote the Faculty's research development. The decision by the Institute of Dental Research (IDR) to channel their research funds through the University of Sydney will assist. A major reason for this poor performance is the low staff numbers. Strategic recruitment of new staff is essential.

### *Strengths of Faculty of Dentistry*

Research strength areas have been identified that are within areas that are declared by the National Institutes of Dental and Craniofacial Research as priority dental research areas. The Faculty has a small but talented group of research-active staff (8 in 2000) with some success in national competitive grants, good research degree completion rates, and a substantial research degree load. The Faculty also has a highly motivated and talented group of undergraduate students many of whom have research experience. Formal links have been re-established with the IDR.

### *Plans for improvement*

- Re-invigorate goals and performance measures within the Research and Research Training Management Plan, in particular the following aspects:
  - Recruitment of new staff with active research programs within identified research strength areas.
  - Strategic recruitment of fractional staff to give Full-time staff more time for research.
  - Annual research workshops focusing on collaborative ventures.
  - Annual research workshops focusing on writing of major national competitive grants.
  - Allocation for teaching relief.
- Continue review of postgraduate student facilities.
- Introduce a formal mentor system for junior staff to assist in the development of their research programs.
- Encourage research collaboration across the CHS and the wider university.

## Appendix

### *Comments from Faculty of Dentistry staff/student*

- *Comments from a full-time Professor: I am not confident that Faculty, of itself, can do anything to improve its research performance. There are just too many competent researchers amongst Faculty staff who, because of desperate staff shortages in clinical areas, are required to spend most of their time in teaching, administration and course planning. Until the number of research-competent clinical Faculty staff is virtually doubled, I cannot see this situation improving.*
- *Comments from a part-time Lecturer: Free up academic staff to be able to undertake research and contribute to multicentre studies. This would normally be done by employing more staff.*
- *Comments from a research-degree student: Hire more staff that is directly involved in research and support them and their students financially. Have an avenue for interested staff at each hospital to be able to talk to someone about research and also to liaise in research with the Faculty.*

## SECTION 4 GOAL 4: INTERNATIONALISATION

### GOAL 4: INTERNATIONALISATION

The Faculty of Dentistry has significant international links through active Memoranda of Understanding, teaching and research collaborations and international student recruitment.

#### *MOUs*

- Thailand - Faculties of Dentistry at Chang Mai and Khoen Khan Universities. These links are primarily for postgraduate coursework degree collaboration. Visits by staff were arranged in 2000, and each of the Dean's visited the University of Sydney in 2002. It is expected that there would be visits during 2004. As a development of this MOU, a number of postgraduate research students are completing their MSc (Dent) or PhD in Sydney.
- Japan - The Osaka Dental University signed an MOU in 1996. There are annual undergraduate student visits and this has been reciprocated by those of our students who speak Japanese. Staff visits have also occurred annually.
- Canada - University of Toronto MOU allows student electives each year. In addition research collaboration is ongoing with staff in neuroscience.
- China - Guang Dong Provence Community Hospital MOU has resulted in visits by staff in 1996, 1998, 2001; this is ongoing.
- France - A proposal is being considered for developing links with the Dental School University of Strasbourg. This will allow research and student exchange to be more readily facilitated. There are already strong links established between disciplines of Paediatric Dentistry and Prosthodontics.

*Academic Links.* Collaboration for academic development has been established between the School of Dental Medicine at Harvard and the Dental Faculties of the Universities of Toronto and British Columbia. The development of our graduate-entry problem-based BDent curriculum has benefited by the experience, advice and information sharing with these dental schools. We are currently involved in a benchmarking project for comparing outcomes of our dental programs.

*International student recruitment.* The Faculty has been very successful in recruiting high quality students from Canada and the United States of America for entry into the BDent program. Dialogue is ongoing for the accreditation of the BDent program with the American Commission on Accreditation of the ADA and with the CDA.

Postgraduate student recruitment is strong from Asia, particularly for postgraduate research degrees.

#### *Research.*

- The James Fairfax Visiting Fellowship was established in 2000 to allow Dentistry to invite distinguished research scientists to spend one month of intense collaboration with the Jaw Function and Orofacial Pain Research Unit at Westmead Centre for Oral Health. Professor Alan Hannam (University of British Columbia) was the first fellow 2001, Professor Gilles Lavigne (University of Montreal) was appointed in 2002 and

Professor Ann McMillan (University of Hong Kong) and Professor Asbjorn Jokstad (University of Oslo) are to take up fellowships in 2004.

Collaboration with:

- University of Zurich, Professor Sandro Palla has been ongoing since the early 1980s
- University of Gothenburg with Professor Gunnar Carlsson, Professor Tomas Albrektsson and Professor P-I Branemark
- University of London Eastman Dental School, Professor John Hobkirk and Professor Malcolm Harris.

***Professor P-I Branemark acknowledged***

A Workshop on Osseoperception was held in December 2003 in recognition of the pioneering work on the development of dental implants and their clinical application in dental and maxillofacial reconstruction. The Workshop was dedicated to Professor PI Branemark, Professor of Anatomy in the University of Gothenburg who received an honorary DDS degree at the Dentistry Graduation at the University on 19 December 2003. The Workshop brought together an international and national panel of neurophysiologists and clinicians to debate the mechanism and implications of osseoperception for implant-retained prosthetic rehabilitation. The speakers included Professor Barry Sessle (University of Toronto), Professor Mats Truelsson (Karolinska Institute Stockholm), Professor Mike Calford (University of Newcastle), Professor Mark Rowe (University of New South Wales), Dr Vaughan Macefield (Prince of Wales Research Centre), Dr Annie Woodhouse (Royal North Shore Hospital) and Professor Tim Miles (University of Adelaide).

**Quality Assurance**

- Evaluation of MOU interactions of student and staff exchanges and modification of the process and arrangements when indicated.
- Interaction for benchmarking is an important process for ensuring quality.
- Accreditation of the BDent with American Dental Association and/or Canadian Dental Association will be an important international benchmark; this is currently under discussion.
- Research Fellowship and collaboration provides international benchmarking of research methods to ensure quality and maximise research outcomes.

## **SECTION 5 GOAL 5: ENGAGEMENT WITH INDUSTRY AND THE PROFESSIONS**

### **Objective:**

To enhance Faculty's work with the professions and the health care industry to share knowledge of all participants so that health care is delivered with a research-driven evidenced-based community-relevant basis.

### **Policies, processes, practices:**

- Representation by Dean and other Faculty members on professional organisations and educational committees,
- e.g. ADA, Dental Board of NSW, Australian Dental Council
- Appointment of ADA Council member as a member of Faculty staff
- Representation by professional bodies on Faculty committees.
- Industry personnel representatives on Faculty advisory committees
- e.g. ADA representation on Curriculum committee,
- Industry representation on Oral Health Foundation, continuing professional education (CPE)

### **Outcomes:**

- Joint projects with Industry, eg student participation educating dentists at Dental Industry Conferences on new research on dental materials and clinical techniques
- Consultation with ADA on continuing education needs using surveys to ADA members
- Use of profession and Dental Industry personnel to provide teaching and learning material and lectures where relevant to the curriculum.
- Participation by students in Poster presentations at Conferences eg. ADA Meeting (Newcastle) in 2002, FDI World Dental Conference (Sydney) in 2003; Colgate provides travel funds to support the BDent1 community-focussed Poster Project
- Articles by Faculty members in Professional Associations' Publications and Industry Reports
- Student placements with the dental profession for rural experience
- New Graduate Survey for Feedback on placement positions
- Participation by Faculty members in ADA seminars on CPE and ADA general meetings where policies are debated
- Faculty staff have a long-standing commitment to senior executive positions at State, National and International levels, including RACDS, Dental Board of NSW, ADA, Dental Societies, IADR, ADC, International College of Prosthodontists
- The Faculty Research Day, for the annual presentation of research by postgraduate and undergraduate students as well as staff, is supported by GC International Managing Director, who participates in judging the research presentations and awarding student prizes. There is also the award of the Rudy Schamschula prize for the best research presentation.
- The Australian Society of Orthodontists funds the appointment of the Professor and Associate Professor of Orthodontics; this support by a specialist dental organisation is an example of the strong links between Faculty and profession and the commitment of professional organizations to collaborate for advancing their discipline. There is also continual support for Faculty research from the Australian Society of Orthodontists and Australian Prosthodontics Society.
- Of particular importance for both undergraduate and postgraduate programs is the sessional teaching by members of the profession as clinical tutors. This group of experienced clinicians provide informed guidance at all levels of the undergraduate clinical and academic program, and also play a key role in clinical supervision of MDSc specialist training coursework programs.

### **Stakeholder feedback**

- Reports to Faculty regarding student performance at dental conferences

- Reports from Community organisations e.g Down's Syndrome Association, Nurses Education Unit, Prince of Wales Hospital.
- Assessment of students in the Rural Placement Programme with the local dental profession, reports made to relevant Faculty staff
- Summary of feedback reports are presented to Faculty meeting

### **Quality assurance processes**

#### Evaluation

#### Strengths:

- Regular interactive and cooperative consultation with ADA
- Regular industry consultation
- Willingness of both groups to provide material and personnel assistance on request.
- Plans for regular liaison meetings
- Facilitate use by profession of the educational material in use by the Faculty
- Facilitate use by dental students of the educational material of the professional organizations

#### Weaknesses:

- Not all Faculty members are members of ADA
- Not enough knowledge of ADA and other professional bodies including industry resources in teaching modalities.
- More formal evaluation of these engagements is needed

## **SECTION 6 GOAL 6: EFFECTIVE MANAGEMENT**

*Refer University Plan: Goal 6; College Plan: Objective 4*

### **6.1 Objectives**

A key focus for the Faculty of Dentistry is the provision of quality service to students, staff and the community through effective and efficient management of its operations.

### **6.2 Overview of Current Activities**

The Faculty provides effective management in the following key areas:

#### **Committee and Meeting Structure**

The Faculty of Dentistry has in place a committee structure that reflects the Vice Chancellor's model. In doing so appropriate and relevant stakeholders meet regularly and this creates an efficient flow through from various interest group areas to the collective review of Standing Committee and Faculty.

#### **Strategic Planning**

In addition to the formalised meeting structure, there is also an annual retreat, instituted in 2003. This Faculty retreat reviewed strategic directions for the Faculty, identified issues requiring further consideration by the senior members of the Faculty and provided a formalised feedback for primarily the academic strand of the Faculty.

#### **Administration**

In terms of management of processes, there has been a concerted effort towards increasing documentation of processes and procedures within the Faculty, such as tracking of results processing (See Appendix 6.2). This is facilitated through new administration staff meetings held on a monthly basis. This has been for a two-fold reason, firstly as a risk minimisation strategy for staff absences from key positions. This is an area of concern for the Faculty with limited resources available to perform the many administrative functions required. Secondly, such documentation then allows ready review for possible improvements and enhancements. Key progress was made in the area of centralising results processing and progression.

At the end of 2003, an administration review was prepared. Academic, administrative and research staff were interviewed. Results of the interviews were synthesised into common themes resulting in recommended improvements in efficiency outcomes for the Faculty through changes in the administrative structure. (See Appendix 6.3)

#### **Student Administration**

Each year the Faculty notifies the NSW Dental Board regarding students who have passed their final exams and are therefore eligible for registration. A problem in the past has been the lag in time between the students completing their exams and the Faculty notifying the NSW Dental Board. Many students take up positions immediately following advice of results and it is vital registrations are processed in a timely fashion. Last year, 2003, saw an improvement of 10 days reduced lag from finalisation of results to advice to the Board. This year the process of concurrently faxing advice to the Student Centre and the Board should ensure an even better performance.

### **Financial Management**

The Finance Advisory Committee meets quarterly to review the Faculty's financial position. Latest financial data is provided to this committee, along with a report analyzing the financial performance of the Faculty.

The Faculty has taken several initiatives to reduce its deficits and the following income generation and cost reduction strategies have been adopted.

- Appointment of new academic staff to conjoint positions. Through this strategy the Faculty increased its externally funded income from \$105,000 in 1999 to \$575,000 in 2003.
- Recruitment of more fee-paying students. The number of international and local fee-paying students to the Bachelor of Dentistry program increased from 2 in 2001 to 25 in 2004. Student fee income increased from \$422,000 in 1999 to \$1,478,000 in 2003.
- The Faculty is currently in negotiation with Faculty of Medicine to review the existing fee sharing arrangements. The Faculty has offered a more reasonable alternative arrangement based on actual student numbers.

### **Occupational Health and Safety**

The Faculty follows stringent occupational health and safety policies and procedures

## **6.3 Evaluation**

### **Occupational Health and Safety**

The Faculty functions very well in delivering strongly in the area of Occupational Health and Safety Performance. This was confirmed by the recent University wide Audit of this function performed by the Qest Consulting Group confirming that the Faculty of Dentistry outperformed all other faculties and administrative units within the University and led the University with a score of some 85% reflecting a solid performance in implementation of the University's Occupational Health and Safety Risk Management program. (See Appendix 6.1).

### **Administrative Support**

The Faculty has not maximized efficiencies in the provision of administrative support in the past. The review of the administrative structure will provide a blueprint for implementing improvements in the first and second quarters of this year. The audit identified several key areas of improvement:

- Reallocation of resources to reduce inequities and maximise efficiencies
- Preparation of additional documentation to reduce risk to Faculty
- Identification of key gaps in communication flow

The findings will now be converted to a timetabled action plan, reviewed and reported at Faculty Executive Group Level and tracked regularly at the monthly administration meetings. These Administration Meetings are a new initiative in response to reports that the previous meeting structure left little scope for input. Feedback on this initiative is positive. Regular feedback from staff will be sought at a formal level, and is initially important as the administration review action plan is rolled out.

Another area tagged for improvement is the administration supporting the combined portfolios of Postgraduate Students and Postgraduate Research. These have now been re-established to two separate portfolios, under the management of two Associate Deans. Such a decision is expected to facilitate better administrative management in 2004.

#### **Academic Administration**

Implementing the new BDent program has identified some administrative weaknesses. Block Previews have, however, addressed these issues dramatically. Going forward, it is vital that the Faculty continues commitment and continues to develop and manage Block Preview Meetings to coordinate staff, timetabling and materials prior to each of the 18 Blocks for Years 1, 2, 3 and 4 of the BDent program. This enhances communication and understanding between the numerous staff involved in each of the Blocks, and has reduced confusion and non-attendance dramatically when compared to previous years.

#### **Appendices**

Appendix 6.1:	Independent OHS Audit
Appendix 6.2:	Documentation Results Processing Tracker
Appendix 6.3:	Administration Structure Review Summary

## **SECTION 7 GOAL 7: SERVICE TO THE COMMUNITY**

### **GOAL 7: SERVICE TO THE COMMUNITY**

#### **7.1 Objectives:**

The Faculty of Dentistry seeks to serve the community both nationally and internationally. This is reflected in a number of documents from the Faculty. These include the mission statement for the graduate program and from the preamble to the research document.

#### **7.2 Policies, Processes and Practices**

- Encourage the public to seek assistance for oral health needs.
- Develop partnerships with external groups eg ADA, Colgate etc.
- Seek to have a positive contribution to local, national and international debate.
- Support the community through the provision of general and expert oral health services and preventive programs.
- Ensure the learning experience prepares graduates to assume leadership roles in their community.
- Build partnership with alumni groups.
- Support the oral health endeavours in developing countries.

#### **7.3 Outcomes and Stakeholder Feedback**

##### Local community

- Students provide dental service to the local community via teaching hospitals, rural placement programs etc.
- Student research programs which are frequently based upon community problems and needs.
- Student 'elective program' whereby senior students participate in health programs either nationally or internationally.
- Participation in, and contributions to oral health organizations.

##### International

- Visits by university students from Osaka University, University of Lebanon etc
- Consultations and/or visits by Faculty members to developing countries including Cambodia, Nepal, Papua New Guinea etc.
- National and international recognition of Faculty for their contribution and leadership roles in the area of oral health.
- Electives undertaken by Sydney University students at Lebanese University School of Dentistry promoting greater understanding of international needs. Feedback reports from Dean indicate establishment of excellent working relationships.

#### **7.4 Quality Assurance Processes**

- Student participation in services to the local, national and international community is monitored and assessed.
- Faculty participation in research and international debate is recorded.
- International visitors are asked to report on their visits.
- Constant liaison between the teaching hospitals and the Faculty to ensure that there is an appropriate breadth and quality of service delivered to the community.

#### **7.5 Evaluation**

The Faculty of Dentistry supports the community through a diverse range of projects. Areas for improvement include assistance for oral health needs for the public, particularly in lower socio economic groups and the indigenous community.

The Faculty, through its Oral Health Foundation is conducting research investigating how the dental profession can meet the changing oral health needs of an increasingly dentate and increasingly older population with the aim of delivering high quality and affordable care that reflects an understanding of oral diseases, risks and trends.

## **SECTION 8 GOAL 8: EVALUATIVE SUMMARY OF THE FACULTY'S EFFECTIVENESS IN CONTRIBUTING TO THE UNIVERSITY'S SEVEN GOALS**

The Faculty of Dentistry has been through a period of considerable change in recent years, with the introduction of the graduate entry BDent and the move to a single department structure. The Faculty is now well positioned to build on its outstanding national and international reputation in the teaching of Dentistry and to consolidate and improve research activities.

The provision of a quality learning experience for students is of the highest priority in the Faculty's goals. There have been many significant improvements in the understanding of teaching requirements by academic staff. More staff are now engaged in undertaking higher degrees in education and we recognise the necessity to engage teachers more broadly in developing evidence of good teaching. A particular difficulty for this Faculty is our large teaching workloads and we need to take advantage of innovative teaching methods, which could help to reduce those loads.

Diversity and access are built into many processes and practices. Evaluation of the admissions process supports the Faculty's commitment to diversity and access. While the Faculty has a large percentage of NESB students, the Faculty recognises the need to attract students of Aboriginal and Torres Strait Islander background and will be asking the Admissions Committee to address this issue.

International activities will benefit greatly from the recent TIF grant for a national and international benchmarking project. The Faculty needs greater awareness of the value of internationalisation and the importance of developing performance indicators in this area. There has been a steady increase in international students in recent years. However, with most of the students coming from North America, the Faculty recognises the need to broaden its marketing program

The Faculty has been successful in identifying areas of research strength. Despite dwindling staff number and the demands of a dual program and maintaining 5 specialist degree programs, the Faculty's research performance has clearly improved since 1998/9. The Faculty is keenly aware of the need improve the Faculty's research performance as measured by research funding. Research development will be addressed in part through the encouragement of collaborative ventures. The collaborative links with the Institute of Dental Research (IDR) have been strengthened with the reestablishment of research links with the IDR. This association will include research opportunities for students and staff and the IDR research grant income being directed through the Research Office as at August 2003.

As a professional health Faculty, interaction with the Dentistry profession is integral to all of the Faculty's activities. Staff and students participate in the activities of the Australian Dental Association (ADA), often involving direct contribution to ADA policies and procedures, and are also closely engaged with other professional organisations such the Royal Australian College of Dental Surgeons. The Faculty does, however, acknowledge the need for greater involvement of the ADA and other professional bodies in teaching and developing a more focussed industry contact in general.

Increasing emphasis has been placed on improved management practices at all levels; the introduction of a Strategic Planning Forum and the recent review of administration in the Faculty provide evidence of this. Greater transparency of management processes is required and the importance of extending annual reviews to all support areas, along with the engagement of clinical hospital staff in such reviews is acknowledged.

The Faculty has an excellent history of interaction with the community, with many members of academic staff providing excellent contributions. The heavy demands on teaching staff, however, diminish the time available for staff to participate in community issues.