Beyond 2018
A STRATEGIC PLAN

Faculty of Medicine, Dentistry and Health Sciences
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A meaningful strategic plan is about creating purposeful change. Our task now is to convert these words to action.”
We recognise that the best work is produced in an environment that welcomes new ideas and a diverse mix of people. It is our aspiration that the Faculty, and its leaders, reflects the diversity of our wider society. We want all those who work and study in our Faculty to trust that their contribution will be recognised and valued: from the staff member who organises volunteer programs in remote clinics, to the leading researcher in a hospital. This means recognising and rewarding all the work that is done here – teaching and researching, engaging and leading.

The Faculty is the sum of its talented staff and students. If we are to maintain our success and our place among the world’s best, we need to invest in developing our people and fostering a culture that supports us all to do our best work. Over the next five years, we will provide career support across the board, with better training for leaders and supervisors, and careful succession planning.

Caring for people is at the heart of the work we do. We intend to reinforce a culture of integrity throughout the Faculty, so that all staff and students understand what is expected of them. The Faculty’s values will be a guiding principle for all of us and will be integrated into our ways of working, our leadership and our performance expectations.

“Early-career researchers should have greater opportunities to develop their potential, perhaps by helping them to expand their networks and research interests.”

Dr Claudia Marck and Dr David Gonsalvez  Early Career Research Network Co-chairs

WE WILL . . .

1.1 Explicitly integrate our values and behaviours into all ways of working, our leadership and performance expectations, in order to support a culture that keeps people engaged and motivated.

1.2 Develop career progression pathways for all academic and professional staff. This will include:
• Identifying transparent criteria for the promotion of teaching and research academic staff
• Establishing training programs to help staff develop
• Articulating performance expectations that align with the Faculty’s strategic goals and core values
• Implementing a reward and recognition program to incentivise and celebrate achievement

1.3 Invest to ensure our current and future leaders have the skills to enable staff and students to do their best work, and develop rewarding careers. This will include:
• Developing and implementing targeted development programs that support current and future leaders
• Bringing the Faculty’s management and sign-off structures into line with best-practice models for effective management/leadership
• Developing training resources to enable supervisors to build their capabilities
• Reforming the PDF process to include a focus on career development and service opportunities, in addition to performance expectations

1.4 Develop a new Diversity Action Plan that addresses specific areas of underrepresentation in our Faculty, including that of Indigenous people, women, people with disability, and people with diverse sexual identities, ethnicities and religious backgrounds.

1.5 Implement fully all recommendations arising from the University’s newly established Respect Taskforce.
2 Learning and Teaching

A UNIVERSITY’S CORE MISSION IS TO TEACH, to graduate students who go on to pursue meaningful careers and make important contributions to society. Students come to the University of Melbourne to be inspired, and sometimes transformed, by gifted teachers. Our teaching academics do more than impart information – they help students realise their potential, spark their curiosity, and embody a commitment to the health and wellbeing of society and its citizens. We’re committed to recognising the vital role teaching academics play in our Faculty. We will develop clear pathways for promotion, and invest in supporting teaching academics to develop and innovate.

Our students understand the importance of good teaching. Earning a place in the Faculty is highly competitive, and we’re committed to ensuring all undergraduate and postgraduate students receive an excellent education. Over the coming five years, we will explore new opportunities for online and more interactive and engaging classroom experiences. We will ensure our students are best placed for work by embedding leadership skills in their courses: ethics, how to communicate with patients, how to work in a team. We also plan to streamline the courses on offer across our schools to ensure that they are ‘work-ready’ and sustainable. Healthcare is always evolving. Our graduates must be able to adapt to new technologies while treating changing patterns of disease and an ageing population. We will also provide opportunities for our graduates to continue developing professionally in course offerings tailored to meet the needs of busy professionals.

“"We are committed to providing the best educational experience for our students by creating an environment that responds to their needs."

We will . . .

2.1 Support our teaching academics to develop fulfilling careers, while nurturing a culture that sustains and rewards excellence.

This will include:
- Developing performance expectations and pathways for promotion for our teachers from Level A to E
- Establishing a new Dean’s Fellowship and Award for Learning and Teaching that celebrates excellence, and enhances professional development for teaching academics
- Ensuring our quality expectations reflect our commitment to our students’ future careers

2.2 Review and implement changes to our curricula across our Faculty to ensure our graduates are prepared for entry into the workplace, and are motivated to pursue exciting careers in health and biomedicine.

This will include:
- Transforming our courses over the next five years to include a major emphasis on interprofessional learning
- Embedding the teaching of professionalism in our graduate courses, starting with our four entry-to-practice degrees
- Implementing the next phase of our Work-Integrated Learning (WIL) plan
- Finalising implementation of new operating models for the MDHS teaching clinics, and explore opportunities to develop new teaching clinics within future capital plans

2.3 Review the Faculty’s range of degrees to ensure they meet current and prospective student needs, and anticipate the coming changes to the health sector over the next decade.

This will incorporate:
- A systematic review of current degrees, focusing on quality, demand, student outcomes, financial sustainability and market need
- A detailed examination of the need for a new undergraduate health-focused degree in partnership with Chancellery and other Faculties

2.4 Make a major investment to position the Faculty to expand its teaching agenda into new areas (such as Continuous Professional Development and Custom Education), and into new modes of delivery (such as online and digital).

This will include:
- Development of new strategies for Digital Learning and New Education Markets
- Recruitment of new staff to work with RIC to lead the implementation of the Faculty’s agenda

""We try to produce leaders, and quality leadership is having the courage to challenge the status quo."

Dr Anna Ryan
Senior Lecturer and Research Fellow, Melbourne Medical School
3.1 Deliver a major boost to our research performance through the development of a new strategy that reflects the strength and breadth of research across the Faculty and its six Schools. This will include:

- Developing a Research Investment Strategy to strengthen our investments in the four research pillars of cancer, child health, neuroscience, immunity and infection, but also in areas of specialised excellence (such as cardiovascular and mental health), and areas of societal or government priority (such as ageing, family violence)
- Developing, in consultation with our partners, comprehensive strategies for the Commonwealth’s new Medical Research Future Fund and reworked National Health and Medical Research Council grant schemes
- Developing a research equipment and platform strategy with a focus on implementation of a ‘fee-for-service’ approach to ensure access to modern infrastructure in a cost-effective manner
- Implementing a comprehensive research performance framework with transparent and objective expectations that are followed through

3.2 Ensure that the University of Melbourne continues to be the leading place for health and biomedical researchers, with a reputation for nurturing talent and supporting a motivated and engaged workforce. This will include:

- Expanding the mentorship program, with an expectation that all staff actively seek opportunities to mentor and be mentored
- Developing a formal Researcher Training Strategy
- Establishing the Dean’s Fellowship to support early career researchers and higher degree research students to undertake an independent ‘proof-of-concept’ project in an area of their own devising
- Working with the proposed ‘Kafka Committees’ to reduce, where possible, the level of administrative burden and red tape for researchers
- Developing a new agenda to support women researchers to make the transition from postdoctoral fellows to laboratory heads

3.3 Be, with our partners, at the forefront of the changing nature of health and biomedical research practice, and advocate that major infrastructure investments in the Precinct facilitate new, more productive research practices. This will include:

- Strengthening collaboration and research translation with our partners in the Precinct
- Developing a major data and health informatics agenda
- Identifying new opportunities to bring differing disciplines together around health problems
4 Engagement

SINCE INCEPTION THE FACULTY HAS ALWAYS worked in collaboration with its partners – with hospitals and medical research institutes, with governments, the community, and with the health-related industries. For over 150 years the Faculty and its antecedents have worked to establish respectful and mutually beneficial relationships with partners – relationships that have formed the basis of Australia’s greatest concentration of healthcare, biomedicine and higher education.

In the coming decade, these partnerships will become even more fundamental to our work. Programs such as the Medical Research Future Fund will promote even greater collaboration between researchers and healthcare professionals, to deliver improvements to patient, system or commercial outcomes. The University’s position in the Melbourne Academic Centre for Health gives us and our partners the collective strength to co-ordinate activity where there are shared goals and engage more effectively with government to support health policy reform.

We will strengthen our shared agenda with communities in Melbourne’s west and Shepparton, and we will continue find new ways to connect our academics and students directly with our alumni and communities. We will also play a greater role in advancing public debate about important health issues and develop a co-ordinated approach to working with government to influence policy priorities, while preparing our graduates to become the next generation of community leaders.

WE WILL . . .

4.1 Make a major investment in strengthening and deepening our partnerships with healthcare providers and medical research institutes.

This will include:

• Proposing new bilateral ‘accords’ with our major clinical, research and teaching partners, joint investment planning, and the appointment of senior Faculty academics to act as ‘ambassadors’ to ensure every partner has a single point-of-contact with the University

• Taking a greater leadership role in the Melbourne Academic Centre for Health (MACH), and working with our partners to position it as the primary mechanism for multilateral collaboration and health translation

• Streamlining and improving access for our partners to the skills and platforms within the University (such as bioengineering, mathematics and statistics)

• Working with our partners to better engage governments to support health reform and influence policy priorities

• Creating an annual flagship event for Faculty and partners to celebrate shared achievements and foster partnerships

4.2 Develop the next phase of our community engagement with Melbourne’s west, Shepparton and within the communities served by our partners. We will build on successes and lessons learned, and will work with community leaders to understand local needs, while seeding projects that will make material improvements.

This will include:

• Appointing Principal Academics for western Melbourne and Shepparton, and Principal Engagement Academics in each of the six schools

• Ensuring we have strong, community-driven governance arrangements

4.3 Build on our already strong achievements in philanthropy, and deepen the connection between students past and present with the Faculty’s mission.

This will include:

• Rolling out the new Leaders Engaged in Academic Philanthropy program across MDHS, to help senior academics participate in the University’s Believe campaign

• Working collaboratively with our hospital and research institute partners to engage donors in our shared philanthropic priority areas

• Delivering new engagement activities for alumni across the Faculty, particularly to connect them with, and mentor, current students

• Strengthening connections with MDHS alumni outside of Melbourne and Australia, linked to the Faculty’s international priorities

4.4 Expand the University’s support for public debate and discussion of important health issues.

This will include:

• Expanding the Dean’s Lecture Series

• Developing a program of public lectures, seminars and debates that engage partner, patient, advocate and public audiences to advance debate on important public health issues

• Utilising the Faculty’s extensive museum collections to support public engagement with the Faculty and public discussion of health issues

Our precinct is bound together by a dense network of collaborative arrangements involving students, researchers and academics.”
5 Data and Health

Data has enormous potential to improve public health and lead to improved patient outcomes. Today, it is perhaps one of the greatest forces driving transformations in the way we predict, prevent, detect and manage disease. As Australia’s healthcare system moves towards the systematic integration of digital health records, it is particularly important that we invest in our capabilities in order to maximise the potential of data to improve healthcare.

We will bring together and strengthen our expertise in clinical and health informatics and data analytics. We will develop a co-ordinated approach together with our partners, industry and government to make high-value health data more accessible to researchers, and ensuring that we can turn this data into meaningful health information. We will provide enhanced training courses and programs to better equip our graduates and those already in the workforce to understand and use data.

WE WILL . . .

5.1 Establish a major new joint facility with a focus on Clinical and Population Health Informatics with other University of Melbourne faculties, as well as clinical, research and government partners.

This will include:
- Establishment of a Steering Committee to lead a comprehensive planning process
- A detailed analysis of the University’s and our partners’ current capabilities and identification of critical skill and capability gaps
- Recruitment of a Director for the new Facility
- Appointment of a lead academic and professional staff member to co-ordinate the Faculty’s data and computing needs with the Chancellery-led Data Science Initiative

5.2 Expand the core of expertise in clinical and population informatics and data analytics by recruiting new academic staff and retaining current academic leaders.

5.3 Enable access to national and international health-related databases and appropriate training, to facilitate joint research on emerging secure and linked data platforms.

This will include:
- Identification of leading global centres and development of MoU’s to support collaboration and academic exchange
- Development of formal collaborative agreements with the Victorian Government that enable data access for joint research projects

5.4 Provide enhanced training in clinical and population informatics and data analytics for all users of information, including our graduates and those already in the workforce.

This will include:
- Appointment of a Principal Academic for ‘Health Informatics Training’ to work with the relevant School/Faculty Directors of Learning and Teaching to identify priorities for the development of data and analytic skills across all levels of study and the academic, clinical and health workforce

Australian hospitals, such as the Royal Children’s Hospital, are transitioning towards complete digital integration with the installation of electronic medical records. The resulting potential use of data promises better system performance outcomes for patients.

Photo supplied courtesy of the Royal Children’s Hospital Creative Studio

“Data is perhaps the greatest force driving transformations in healthcare and the way we prevent, detect and manage disease.”

Photo courtesy of Adrian Hutchinson

Adrian Hutchinson
EMR Health Information Officer, Royal Children’s Hospital

Beyond 2018
A STRATEGIC PLAN
OUR INDIGENOUS STUDENTS, TEACHERS and researchers are an asset to this Faculty, adding to our great diversity of expertise and knowledge. Indigenous people bring with them a wealth of experience and skills that enrich the perspectives offered by the Faculty, and enhance the impact of our work on the health of Indigenous communities. Since 2010, the University has formalised its contribution to reconciliation in Australia through a Reconciliation Action Plan (RAP), to create pathways and programs that support Indigenous Australians to succeed in higher education and provide rewarding careers as an employer.

In this new phase of the Faculty’s Plan, we will build on the RAP and expand opportunities for Indigenous participation study and academic pursuit, and the training of the next generation of Indigenous health professionals and academicians.

Over the next five years, we will continue to increase Indigenous representation within Faculty leadership to provide the necessary expertise to support and grow our Indigenous research and teaching portfolio. We will expand our programs that support the enrolment and graduation of Indigenous students and expand our existing training and development programs for emerging and established Indigenous leaders.

"Indigenous students, researchers and teachers are an asset to this Faculty, adding to our great diversity of expertise and knowledge."

WE WILL . . .

6.1 Appoint new senior Indigenous academics to provide leadership to Indigenous PhD candidates and early career academics.

6.2 Expand the Melbourne Poche Leadership Fellows Program to support the development of Indigenous early career academics.

6.3 Develop an undergraduate ‘gateway’ program to prepare Indigenous students for graduate coursework into the health and biomedical sciences.

6.4 Increase the number of PhD scholarships and Early Career Research Grants for projects that meet Indigenous health priorities.

6.5 Develop an Indigenous outreach engagement strategy to reconnect with Indigenous alumni and with local Indigenous communities.

“Increasing the number of Indigenous academics trained and employed by the university will not only benefit our Indigenous students, but enrich the perspectives offered by the Faculty as a whole.”

Professor Shaun Ewen
Pro Vice-Chancellor (Indigenous)
Director, Melbourne Poche Centre for Indigenous Health
Shawana Andrews
Lecturer in Indigenous Health and Associate Dean, Indigenous Development
7 International

ENGAGING WITH OUR OVERSEAS PARTNERS

is critical to our mission to improve the health and wellbeing of people across the world. Throughout the Faculty, many individuals and groups have established long-lasting, productive collaborations with international colleagues. These connections enrich our work and broaden the Faculty’s perspectives to address global health and societal challenges.

As a top-rated university in Asia, we have a special responsibility – and a unique opportunity – to share our expertise in a region that is experiencing extraordinary rates of growth. Our international strategy seeks to take advantage of the dynamic region in which we find ourselves, while providing a common foundation for us to collaborate internationally.

Over the next five years, we will strengthen our engagement with Asia to enhance our position as a leading university for health and medicine in the Asia-Pacific region. We will provide support to our academics wishing to establish collaborative research projects, develop joint teaching programs and provide services and care in the region.

“Our international strategy seeks to take advantage of our dynamic region and provide a common foundation for us to collaborate internationally.”

WE WILL . . .

7.1 Develop three targeted country/region strategies covering China, India and South-East Asia (including Indonesia).
This will include:
• Identification of specific teaching, research and engagement opportunities in each country
• Alignment of each country strategy with the University’s broader international priorities

7.2 Appoint Principal Academics and Working Groups for each priority country to work with the Associate Dean International on development and implementation of country strategies.

7.3 Establish a new “Visiting Fellowship Program” to support two-way exchange of academics to China, India and South-East Asia.

7.4 Develop an annual ‘Asia-literacy’ leadership program for selected academic staff to build expertise in navigating the complexity and challenges of working in Asia.
This will include:
• Development of a curriculum in consultation with agencies both inside and outside the University (such as the Australia India Institute, AsiaLink, DFAT)
8 Innovation and Enterprise

UNIVERSITIES WORLDWIDE ARE INCREASINGLY prioritising funding for research and education programs that deliver outcomes with a direct economic and community impact. The Commonwealth’s Medical Research Future Fund and its focus on translation — into direct health and economic outcomes — has the potential to transform medical and health research in Australia. In line with this, the University of Melbourne is committed to doubling its industry-related research income by 2020 by deepening our network of industry relationships and focusing on research translation for societal impact.

This faculty is uniquely placed to contribute to society in ways that shape and transform lives, inform fundamental research in new ways, and strengthen and enable the creation of new sectors of the economy.

Over the next five years, we will focus on building an entrepreneurial culture and workforce that support innovation and enterprise. Within the faculty, we will provide greater support for our staff and students to develop skills in entrepreneurship through mentoring, participation in incubator programs and industry internships. We will increase our support for the translation of research and offer proof-of-concept support for early stage projects.

“ The Faculty is uniquely placed to contribute to society through the development and adoption of new products and healthcare practices.”

WE WILL . . .

8.1 Increase and systematise our support for translating research into tangible economic and societal outcomes. This will include:
• Establishing an advisory committee to prioritise MDHS commercial projects to be chaired by the Associate Dean, Innovation and Enterprise
• Establishing the Dean’s Innovation Fellowships to support proof-of-concept analysis for promising research for translation
• Developing and implementing an innovation index to track Faculty innovation and enterprise activity

8.2 Build an entrepreneurial culture and workforce to expand the entrepreneurial capabilities of staff and to foster and inspire the next generation of researchers and entrepreneurs. This will include:
• Establishing an Innovation and Entrepreneurship mentoring program for staff and students
• Developing opportunities for internships for staff and students to help them develop entrepreneurship skills and relationships
• Establishing an annual program of ‘Shark Tanks’ for MDHS staff and students to pitch projects and connect with the University’s entrepreneurship and accelerator programs

8.3 Prioritise recruitment of academics with significant commercial and industrial expertise.

Professor Darren Kelly
Associate Dean, Innovation and Enterprise

Professor Kelly’s research on fibrosis has turned into an amazing commercial success, leading to the development of biotech research company Fibrotech, and helping millions of people around the world.
OVER THE NEXT DECADE, THE UNIVERSITY will make an unprecedented investment in modernising its infrastructure to accommodate growth and meet the evolving needs of teaching and research. Central planning for future STEM-M infrastructure needs is well underway. The planning includes consideration of redevelopment of the ageing Medical Building, bringing our six Schools together under one roof, and the need to accommodate additional researchers in the Faculty as the Medical Research Future Fund is implemented.

There is huge potential for buildings to promote greater interaction between academics from different disciplines. Bringing the related research and teaching activities together in one building creates opportunities for dynamic and continuous exchanging of ideas, sharing of expensive equipment, and a more efficient use of space.

Over the coming year we will continue to work with Chancellery to develop a timeline for the development of a new building. We will investigate new models for teaching and collaborative research, learning from the world’s best to guide the development of our new home. We will ensure we have an effective plan in place to minimise the disruptions to our staff and students during construction of the new metro rail station under Grattan Street.

“Bringing the Faculty together under one roof will create opportunities for dynamic and continuous exchanging of ideas.”

Professor Geoff McColl
Head, Melbourne Medical School

“My vision for the new home of the faculty is a series of buildings on the south-west corner of the University that can accommodate all six schools of the Faculty. People are enthusiastic about the idea of colocation, collaboration and connection.”

WE WILL . . .

9.1 Finalise a Metro Rail Project impact management strategy for MDHS, with the preferred tenderer and Chancellery.

9.2 Finalise a plan that addresses the need to accommodate the additional MRFF-related researchers in the Faculty.

9.3 Develop an agreed timetable for development of a new home for all six Schools of MDHS with Chancellery.

9.4 Develop new teaching and collaborative research models to guide the development of a new home for MDHS.

9.5 Prioritise the creation of ‘public space’ in any redevelopment of the Triradiate precinct that engages the public with health, and creates opportunities to showcase our museum collections.
We will streamline our processes and place decision-making closer to the ground to ensure that the Faculty operates effectively.

We WILL . . .

10.1 Ensure the Faculty is financially sustainable by working closely with all six Schools to identify new opportunities to generate income and create the capacity to make strategic investments.

10.2 Implement a Comprehensive School Review process for all six Schools, to support continuous improvement across the breadth of teaching, research, financial management and staff engagement.

10.3 Convene a new ‘Kafka Committee’ to systematically review our processes, and reduce the level of administrative burden and red tape across the Faculty, prioritising teaching and research administration. The committee will be chaired by a senior academic, and deputy-chaired by the Chief Operating Officer.

10.4 Review, and where needed amend, the Faculty’s committee and council structure, to ensure decision-making is transparent and timely, and assigned to the appropriate level. We will update the membership of these bodies to accurately represent the diversity of the Faculty.

10.5 Review and strengthen the Faculty’s internal communications, including greater use of social media to connect to staff and students in the Faculty. We will make sure we better explain our decisions, changes and process improvements, and create channels for staff and students to provide ongoing feedback.
Next steps

The challenge with all strategic planning processes is to ensure that the momentum generated during the development phase is maintained into implementation – that the plan once completed, doesn’t just sit on a shelf.

Over the coming months we will develop and release the 2018 Action Plan, which will set out how we will work together to deliver on our objectives over the coming year. The development and release of the Action Plan will coincide with the finalisation of the Faculty’s 2018 Budget. At the end of each academic year, we will report back to the Faculty on progress and where we might need to redirect our attention. Most importantly, each annual Action Plan will tell you how you can continue to be involved in the development of specific interests.

Alongside the release of this strategy document, we have developed an interactive website, which includes additional information on the Plan and interviews with the academics across the Faculty who’ve been involved in its development. We intend to continuously update the website to provide progress updates, new calls for consultation on the development of specific initiatives, and new insights from experts.

For more information, please visit: www.mdhs.unimelb.edu.au/Beyond 2018

“Our confidence that this Plan will help us develop the knowledge and people who will change the world of health and healthcare, and as a result, cement our position as Australia’s leading health and biomedical faculty.”