



THE UNIVERSITY OF
SYDNEY

**The University of Sydney
School of Dentistry
Overarching Strategic
Goals and Objectives
2018-22**

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The University of Sydney School of Dentistry Overarching Strategic Goals and Objectives 2018-2022

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Introduction

Sydney Dental School's Strategic Goals and Objectives are designed to build on the past and to set a roadmap for dentistry over the next three to five years. This period will see significant change as the health disciplines are redesigned. This document has been written in line with the University's Strategic Plan 2016-20.

This is a working document, the successful implementation of its intent will only be possible with ongoing open, purposeful conversation, clear sponsorship, appropriate advocacy and committed individual action and support.

Open, respectful dialogue will form the backbone of Sydney Dental School's culture and the work done. This will promote both individual and collective interest.

Our Commitment

At Sydney Dental School we engender in each and every member of staff a commitment to each other's individual and collective successes by providing purpose, direction, encouragement, reward for effort and the necessary support. This collective approach is essential for us to develop priorities, timelines and the required resources for a cohesive and coherent strategy.

The following mission, vision, values and strategic goals underpin these commitments:

Our Mission

Our Vision

Our Values

Our overarching strategic goals for 2018-22 are:

'Putting the Mouth into Health', through the discovery of new knowledge translated into practice, education of the profession and leadership in public discourse.

We optimise health and well-being through integrated academic activities.

We help each other thrive and reach our full potential through our values of mutual respect, personal dignity, diversity, inclusivity, cultural sensitivity, fairness, and responsibility for both personal and communal outcomes. We will endeavour to work as a community of innovators in a coherent and cohesive way.

Goal 1:

Culture and Values

To be recognised for helping each other thrive and reach our full potential through our commitment to service, diversity, inclusivity, equity, and responsibility: fostering cohesion through the creation of cooperative and enduring relationships. A place where people feel valued and can add value and are responsible for acting in the best interest of others.

Goal 2:

Distinctive Sydney Education

To be recognised, through graduates with the skills, values and knowledge as outstanding contributors to improving health and well-being. A place where students feel welcomed, valued, challenged and, through contribution, can learn to be great practitioners and researchers with a focus on engaged enquiry.

Goal 3:

Research Excellence

To be recognised as a leading centre for dental research in our quest to improve health and well-being, with a robust integrated platform of fundamental, translational and clinical research. A place where individual and collective thinking and effort is blended to achieve greater outcomes.

Current Environment and Opportunities

The mission, vision, values and strategic goals have been developed to counter a general tendency in the broader health domain of separating dentistry from 'mainstream' health and medical care and to improve our global ranking both in research and education.

The Sydney Dental School is an important contributor in the local and global world of health care and well-being - a key provider of skilled researchers and research informed dental practitioners.

The Sydney Dental School has been firmly embedded at the University of Sydney for over 100 years. We are the only dental school in Sydney where the population exceeds 5 million, however we also outreach beyond the metropolitan area into regional and rural NSW. Our academic activities consist of integrated clinical service, research and education. Sydney Dental School provides in excess of 500,000 hours of direct patient care to the most marginalised groups in our communities.

This model of service, experiential learning and translational research provides the framework for substantial improvement of health and well-being in the communities in which we serve. Dentistry graduates provide an economic multiplier to our society, as each graduate increases the workforce by up to 3.5 workers (dental assistants, dental technicians, office managers).

With this in mind, it is important that Sydney Dental School positions and promotes its intentions with this mission, within the new Faculty of Medicine and Health and at the same time the greater University, NSW Health, other stakeholders, like Sydney Health Partners and globally. It is also vitally important that the Sydney Dental School keeps its students and their experiences top of mind. The courses offered and the quality of the education students receive will be critical to Sydney Dental School's success.

A focus on student success will require an emphasis beyond technical training into areas that prepare students for the complex world of 21st century dental practice - new technology, new information systems and the development of ongoing education will help achieve this.

Our research will continue to focus on solving real world issues in tackling oral diseases to reduce general health issues. Research efforts will focus on refining existing skills and finding new talent to complement existing capabilities with the aim of contributing to the local and global dental research agenda.

Working better together will be an essential requirement for success. Good systems, processes and infrastructure will need to be supported by a culture of constructive relationships that enable more effective outcomes. In addition, external relationships with the LHDs, Aboriginal Medical Services and non-profit organisations, like the Poche Centre for Indigenous Health need to be strengthened to build greater understanding and equity.

To optimise resource use, Sydney Dental School leadership will guide staff and ensure that the right resources and relationships are in place to achieve our goals. 'Rethinking, relearning, reimagining and recreating' will be encouraged. A concerted effort will be made to develop talent within the Sydney Dental School and to carefully recruit where needed.

The work of the Sydney Dental School, both in the research and education spaces, needs to be in alignment with the University Faculty Operating Model (FOM) - being mindful of both financial constraints and demonstrating value for money. The centralisation of administrative functions will be an opportunity to rethink how the Sydney Dental School operates, find efficiencies and increase effectiveness to ensure a stronger focus on our core activities of dental research and education.

Beyond - 2022

Over the next decade, Sydney Dental School will transform health care in our communities by leading the integration of dental and systemic health education, research and clinical service.

To enable this, the Sydney Dental School will develop a dental living lab in which it will base most of its activities. This living lab will be physically located at Westmead and be embedded in the University of Sydney's activities at Westmead. Its facilities will include clinical research facilities, collaborative zones and other work areas to ensure the Dental School is consolidated to one site. Through this living lab, Sydney Dental School will work closely with precinct partners, the Westmead Innovation Centre and partners across NSW.

The living lab is where researchers, educators and clinicians will coordinate their collaborations with precinct partners, local authorities, citizens and/or businesses. It will coordinate its activities with our similar ventures at Westmead and Camperdown, and will be a major component of the Westmead Innovation Centre.

Within the next decade we expect the living lab will be internationally renowned for new models of research excellence built on a partnership approach, to co-create, explore, experiment with, and evaluate new ways of doing business in a real-life context. It will help bring to life a culture of innovation through experimentation and evaluation. It will foster widespread involvement in change amongst the University, the precinct partners and the constituencies supported by them.

Through the living lab, we will meet the needs of the community today and into the future by developing a knowledge economy and facilitating intellectual flexibility, curiosity and creativity, the ability to work effectively as part of a team as well as research, problem solving and communication skills.

In summary, while respecting past work, the reality of falling rankings requires a shift in direction. There is a need to recognise the importance of 'rethinking, relearning, reimagining and recreating' what is being done. It is the role of the leadership to create the culture. A culture where the change required is consultative and considers potential non-harmful mobilisation of staff to face difficult challenges and exciting opportunities.

The journey toward this future begins with us building on good foundations and pursuing the Strategic Goals and Objectives that follow.

Our Strategic Goals and Objectives

Strategic Goal 1 – Culture and Values

To be recognised for helping each other thrive and reach our full potential through our commitment to service, diversity, inclusivity, equity, and responsibility: fostering cohesion through the creation of cooperative and enduring relationships. A place where people feel valued and can add value.

Objectives

1. Develop ways of identifying and tackling issues affecting people's ability to do their jobs well.

- a) Develop a 'register' to capture issues in a transparent way ensuring they are addressed in a timely manner.
- b) Utilise the University's workload planning process to ensure work is shared in an equitable and transparent manner.
- c) Review the processes of how decisions are made and how best to ensure solutions are well-socialised, considered, supported/resourced monitored/reported.

2. Expand and improve communications among all constituencies in the Faculty.

- a) Develop a cohesive and coherent culture despite geographical challenges by setting a tone of caring for each other.
- b) Implement regular town hall meetings that focus on one topic for discussion – Constituency academic and professional staff.
- c) Develop a process to monitor and review the Sydney Dental School's implementation of strategy.
- d) "Meet the Dean" meetings with each student cohort (DMD, BOH, Postgrad) once per semester.

3. Provide a diverse, welcoming and supportive environment for students and staff.

- a) Review and modify our staff and student onboarding processes.

- b) Develop career mentoring support with an emphasis on female staff engagement and advancement to close the gender gap.
- c) Diversify the international student body.
- d) Review the mentoring program and offer it to all student, e.g. from student enrolment to post graduation (e.g. through CPD).

4. Provide appropriate education and development opportunities for staff.

- a) Identify training needs by undertaking an audit.
- b) Provide opportunities for ongoing professional development.
- c) Embrace University training opportunities and facilitate completion of such training by all staff members.

5. Develop a program that identifies, supports and develops leader talent at all levels and areas in order to ensure there is a steady flow of resources for leadership.

- a) Develop a leadership needs 'profile' for the Sydney Dental School.
- b) Address the shortage of young academics by creating a pipeline for clinical academic staff. This may be achieved by emulating the Academic Career Track Area of Concentration program pioneered by the School of Dental Medicine at the University of Pittsburgh.
- c) Review the model of fractional appointments (and honorary appointments).
- d) Embrace a diverse and inclusive approach to bringing new talent into the School.

- e) Retrain/reinvigorate performance monitoring, assessment and ongoing coaching for all staff supported by a revised workload policy based on input from the University's Academic Workloads Monitoring Committee.
- f) Promote a fair, equitable and transparent system for the distribution of teaching workload to ensure that substandard performance is identified and effectively managed.
- g) Develop a process to identify and celebrate exceptional performance and good citizenship and recognise contributions from the past.
- h) Develop a mentoring program that is underpinned by diversity and inclusion.
- i) Every staff member to be provided with one CE course per annum.

6. Develop succession planning for key positions.

- a) Identify future staffing needs and key vulnerabilities.
- b) Develop a succession plan for key positions and provide appropriate development opportunities.
- c) Recruit externally where needed.

7. Upgrade physical spaces and equipment to meet needs of students and staff.

- a) Upgrade student common rooms and learning spaces at Westmead and SDH.
- b) Enhance Lecture Theatre Level 9, SDH.
- c) Establish a Sydney Dental School lounge or tearoom for socialising and creating a space for informal exchange of scholarly and other ideas (Westmead).
- d) Upgrade simulation clinic including more chairs and increased access hours to create a contemporary simulation environment embracing digital dentistry and facilitating better utilisation.

8. Consolidate the Sydney Dental School into the Westmead Precinct.

- a) Develop activity-based workspace at 1 Mons Rd. and relocation of G12 staff to 1 Mons Rd.
- b) Find final places for new dental clinics and Faculty operations, e.g. new building, renovation of existing building, or/ and be part of Stage 2 of Westmead redevelopment which facilitates putting the mouth into health.

9. Expand our capacity to further develop our Aboriginal and Torres Strait Islander strategy.

- a) Contribute more in Western Sydney (the largest population of Aboriginal and Torres Strait Islander people in AUS) and drive research.
- b) Request support from other stakeholders for this strategy.

10. Develop a Branding Plan.

- a) Develop with University Marketing and Communications and external organisations a strategic marketing plan to attract the most talented students, the most philanthropic donors and the most successful academic talent.

11. Establish a Centre of Excellence.

- a) Refine the vision to establish a Centre of Excellence owned/governed by the University/Sydney Dental School.
- b) Develop a Research, Care and Education Strategy for the Centre.
- c) Source donors.

Strategic Goal 2 – Distinctive Sydney Education

To be recognised, through graduates with the skills, values and knowledge as outstanding contributors to improving health and well-being. A place where students feel welcome, valued, challenged and, through contribution, can learn to be great practitioners.

Objectives

1. Establish an effective and efficient paperless curriculum.

- a) Ensure all clinical assessments are undertaken electronically via mobile devices or/and the NSW Health e-record system, Titanium.
- b) Review all assessments to adopt best practice using central services- ensure effectiveness and efficiency of all assessments, e.g. elimination of handwritten essays.
- c) Collaborate with other schools in the new Faculty of Medicine and Health to convert to fully electronic assessment, e.g. Examssoft-style exam delivery.
- d) Implement dashboards using modern Business Intelligence tools, such as Tableau, that allow dental educators to build queries to assess individual students, groups of students or entire cohorts + permit students access to all their individual assessments at all times.
- e) Embrace the vision of an “Education Data Warehouse” to provide a comprehensive picture of all learners and detailed information on the content of our curricula and assessments.
- f) Improve the internal processes for handling students who are not meeting progression requirements as early as possible.
- g) Develop feedback loops from graduates that enable their post-graduation readiness for practice to inform current and future curriculum and resource development.
- h) Facilitate educational excellence by improving the patient allocation processes to promote active engagement in clinical learning.

- i) Employ evidence-based education approaches, e.g. eliminate lectures that lack interactive learning approaches in favour of fewer, but more meaningful student-teacher interactions, embrace technology-supported content delivery and move towards student-centred education.

2. Provide a contemporary education and training program—a curriculum that positions us to offer the best oral health education and training programs in Australia.

- a) Define what we want our graduates to be competent in based on:
 - (i) ADC accreditation framework;
 - (ii) Their readiness for the challenges of contemporary health care (e.g. implant dentistry, CAD/CAM, etc.);
 - (iii) Skills and thinking around future patient needs who may be medically compromised, aged or suffering from chronic diseases.
- b) Consider pre-requisites to assist in finding the best and brightest students.
- c) Review current curriculum based on defined competencies and stakeholder engagement, e.g. employers, new graduates.
- d) During calendar year 2017 revise DMD 1 curriculum for intake 2019.
- e) During calendar year 2018 revise DMD 2 curriculum for intake 2020.
- f) During calendar year 2019 revise DMD 3 curriculum for intake 2021.
- g) During calendar year 2020 revise DMD 4 curriculum for intake 2022.
- h) Review current curriculum for BOH, DClinDent, Grad Dips.
- i) Guide education to encourage the promotion of dental and inter-professional teams.
- j) Attract the best students by providing:
 - (i) Excellent patient flow so they get adequate relevant experiences,

(ii) Modern and well resourced facilities so patients and students can take pride and pleasure in their environments.

(iii) Excellent, trained, knowledgeable clinical educators to ensure an excellent educational experience, and

(iv) Ample scholarship funding for research projects.

3. Develop an innovative one-year, part-time advanced training program for our graduates and other oral health professionals.

- a) Undertake an international analysis (e.g. North American AEGD curriculum, UK internships) to develop a program framework in collaboration with NSW Health.
- b) Review current Specialist programs and Continuing Education activities to consolidate as appropriate and utilise expert content.

4. Improve curriculum content in professionalism (goal to develop ethical practitioners who demonstrate integrity and resilience).

- a) Integrate a thread of ethics, professionalism and law into all curricula.
- b) Develop a greater awareness of cultural competence and social responsibility in our students.
- c) Assess curriculum components that contribute to this objective, e.g. communication.

5. Achieve greater quality assurance of clinical education.

- a) Review clinical education development opportunities across other University professional disciplines.
- b) Establish a continuous improvement process utilising feedback from all stakeholders.
- c) Conduct an annual review of clinical education across School disciplines and programs.

d) Establish a Clinical Educator Development Program (CEDP).

e) Establish a research profile and agenda that supports education innovation.

6. Develop the teaching of digital dentistry to facilitate the transition to professional practice.

- a) Introduce denture CAD/CAM (e.g., Stoneglass) into the entire DMD curriculum.
- b) Establish Stoneglass lab at SDH, Spring 2017.
- c) Introduce CAD/CAM for fixed prosthodontics, e.g. Cerec.
- d) Expose students to benefits of an e-record system by 2018 (Titanium implementation).
- e) Introduce practice management to the curriculum, e.g. managerial tasks, leadership training, finance, practice models, etc.

7. Further develop CPD so that it meets the needs of the dental and other health communities.

- a) Ensure that current successful CE continues.
- b) Develop a future program for CE in line with the new faculty's objectives ensuring that Dentistry is well represented.
- c) Develop a human resources and human capital plan to support future CE requirements.
- d) Create a pathway for public dental practitioners for career advancement - a facilitated pathway into postgraduate courses.

8. Enable better access to tertiary dental care.

- a) Review with NSW Health and other stakeholders remuneration and models of care.
- b) Develop an effective and sustainable model to integrate tertiary education, research and clinical care.

9. Establish a new state-of-the-art simulation learning environment.

- a) Identify adequate funds.
- b) Find a location or refurbish existing location until new space can be allocated.
- c) Integrate CPD, other health disciplines and NSW Health training into the new simulation clinic.

10. Expand the external placement program.

- a) Introduce a 5-week mandatory placement starting with intake 2017.
- b) Plan for 12-week mandatory placement starting with intake 2020 on a rolling basis with the necessary curricular changes to the 4th year DMD curriculum and respective trickle-down changes to prior years.
- c) Ensure that no student is isolated during rural or other placements via communication infrastructure that provides pastoral and educational support.
- d) Broaden the view by developing programs in private metropolitan practices, socially disadvantaged metro areas, primary health networks etc.
- e) Provide general practice-type experience in year 4 to allow students to emerge as independent practitioners.

11. Integrate IPL into the curriculum.

- a) Collaborate on an action plan with current ADs L&T of all schools within the new Faculty of Medicine and Health and other related disciplines (e.g. social work, psychology) to develop innovative academic activities to solve pressing health and social well-being problems.
- b) Contribute to aspects of Medical, Nursing and Pharmacy education and draw upon the expertise offered by colleagues who have specialised knowledge in non-dental areas.

- c) Plan for the Life Sciences in context of the projected changes in the Medical School curriculum, and with reference to discrete needs of the Sydney Dental School's students.
- d) Review internal budget allocation for cross-discipline teaching (e.g., oral sciences, oral pathology, oral medicine and special needs teaching into the BOH program).
- e) Develop service teaching in science (two oral science units of study for teaching in the Faculty of Science).

12. Develop an active educational outreach program through the establishment of a Dental Elective Immersion Unit of Study.

- a) Propose to Academic Board a 3 credit point unit of study for overseas students in conjunction with Sydney Global Mobility for visiting dental students in their third year or above. The goal being to create a pipeline for HDR, income for individual researchers, global presence and reputation.
- b) Address the requests we have for overseas students to complete an elective at the University of Sydney Dental School.

13. Review postgraduate coursework courses ensuring alignment with community needs.

- a) Review postgraduate course offerings including consideration of the following:
 - i) Student demand and community need.
 - ii) Course delivery flexibility.
 - iii) Teaching methods.
 - iv) Interdisciplinary learning.
 - v) Course numbers and types (e.g. advanced learning vs speciality courses; the establishment of an oral pathology course).

Strategic Goal 3 – Research Excellence

To be recognised as a leading centre for dental research in our quest to improve health and wellbeing, with a robust integrated platform of fundamental, translational and clinical research. A place where individual and collective thinking and effort is blended to achieve greater outcomes.

Objectives

- 1. Ensure that all research effort is aligned with plans of the University and stakeholders.**
 - a) Establish interdisciplinary research activities.
 - b) Maintain a register of research highlighting University and stakeholder alignment.
 - c) Establish resources to promote and acknowledge interdisciplinary research.
- 2. Define the evaluation criteria for established research projects and continue existing research projects linked to #puttingthemouthintohealth.**
 - a) Develop criteria to evaluate all research themes' linkages and collaborations within the University and abroad.
 - b) Investigate all research funding opportunities and develop a coordinated approach to each identified resource.
 - c) Ensure that all researchers keep their academic profiles up-to-date to reflect their expertise, skills and ongoing research projects as the foundation for attracting (1) HDR students, (2) local and (3) global research collaboration.
 - d) Revise the HDR proposal template.
 - e) Engage with faculty researchers to identify collaborative opportunities within the Sydney Dental School, the University and NSW Health.
- 3. Return to the number 1 position in research in Australia as defined by the Excellence in Research for Australia framework. Recruit a Chair for Lifespan Oral Health.**
 - a) Support communication between Sydney Dental School life scientists and the broader Westmead community with a view to maximise benefits drawn from local scientific resources.
 - b) Source non-traditional funding for research activities (e.g., industry, philanthropy).
- 4. Develop a research centre that will tackle the global challenge of chronic disease with a deeper understanding of the impact of oral health on the whole body.**
 - a) Define the major research themes and strategic areas aligned to University and NSW Health areas (key platforms at Westmead: diagnostic sciences; person centred care; sustainable health) and develop succession plans for key research thematic areas.
 - b) Exploit the Westmead vision of a "living laboratory" to facilitate the evolution of leading health care practitioners integrated with researchers focused on improving well-being.
 - c) Integrate our life scientists into Westmead initiatives with an initial focus on science: honours, HDR students and applied medical sciences.
- 5. Implement research into health care delivery.**
 - a) Develop diagnostic, preventive and treatment strategies.
 - b) Align clinical guidelines in the context of NSW Health priorities.
 - c) Recruit a Professor and Head of Discipline for Population Oral Health supported by the MoH.
 - d) Ensure that population health issues are considered in all research initiatives.
 - e) Link activities with the Centre for Oral Health Strategy (NSW Health) to explore funding opportunities for research of relevance to NSW.
 - f) Strengthen aboriginal oral health related research in partnership with the Poche Centre for Indigenous Health.

6. Support researchers to align current research projects to contribute to the overall vision of putting the mouth into health.

- a) Align individual research projects within the Sydney Dental School and build teams of related research projects.
- b) Propose and schedule a program of collaborative working / information and knowledge sharing opportunities throughout the year to facilitate and enable regular scholarly discussion and debate, and sharing of knowledge through the academic and student community.
- c) Improve the mentorship/research school program for researchers and HDR students.

7. Embed data science in appropriate areas of research (and education).

- a) Intensify collaboration with the Centre for Translational Data Science, Sydney Informatics Hub.
- b) Collaborate with NSW Health's Centre for Oral Health Strategy on the new e-record strategy to harness data for research.
- c) Link Biobank to dental e-record system, Titanium.
- d) Contribute to national and international Big Data projects linking oral health to systemic health.

8. Define and rearrange research support structures (personnel, infrastructure and governance) for establishing sustainable research within the Sydney Dental School.

- a) Undertake a needs assessment.
- b) Undertake a gap analysis.
- c) Implement research data management principles in alignment with University strategy, e.g. eNotebooks, Research Data Store (RDS), following established Research Data Management (RDM) practices, etc.
- d) Create a trial-friendly environment in collaboration with the LHDs to attract industry funding.
- e) Revise current funding distribution model to incentivise and support HDR supervision.

9. Develop robust feedback loops and agile mechanisms for revisions of research activities.

- a) Establish an external advisory board consisting of leading global dental researchers.
- b) Use individual RBG funding as guidepost for sustainable research success and funding/resource/support allocation.
- c) Undertake an international analysis of research priorities taught at each level (BOH, DMD, Masters, PhD, DClinDent).
- d) Develop the curricular framework.

10. Establish a Visiting Academic Program.

- a) Utilise Noel Martin Chair Endowment within financial parameters for the establishment of a Visiting Noel Martin Chair (VNMC) program.
- b) Establish a baseline for short-term visiting professors to kick-start collaborative research projects.
- c) Attract a stream of high-calibre VNMCs.
- d) Establish a standing VNMC Steering Committee led by the chair of the RC.
- e) Establish successful collaborations with VNMCs as measured by established research metrics.
- f) Establish resources for the continuation of the program.
- g) Review project after three years, to confirm productive outcomes from the investment made.

11. Integrate education and research activities with the core thematic areas of Westmead precinct: diagnostic sciences and technologies; person centred-care and sustainable health.

- a) Ensure there are strong links with the hospitals and MRIs.
- b) Work with the MRIs with genomics, proteomics etc. for diagnosis.
- c) Enhance the existing capabilities in the diagnostic sciences for all undergraduate and post-graduate students to provide a solid foundation for future researchers.



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