

KEY PLANNING AREA:				TEACHING
In providing high quality teaching in population and public health, management and related disciplines, we will				
STRATEGY	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE
<p>Discover</p> <p>.....more about our students' needs, aspirations and circumstances</p>	<p>Student needs and satisfaction survey assistance program for students with temporary difficulties</p>	<p>2003</p>	<p>AH</p>	<p>SPHCM</p>
<p>Develop</p> <p>.....high quality programs which contribute to the development and improvement of the public health labour market</p> <p>.....programs specifically geared to full time, part time, local and distance based students</p> <p>.....systems and processes to monitor, evaluate and continuously improve our programs and courses</p>	<p>Audit of programs for delivery in different modalities</p> <p>Student evaluation of all courses and programs</p> <p>Evidence of implementation of changes in course delivery as part of staff appraisal systems</p> <p>Postgraduate Coursework Committee established to oversee and coordinate programs</p> <p>Undergraduate Education Committee to oversee and coordinate implementation of curriculum</p> <p>Policies and guidelines for all courses</p> <p>Policy and practice document for research degree students</p>	<p>End 2003</p> <p>End 2003</p> <p>2003/4</p> <p>2002</p> <p>2002</p> <p>mid-2003</p> <p>mid-2003</p>	<p>AH</p> <p>AH</p> <p>All</p> <p>AZ/AH</p> <p>AZ/MH/DB</p> <p>AH</p> <p>MM</p>	<p>SPHCM</p>

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In providing high quality teaching in population and public health, management and related disciplines, we will				
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<p>Innovate in the way we deliver programs to our students in the way we bringing cutting edge research to teaching in the way we adopt best practice in the use of teaching technologies</p>	<p>Implementation program for findings of student needs and satisfaction survey audit of programs for delivery in different modalities and with different technologies evidence of updating course materials and inclusion of current research Course and teacher evaluations to be conducted routinely by course coordinators</p>	<p>Beginning 2004 End 2003 S1 2004 S2 2003</p>	<p>AH/Program Advisers SdiC/LB/CH AH KB/Program advisers</p>	

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In providing high quality teaching in population and public health, management and related disciplines, we will				
STRATEGY	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE
<p>Engage in partnerships with other organisations to deliver high quality courses and other educational products our staff from our satellite Centres and hospitals in teaching at undergraduate and postgraduate level policy makers and those influencing policy in teaching and seminar program external stakeholders' interest in our programs by providing ways of capturing their input into course design and delivery our undergraduates and Faculty by participation in the new undergraduate curriculum</p>	Number of courses with partner organisation input	S1 2004	AH	
	Number and depth of organisation partners	S2 2004	AH	
	Mechanisms established for input by external stakeholders	S1 2004	AH/Program advisers	
	Increased participation by conjoints, visiting fellows, Centre staff	S2 2003	AH/AZ/Centre directors	
	Audit of staff participation on curriculum groups	S2 2003	MH/DB/TH	
	Mechanisms established for input by external stakeholders	S1 2004	AH/AZ/Program advisers	
Measure of SPHCM input into new curriculum through staff hours in face-to-face teaching, design of course etc	Mid-2003	TH/KF/JB		

KEY PLANNING AREA:				RESEARCH
In conducting leading edge research and scholarship, we will				
STRATEGY	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE
<p>Discover how to spark ideas by bringing together school and centre staff as well as other schools, faculties and institutions the value and rigour of our work through peer review and critique through action-research methodologies and approaches</p>	Number of school/centre joint meetings, staff participation	S2 2003	AZ/Centre directors	
	Number of school/centre seminars, staff participation	S1 2004	IB/VT	
	Research audits to be conducted every 12 months including developmental activity – feedback to all staff	Mid-2004	Research committee	
<p>Develop our research record through publication in peer reviewed journals research capacity through increasing research grant income in the school and associated centres close linkages and partnerships with overseas partner institutions in Cambodia/Vietnam, China and the Pacific Islands a number of clear areas of research strength</p>	Publication audits to be conducted every 12 months – feedback to all staff	2003 - 2005	Research committee	
	Research grant income	2003-2005	Research com	
	Critical collaborative work with key public health stakeholders and individuals	2003-2005	AZ/Centre directors	
	Partnerships and MOU established with key local, national and overseas institutions	2003-2005	AZ/Research com/Centre Directors	
Enhanced linkages with NSW Health and Area Health Services	2003-2005	AZ/Research com/Centre directors		

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In conducting leading edge research and scholarship, we will				
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Innovatein the way we more closely link our research degree students with staff research interests and initiativesby sharpening the research/evidence-policy/practice interfaces	Percent of staff with research area listed on school website	Mid-2003	AZ/Centre directors	
	Number of research students completing in time	2003-2005	MM/all	
	Match of staff interest with number of research students	2003-2005	MM/All	
	Ensure active participation in Institute for Health Research and associated GRIPP activities	2003-2005	AZ/Centre directors	
EngageSchool staff in research collaboration with research centres and research-oriented bodiesprofessional associations, research organisations and health services actively and collaboratively in scholarly activitiespotential clients for our research by demonstrating flexibility and relevance in research conducted in real-time with real-world relevancepolicy makers and those influencing policy in research effort	Number of school staff participating in research collaboration with centres and other bodies	2003-2005		
	Number of professional associations with staff membership	2003-2005		
	Number of staff who are members of professional associations	2003-2005		
	Number of policy makers participating in research or teaching within the school	2003-2005		
	Number of commissioned or short term funded research projects, income generated, publications produced resulting from such research	2003-2005		

KEY PLANNING AREA:				SERVICE	
In enhancing research, teaching and service partnerships with policy makers, service providers, and communities in Australia and further afield, we will					
STRATEGY	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE	
Discoverways of encouraging and involving policy makers and those influencing policy relating to population health to contribute to teaching, research and seminar programs	Number of policy makers contributing to teaching, research and seminar programs	2003-2005			
	Number of committees with external stakeholder representation	2003-2005			
	Service audit to be conducted every 12 months – feedback to all staff	2004-2005			
Developlinkages, partnerships and capacity enhancement activities with one or more overseas institutions	Number of institutions with active partnership	2003-2005	DR/Int'l com		
	Audit of staff involvement in capacity building in overseas institutions	2003-2005	DR/Int'l com		
Innovatein the promotion, development and support of university-community linkage schemein contributing to producing leading graduates through our participation in the new undergraduate curriculum	Establishment of community linkages scheme in new curriculum	2003	AW/EK		
	Staff member to drive community linkages scheme	S1 2004	AZ/UG com		
	Number of staff/staff hours involved in teaching or committee work relating to new curriculum development	2003-2005	TH		

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In enhancing research, teaching and service partnerships with policy makers, service providers, and communities in Australia and further afield, we will				
STRATEGY	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE
<p>Engage</p> <p>.....in communication and exchange with an identified set of partner organisations at local, national and regional/global levels</p> <p>.....employers of our graduates in dialogue about the match of the curriculum to the needs of employers</p> <p>.....with the Faculty by helping shape the new undergraduate medical curriculum</p> <p>.....and support our alumni through regular communication</p> <p>.....with the community to meet particular identified training needs</p> <p>.....with each other and with the community by participation in academic debate within and outside the school</p>	Number of partner organisations at local, national and regional level	2003-2005		
	Graduate destination survey results	2003	AH	
	Employer survey of student performance	2003	AH	
	Graduate assessment and feedback conducted regularly	2003-2005	AH/KB/Prog advisers	
	Number of staff/staff hours involved in teaching or committee work relating to new curriculum development	2003-2005	MD/TH/UG com	
	Alumni list and communication mechanism established	end 2003	DR/AR/JB??	
	Number of courses/enrolments/funds generated through delivery of courses/seminars in response to community demand	?		
	Number/attendance at staff seminars	2003-2005	IB/VT	
	Number of interviews/publications by staff through Media Monitors	2003-2005	??	
	Number of high profile conferences organised with School and/or associated centres	2003-2005		

REFORMING THE SCHOOL FOCUS, WORK PRACTICES AND ENVIRONMENT				
Institute a planning process within the School to redirect our energies toward strategic goals				
STRATEGY	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE
<p><i>Discover</i> ways of enacting our workplace ethics ways of allocating workloads fairly and equitably </p>	<p>Staff satisfaction and needs survey</p> <p>Workload report completed and supported by staff</p> <p>Workload policy agreed and implemented</p>	<p>Sept. 2003</p> <p>August 2003</p> <p>August 2003</p>	<p>??volunteers</p> <p>TH/WBCD team</p> <p>AZ/WBCD team/Centre directors</p>	
<p><i>Develop</i> a framework and process agreed to by the school collaborative and flexible approaches to work practices in consultation with staff, industrial and professional bodies to more effectively satisfy staff and student needs an equitable and transparent system of professional development support a flexible/family friendly workplace policy a needs-based mechanism for distribution of technology and information resources</p>	<p>Number of planning meetings held, staff attendance</p> <p>Staff and student satisfaction survey</p> <p>Consultations with industrial and professional bodies</p> <p>Types of professional development support identified and reported within the school</p> <p>Policy developed, manager and staff training on implementation</p> <p>Audit of resources</p>	<p>2003-2005</p> <p>2003-2005</p> <p>2003</p> <p>August 2003</p> <p>August 2003</p> <p>??</p>		

STRATEGY	INDICATORS	TIMEFRAME	RESPONSIBILITY	FUNDING SOURCE
<p><i>Innovate</i> in the way we allocate funds and resources in line with our strategic plan in staff development through implementation of mentorship programs in teaching, research and publication in the way we recognise staff achievement personally and publicly in implementation of gender equity initiatives </p>	<p>Number of submissions for internal funding in line with school priorities Improved space administration Improved quality of space Demonstrate application of strategic priorities Mentorship program established, number of participants Number of newsletter, staff meeting and school/university website items relating to achievement Number of female senior academics Number of staff engaged in programs established</p>	<p>Sept 2003 – 2005 End June 2003 Sept 2003 Sept 2003 – 2005 2004 2002-2005 2002-2005 2003-2005</p>	<p>AZ AZ/Space committee</p>	
<p><i>Engage</i> staff in the planning process in reform of the workplace to improve the school environment in a formal career development scheme with annual performance review</p>	<p>Percent of staff attendance at school planning sessions Percent of staff who have completed career development training and had performance review</p>	<p>2003-2005 2003-2005</p>		

Any comments or feedback please email [Joan Burns](#) by 21 June 2003