Faculty of Science Strategic Plan: 2011-2015

Vision and Purpose

The Faculty of Science aligns very strongly with the University’s Statement of Purpose in that it aims to recruit the most promising students from NSW, from Australia, and from other regions of the world and to connect these students with the brightest researchers drawn from all parts of the world. We aim to build a research environment that can make unique and high quality contributions to society, contributions to both the development of fundamental knowledge in the sciences and to solutions to the many challenges facing our communities.

Our aspirations in each of the key areas are listed here and are addressed in detail in this document:

1. **Management**
   Creating a sustainable model for Faculty and University operations

2. **Learning and Teaching**
   High quality and efficient teaching of the most promising students

3. **Research**
   The brightest researchers doing world class research of high impact in top quality facilities

4. **Student Support**
   Supporting and guiding students so they have the best possible experience in all respects

5. **Marketing**
   Attracting the most promising students, whatever their background

6. **Outreach**
   Communicating the role of science in contributing to the solutions of the challenges facing the world
1. Management

*Creating a sustainable model for Faculty and University operations*

The Faculty of Science has an excellent and sustained record of efficient and high quality management, both at the Faculty level and within its constituent schools. However, there are many opportunities for sharing and translation of best practice. The new governance structures within the University, including the establishment of the Divisions, create an opportunity for the Faculty to contribute to management of the University in ways that have not previously been possible. They also require the Faculty to work effectively with its Divisional partners and with the other Divisions.

The introduction of the UEM has revealed that Deans and Heads of School sit at the centre of many of the decisions that determine the sustainability of the University and its constituent schools and faculties. This will require training in the application of portfolio analysis, SPARC, and the other new tools being introduced to support the decision making process. It also requires Deans and Heads to understand the opportunities and responsibilities that this arise from this shift.
1.1 Governance (S1)

The introduction of the Division of Natural Sciences will necessitate the development of new approaches to the management of the Faculty of Science and its relationship with its partner faculties to increase efficiency in teaching and administration. It is important that the addition of the Division not lead to increased workloads, nor to decreased communication within the Faculty.

- Work with the Faculty of Veterinary Science and the Faculty of Food, Agriculture and Natural Resources to develop an effective Division
- Contribute to the development of a strategic plan for the Division
- Define the roles for the position of Deputy Dean and appoint a person to the role
- Establish an Advisory Committee to the Division Board
- Contribute to the development and the work of the other sub-committees of SEG
- Work with our divisional partners to establish the appropriate student loads in our degrees and programs
- Work with our divisional partners to identify and implement efficiencies in administration, teaching, and research support
1.2 Best Practice in Management

Many of the schools in the Faculty of Science lead the University or the Faculty in aspects of management, particularly the implementation of OH&S legislation and principles. Where best practice exists it needs to translated throughout the Faculty.

The changed structure of the University and the continuous evolution of University and Faculty policies necessitate additional training for Heads, Associate Deans, School and Faculty Managers and others.

- Develop and deliver appropriate management programs training for Heads
- Establish additional mechanisms to enable Heads to share knowledge and understand appropriate management practices in OH&S, student support, teaching support, and research support
- Undertake succession planning by identifying potential future Heads and Associate Deans and providing management training for these staff
- Establish networks for knowledge sharing among other leadership groups including School and Faculty Managers, Associate Deans, and Deputy Heads of School
1.3 Women in Science

Women make up more than 50% of the undergraduate students in the Faculty of Science and more than 50% of the postgraduate research students in most of our schools. However, they remain under-represented among the academic staff, particularly at senior levels. Lower proportions of female applicants for academic positions and a greater reluctance to apply for promotion have been identified as contributing factors to this disparity.

- Increase the number of applications from women for academic positions by identifying and mentoring potential applicants. Encourage applications from women earlier in their postdoctoral careers.
- Ensure that all staff are mentored and advised on the appropriate time to apply for promotion
- Continue to support the re-entry of staff following a period of family leave through flexible working arrangements and fellowship support
- Assess the impact of the expanded Women in Science (WiSci) program in the University and identify areas for further development and refinement
- Develop mechanisms such as focus sessions to get feedback on the effectiveness of Faculty support programs
2. Learning and Teaching

*High quality and efficient teaching of the most promising students*

The Faculty of Science aims its core programs at the most promising students and in this respect our brand has undergone a renaissance over the past 15 years. We have gone from a position where we were seen as the second choice for science in NSW to the point where we are leaders by a clear margin and attract a truly outstanding cohort of students. This has occurred during a period when science faculties elsewhere in the world have struggled to even maintain numbers. The increased intake at the top levels (eg 150+ with ATARs above 99 in 2010) has been a major contributor to the growth in research capacity and impact of the Faculty of Science and of cognate faculties such as Medicine.

The BSc, the primary degree of the Faculty of Science, is a generalist degree that provides valuable training for students of a wide range of abilities. Streaming within the degree allows us to provide challenging programs for the most promising students and support programs for those with weaker backgrounds.

The Faculty has a responsibility to offer programs that fit with societal needs and it is arguable that this requires a more visible undergraduate program in the area of environmental sustainability. Since FAFNR is also active in this area, it is most appropriate that the two faculties work together to develop such a program.
2.1 What is the Ideal Student Load and Mix for the Faculty of Science? (S2)

The focus of the Faculty of Science over the past 15 years has been increasing the proportion of students drawn from the higher ATAR (UAI) cohorts. There is limited scope for further improving on the quality of the intake from NSW and strategies outlined elsewhere focus on attracting the most promising students from elsewhere. Thus, any growth in numbers from NSW will mostly be derived from increased numbers of indigenous students and students from low SES backgrounds. With our stated intention to increase research capacity and to increase the number of PhD candidates, it is appropriate to maintain the intake of undergraduates at close to the current level.

Growth in the total student load can only occur in programs and units of study where there is unfilled capacity. Many areas of the BSc are at or close to their maximum capacity and therefore if growth is to occur it must be in those areas where this is not the case.

- Recruit interstate and international students into the TSP program
- Evaluate the consequences of increasing, decreasing, or maintaining the undergraduate student load
- Work with the Faculties of Veterinary Science and Agriculture, Food, and Natural Resources to identify opportunities for growth in total load, particularly in areas such as sustainability where the Faculty currently has a limited presence
2.2 Curriculum Renewal (S3)

As a result of extensive degree rationalisation over the past few years, the Faculty of Science has reached the point where its degree offerings consist of the core degree (BSc with Advanced options), a professionally accredited degree (BPsych), three degrees that arise from our closest relationships with other faculties (BMedSci with Medicine, BLAS and BArts/Sci with Arts) and a series of combined degrees that serve to guide and assist those students with interests in multiple faculties (e.g., Science combined with Arts, Commerce, Education, Engineering, Law, Nursing). Thus, there is little scope for further simplification of our degree offerings. However, we need to ensure that enrolment and progression procedures are as simple as is practicable. Also, there are opportunities for further rationalisation of units of study, both within the schools of the Faculty and between faculties.

- Work with the Division to identify opportunities for joint delivery of new and existing programs
- Work within the Division to identify opportunities for reducing overlap and duplication in teaching across the Division
- Work with the Curriculum and Course Proposal Committee of SEG to identify opportunities for reducing overlap and duplication in teaching across the University
- Work within the Faculty to identify opportunities for reducing overlap and duplication in teaching across the Faculty
- Work with the Faculty of Health Sciences to identify opportunities for further cooperation in the delivery of science-related programs
- Integrate the curricula across the Faculty by firstly mapping the generic and other skills developed and then working together to minimise duplication and to ensure the necessary skills are developed
- Engage IISME and other components of the Faculty’s strengths in the scholarship of curriculum development in an overview of our programs
- Expand on our existing rewards for staff engaged in curriculum renewal
- Ensure that resources and infrastructure is renewed to enable curriculum renewal in the experimental sciences and improvement in e-Learning facilities
2.3 National Curriculum

A national curriculum will be introduced into the school system over the coming years with the first intake of students exposed to this curriculum possibly arriving at the University in 2016.

- Take an active role in the design of the national curriculum through membership of curriculum committees and through provision of advice on draft curricula
- Increase representation on the NSW Board of Studies
- Work with the Deans of Science, both nationally and at the state level, to inform the development of the curriculum
- Prepare for the 2016 intake by reviewing the content of first year science subjects and taking account of the changed preparation
2.4 Enriching the Student Experience (S4)

There are many reasons for students withdrawing from the University early in their studies, but a major cause is the sense of isolation and confusion that some students feel. Fellow students are often the most effective mentors for students in this situation and are therefore central to the Faculty’s Transition program which includes mentoring. This program has proven effective in increasing the morale of new students and decreasing the likelihood that they will consider withdrawing. Students from indigenous, low SES, rural, and international backgrounds are at a greater risk of feeling isolated or confused than those who arrive with a substantial cohort of school colleagues.

- Continue the development and expansion of the Faculty’s Transition program to improve the student experience and to reduce the number of students who withdraw from their studies in the first year

- Identify groups and individuals who need particular support as they enter university and strongly encourage their participation in the transition and mentoring programs.
2.5 Engaged Enquiry – Embedding Research and Leadership Experiences in the Undergraduate Program (S9)

The intake into Science continues to improve in terms of the number and proportion of students with high or very high ATAR scores. We have a responsibility to provide these talented students with programs that develop their research and leadership skills.

- Ensure that all undergraduate courses offered by the Faculty have discovery-based learning embedded in them
- Embed research experiences in all courses where this is appropriate and feasible
- Redesign senior courses to facilitate the inclusion of research and to make senior students part of the research culture
- Review the Advanced and Special Studies Programs that are currently offered for the most promising students
- Expand into other programs those research enhanced experiences that are currently only available in the TSP/SSP/Advanced programs
- Ensure that each major has an appropriate number of research enhanced learning experiences
- Make use of the opportunities offered by the CODCD and the AIN for increasing the research engagement and quality of the student experience
2.6 Attracting and Supporting Students from a Range of Backgrounds (S11)

The Faculty has a responsibility to ensure that its sector leading programs are available to promising students from all backgrounds. Additionally, such students bring different perspectives to the University and enrich life and work at the University. Students from schools that do not provide large numbers are at greater risk of feeling isolated and need to be supported.

- Increase engagement with schools in rural and low SES regions to support science education in those schools and to encourage enrolment in science at Sydney
- Establish a program of school visits by successful students and graduates from these regions
- Establish a program of community engagement by successful students and graduates from these regions, particularly in indigenous communities
- Provide scholarships for students from indigenous, rural, and low SES backgrounds to attend bridging courses where appropriate
- Ensure that students from schools that do not have large numbers enrolling at Sydney are supported through their first years and engage in the Transition Program
- Increase engagement through the University’s Identified Schools Program (ISP)
- Promote science and mathematics subjects to students in junior high school (Years 7-10)
2.7 New Technologies in Teaching

e-Learning now represents one of the primary means by which we engage with undergraduate students. It is crucial for a positive student experience and for effective teaching and learning that our e-learning facilities are of high quality and are used effectively.

- Play an active role in the development and implementation of e-learning facilities in the University
- Ensure that e-learning is fully integrated with other teaching methodologies
- Provide opportunities for staff to develop the ability to make optimal use of e-learning facilities in their teaching
- Ensure that time is allocated to the task of establishing and maintaining e-learning facilities and that this work load is recognised in the work-load models
- Establish a working party to consider the use of electronic delivery mechanisms in various teaching environments
- Continue with the investigation and implementation of electronic notebooks in laboratory teaching environments
2.8 Increase the Methodological and Generic Skills Training Component of the PhD (S9)

An increase in the duration of the scholarship supported PhD program to 4 years will provide the opportunity to increase the amount of both methodological and generic skills training. Given that overt generic skills training (presentation skills, research methodologies, research communication, etc) are currently embedded in the Honours programs, we will use specialist skills development as the context for generic skills training in the PhD. Since government funding is limited to 4 years, the enhancement to the PhD program must be such that the students are provided with the skills to finish in this time.

- Implement a scheme to carry out a skills and needs analysis for all commencing PhD students
- Develop and implement specialist skills development workshops within the Faculty, the University, and nationally
- Require all PhD students to complete skills development courses or workshops to address needs identified
- Strongly encourage all PhD students to attend and present at one or more international conferences during their candidatures
- Encourage and support the involvement of all PhD students in the writing of scientific publications
- Encourage more students to spend 3-6 months of their PhD candidature at a University outside Australia
2.9 Quality Assurance

National standards are to be defined for university degrees and this has the potential to influence degree content and presentation. An AUQA audit took place during 2011 and the University of Sydney had identified Research, Research Training, and Internationalisation as its areas of focus for this review.

- Play an active role in the definition of standards for university science education
- Identify and accommodate any workload implications
- Contribute to responses from the AUQA audit
- Contribute to preparations for future TEQSA audits
- Work with the Divisional Learning and Teaching Strategy Group to identify areas in need of improvement
3. Research

*The brightest researchers doing world class research of high impact in top quality facilities*

The Faculty of Science has enjoyed an increasingly high reputation for the scale and quality of its research. However, the ERA outcomes and associated analyses reveal that our research does not have the same impact (by citation count) of that of some cognate institutes. This could be due to the time lag between increased research performance and increase recognition, a greater focus on scale instead of quality, the breadth of research themes we cover, a consequence of the mix of research we undertake, or visibility issues.

An increased focus on quality has been underway for some time and is central to our strategies. However, we need to consider whether increased focus on “research strengths” is appropriate or desirable. The goal of having all curricula engaged with research suggests that this focus should not take the form of research institutes that are isolated from the core teaching missions of the Faculty and University.
3.1 Attracting the brightest research students (S9, S11)

At present the majority of our research students are drawn from our own undergraduate student cohort and we are only moderately successful in attracting equally promising students from other states. Similarly, recruitment into the PhD program from other countries is currently not successful at attracting the top 25% of the cohort from countries such as China. These students receive offers from North American, European, and Asian universities before they have completed their undergraduate degrees and therefore before they are eligible to apply for entry to Sydney.

- Put in place mechanisms for recruiting top ranked students from overseas universities
- Increase recruitment from other states of Australia
3.2 Recruiting the brightest staff

The University has the opportunity to recruit top quality staff from around the world and the current investment in new research facilities will assist this process.

- Ensure that only the very best staff available are appointed when positions are to be filled
- Ensure that resources are available to recruit new staff
3.3 Increasing the impact of our research (S6)

The recent ERA results and associated analyses have revealed that our research does not have the visibility or impact we believe it deserves. The outcomes of the ERA process will inform the Federal Government funding of research, initially determining the level of funding received through SRE, but possibly also influencing grant, equipment, and centre funding. In addition, the outcomes of research assessment and ranking exercise will impact on the standing of the Faculty and the University in the research community and the communities from which our students are drawn. No research assessment process is perfect and weaknesses must not be allowed to drive inappropriate behaviours. However, in as much as the ERA is focused on the quality and impact of research outputs, it aligns with the Faculty and University strategies.

- Provide advice to staff on optimal publication practices for increasing grant success, promotion prospects, and ERA outcomes
- Contribute to the refinement of the ERA processes and to the refinement of the journal FoR assignment lists
- Inform staff on the outcomes of future journal quality assessment processes
- Analyse the outcomes of the first round of the ERA to determine how effectively it has identified areas of strength and areas that need development
- Work with the Research Portfolio to establish independent mechanisms for identifying research strengths
- Increase the visibility of our research by make PDFs of publications readily available where possible and encouraging and supporting conference attendance and lecture tours
3.4 Building the Research Capacity and Strength of the Faculty (S7, S8)

The Faculty of Science has enormous strengths in many research areas, but has underutilised capacity in other areas. Within the Faculty, there is limited space available for growing research and there is limited funding available at the Faculty level to provide strategic support for research development. Therefore, it is essential that a clearly articulated strategy be developed for increasing the quality and impact of our research. There are a number of major projects underway in the University that will increase research capacity in the sciences and the Faculty needs to make optimal use of these opportunities to grow its research. Most parts of the Faculty are dependent on high cost equipment and facilities, and it is essential that this be continuously renewed and replaced.

- Develop mechanisms for growing the quality, quantity, and impact of research undertaken in the Faculty
- Analyse the costs and benefits of supporting areas of strength
- Appoint a Research Support Manager
- Determine any reasons for lower than expected visibility of our research and put in place mechanisms to address these
- Complete the construction of the Australian Institute for Nanoscience and make optimal use of the opportunities it provides to grow our research
- Take an active role in the building of research programs in the CODCD
- Play an active role in other pan-University initiatives such as USISS
- Develop a strategy for renewing and increasing the research facilities within the Faculty, the University, and the region
3.5 Supporting Early Career Researchers (S9)

The most critical period in the career of any researcher is during the transition from supported research in an established group to establishing their own independent research program and research team. Typically this occurs immediately following appointment to an academic position. Failure to appropriately support staff at this point is likely to have long term consequences for the morale of the staff member and their ongoing research performance. Mentor programs and mentor training are well established in the University, but not all staff receive effective and timely support. Similarly, research funding is available for new staff, but at times of low success rates in grant schemes, many staff are unable to obtain sufficient funding to support an active research group.

- Formalise the mentoring program to ensure that all new staff have a mentor or mentors appointed and that they meet with their mentor(s) on a regular basis until their first promotion
- Encourage the attendance of staff at mentor training programs
- Establish a funding scheme that supports new staff in establishing strong research teams and bridge to the point where they are competitive in national research grant schemes
- Assist staff to develop national and international visibility by encouraging and supporting attendance at major conferences and visits to major universities and research facilities
3.6 Supporting Researchers with Family Responsibilities (S9)

Academic staff who have career interruptions as a result of family responsibilities need to be supported to ensure that their research career is not permanently affected. Similarly, staff with family responsibilities must be provided with support to enable them to take part in the full range of research activities including attendance at important conferences.

- Continue to offer the Faculty Re-entry Fellowship
- Continue to offer the Faculty Conference Support Scheme
- Monitor the effectiveness of these strategies
3.7 Research Interactions with Industry and Government (S14)

In replacing IGS funding with JRE (Joint Research Engagement) funding, the Federal Government has indicated an increased focus on growing research engagements between the universities, the community, and industry. Also, industry funded or co-funded research can make a significant contribution to the development of a research portfolio and is to be encouraged where we can make a unique and/or high quality contribution. The Faculty of Science has had a very low rate of applications to the ARC Linkage Grant Scheme and has not always enjoyed a good success rate in recent years.

- Improve awareness of the benefits of industry funded or co-funded research and the Linkage Scheme in particular
- Charge the Research Support Manager with working with Sydnovate and the Research Office to increase links with industry and provide support for academic staff undertaking industry linked research
- Increase the understanding and awareness of staff of the IP policy and the IP management strategy of the University
- Increase the involvement of Faculty senior management including the Research Support Manager in negotiations with industry partners
- Investigate internship programs, both for our PhD students in industry, and for industry staff in the University
- Encourage increased involvement of PhD students in existing entrepreneurial training programs
4. Student Support

Supporting and guiding students so they have the best possible experience in all respects

The Faculty of Science Student Service staff provide a high quality service to all stakeholders: students, staff and the general public, which is characterised by integrity, efficiency, consistency and engagement. The Faculty student services unit is currently recognised as providing outstanding services and is widely regarded as best practice across the University.

The Faculty manages an extremely high volume of student matters with great efficiency and with a concomitant high level of associated expertise. The continued support to students from other faculties (Medicine, Engineering, Health Sciences, Arts) is also widely recognised as an outcome of the Faculty of Science service teaching.

A key aspect of the success of the Science student service is the seamless and effective support provided to academics fulfilling administrative roles, the continuation of which is essential for maintaining senior academic willingness to take on difficult, time-consuming tasks while remaining research active.

The most significant challenge for student services is the Sydney Student project and the development and implementation of the SITSVision student system. The changes implicit in the implementation of this new system will have a major impact on the way Faculties are able to operate their student services and presents both an opportunity and a threat. While the system may have benefits for students in online access it puts at risk the high quality support which has been the hallmark of the Faculty of Science.

The Student experience

There are a myriad of factors that influence the student experience, beyond those issues which are purely academic, and which impact on both the quality of the experience and the probability of retention. These factors include isolation in the initial year of study, failure to understand University policies and procedures, inability to access support mechanisms at times of key stress, frustration at the perceived bureaucracy of the University and a poor experience with University/Faculty/School administration.

The Faculty of Science Student Service staff have a responsibility to ensure that the best possible support is offered to all students, adding value to processes and making sure that students receive a helpful, friendly, effective service.
4.1 Consistency of service

The Faculty of Science provides student services across seven schools and an administrative unit, all of which are geographically separated across the Camperdown and Darlington Campus and operate within a devolved structure. This presents challenges in offering consistency of service, policy implementation and equity of outcomes. The Faculty has a responsibility to provide a consistently high quality service across the Faculty in the application of University policies.

- Develop an online Special Consideration process that can manage high volume and can be implemented by all Schools across the Faculty and adds value for students
- Partner with the Faculty of Arts in the development of an online Credit module which can manage complex, high volume processing and which can be implemented across all Schools in the Faculty of Science
- Develop online systems for Faculty and School administration processes where these are not included in the Sydney Student program
- Standardize all School student service counter opening hours across the Faculty where feasible and appropriate
- Provide training to administrative staff in Schools and the Faculty in customer service skills, cultural sensitivity and adapting to change
- Agree on expectations for student services in terms of professional standards
- Improve communication with students so information is disseminated in a positive, effective manner
- Continue development of a cooperative and integrated working relationship between all parts of the Faculty and School administrations to maintain high levels of service provision
4.2 Communication

The size, devolved structure and geographic spread of the Faculty raises challenges for communication. Ensuring staff are adequately informed of changes to policies and procedures, event and activity updates, and implementing standard processes across the Faculty are hampered by our size and structure.

The structure means we have to work harder to improve information sharing across the Faculty. There is a requirement for a central source of relevant information beyond the University website, which staff find difficult to navigate. Such a source would include clear and current information on who does what in schools, links to specific University services, policies and identification of key central staff as well as any other details which would be useful for student administration in schools which are geographically isolated.

- Use monthly meetings of School administrators to ensure they are meeting expectations and supporting networking between schools
- Consider the development of an administrative intranet providing targeted information relevant for student services
- Develop a more effective mechanism for knowledge sharing between Schools and Faculty to raise awareness of programs, events and activities being held by the Faculty
- Explore options for improving the Faculty website including areas in languages other than English
- Consider setting up opportunities for staff to rotate, job swap and shadow within and between schools and across faculty to gain knowledge and understanding of whole of faculty operations
- Review communication pathways to ensure seamless integration of programs including mentoring, transition, student recruitment and outreach into the operation of Faculty administration
4.3 Sydney Student

The Sydney Student Program presents both the greatest opportunity to improve and streamline student administration processes and the greatest risk to the efficiency and effectiveness of Faculty operations.

- Take an active role in the development of the SITSVision student administration system through participation in committees, workstreams and the provision of subject matter experts.
- Take an active role in University discussions about the restructure of student services, representing the faculty perspective through participation in forums and committees.
- Where appropriate, change Faculty processes to accommodate Sydney Student.
- Align roles and responsibilities across the Faculty with the changes.
- Ensure there is no loss of service or support for staff or students during the implementation of SITSVision through developing appropriate workarounds.
- Ensure there is no loss of student enrolments due to inefficiencies in the SITSVision system.
- Enable the participation of appropriate academic staff in the development of SITSVision modules related to assessment, timetabling, unit of study selection and other modules relevant academic work.
- Position school staff to enable them to maximise the impact of Sydney Student.
4.4 Impact of the Division

The Division of Natural Sciences is undertaking a review of several of its core undergraduate degrees which will potentially lead to an increase in responsibility for Faculty of Science administration.

- Ensure seamless integration of new degrees and appropriate staff allocation and workload
- Restructure degree programs and student support services to enhance efficiency
- Align tasks to address the needs of students studying across multiple campuses.
5. Marketing

*Attracting the most promising students, whatever their background*

The Faculty of Science leads the University and the sector in the marketing of its degrees and its outreach activities. However, increasing competition is to be expected and there is a need to increase efforts to attract international students, particularly the more talented.
5.1 Recruiting the Most Promising students whatever their background

The outstanding programs available in the Faculty of Science should be made available to students from backgrounds, regions, states, and countries that have not been the major sources of our intake.

- Continue to refine our marketing, communication, and outreach activities
- Increase engagement with schools in rural and lower SES regions via Science Alliance
- Increase engagement with indigenous communities
- Increase engagement with schools in international locations and in particular China, Hong Kong, Singapore, Malaysia, India and Indonesia
- Analyse the conversion to enrolment statistics of programs and events and refine, delete or add to activities as appropriate
- Continue to involve all staff of the Faculty in the effort to market our degrees and research
6. Outreach

Communicating the role of science in contributing to the solutions of the challenges facing our communities

The challenges facing society in the areas of environmental, economic and health sustainability require the Faculty to play an active role, not only finding solutions to these problems, but also in informing the community of the role that science appropriately plays in defining and addressing these issues.

- Play a leadership role in continuing the development of the University of Sydney Institute for Sustainable Solutions
- Continue to provide public lectures that highlight issues of importance to Science and the community
- Engage with Federal and State Governments to inform discussion and debate on sustainability issues
- Generate and sustain interest and investment in the sciences through outreach, media relations and addressing science literacy issues via public debate
6.2 Development and Philanthropy (S15)

The Faculty of Science and the Development Office have appointed a Development Officer to work with the Dean of Science and through him with Schools, Research Centres, and Foundations within the Faculty to increase the number and magnitude of donations and bequests. The Development Officer will be responsible for developing strategy and implementing broad based fundraising programs to support identified priorities of the Faculty.

- Work with the Development Office to support the work of the Development Officer
- Establish a Dean’s Advisory Group or groups to provide advice on development opportunities
- Develop strategies for encouraging large scale philanthropy
- Work with our Foundations to increase the number of people donating to the Faculty

6.3 Alumni (S15)

Alumni of the Faculty of Science have a much greater affinity with the School responsible for their major area of study than they do with Faculty itself and therefore relationships with alumni need to be managed through the Schools. The Faculty can add value by playing a supportive role, assisting with the development of expertise, and with the sharing of best practice.

- Understand the profile of our Alumni population
- Identify the major area of study of all science alumni to provide a most-likely point of affiliation to the University and Faculty.
- Develop a model for governing the Faculty’s/School contact with alumni and the hosting of events
- Work with the Alumni Office to continue and complete the establishment of the alumni database
- Work with the Alumni Office on university wide and international events
- Work with our Foundations to increase engagement with our alumni