

THE UNIVERSITY OF QUEENSLAND

SCHOOL OF VETERINARY SCIENCE

STRATEGIC PLAN 2018–2021



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Create change



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INTRODUCTION

A Strategic Plan should answer four questions:

1. Where is the organisation today?	Context, current achievements and issues
2. Where should the organisation be in the future?	Strategic Vision
3. How should the organisation get there?	Strategic and Operational Plans
4. Is the organisation getting there?	Operational Plan performance measures

University and Faculty Plans

The UQ Strategic Plan 2018–2021 is the key document for University planning and accountability. It sets the University's focus through strategic (long-term) objectives which describe where UQ wants to be in the future, while strategic focus areas outline areas where effort will be prioritised over the next four years. The UQ Strategic Plan also outlines strategic key performance indicators to guide measurement of progress.

There are a range of additional University level strategic plans and imperatives that provide guidance for organisational units within the University. Examples include the Student Strategy, Disability Strategy, ATSI Employment Strategy. The Faculty of Science Strategic Plan is aligned to UQ Plans, providing objectives with component strategies and outcomes as indicators of performance measures.

The Strategic Plan is underpinned by Operational Plans and monitored and reported through Key Performance Indicators. The entire University is responsible for the delivery and achievement of the Strategic Plan. All areas in UQ are expected to be able to connect their activities to the University's objectives.



INTRODUCTION

The SVS Strategic Plan and Operational Plan

This plan will guide important planning and management decisions by the School over the next several years. This includes decisions involving (but not limited to) resource management, curriculum, course development and delivery, and staffing. School administration and Chairs (or Directors) of School Committees will be expected to demonstrate how decisions are aligned with the intentions and priorities laid out in the plan.

The Strategic Plan will be reviewed annually within the School and University and in a more substantive external consultation process in the final year of the plan.

The Strategic Plan will be complemented by the School Operational Plan (SVS-OP). The SVS-OP will provide actions aimed at making measurable progress towards strategies outlined in the Strategic Plan, along with performance metrics, targets, persons responsible, resourcing, priorities and timelines. The SVS-OP is expected to be a dynamic planning document that guides current activities and that can be changed to reflect changes in activities including additional of new actions and removal of actions if appropriate.

The Strategic and Operational Plans provide a shared understanding of our vision, and the type of workplace we want to create and sustain. The documents should help individual staff to understand how they contribute to achieving the School mission.



The case for action

There are a number of contextual issues that provide the imperative for the Strategic and Operational Plans.

1. The Australian university operating environment is complex and uncertain. Commonwealth budgets outline predominantly negative impacts on the tertiary sector. Competitive research funding is increasingly difficult to obtain. Increasing international student enrolments offer a positive revenue option associated with risks if student enrolments were to fall. Globalisation and technological disruption pose threats to the traditional University teaching model.
2. Our people are key. We need to attract and retain the best staff and students, in a competitive environment. This requires attractive career pathways, high levels of job satisfaction, and a flexible work-life balance supporting diversity, inclusion and personal development. We must also work with staff to manage workload and support performance to expectations.
3. Funding of Commonwealth supported places in veterinary science is not sufficient to cover costs of veterinary science training with consequent subsidisation of CSP students by full-fee paying students and from university funds. The flow on effects of this imbalance mean that the School operates on a deficit budget model with impacts on operations and strategic capacity to implement future-focused plans.
4. Increasing international and domestic competition for students and staff, and impacts of visa requirements and veterinary registration for recruitment of diverse and highly capable staff.
5. Australian and international accreditation requirements are associated with increasing standards of training, resource requirements and documentation of activities and outcomes.
6. Expansion of School involvement in non-BVSc training programs (BVetTech, BSc) provide opportunities for the School to enhance and build on its ability to deliver excellence in training related to veterinary science. These activities also present resourcing challenges including managing accreditation requirements for resourcing the veterinary science degree program.
7. Provision of veterinary services to animal-owning clients and referring veterinarians provides authentic case-based learning. It is also associated with growing challenges associated with resourcing, balancing day one competency training and specialist referral services, attracting and retaining staff, and increasing competition from private practice.
8. Strategies will be needed to grow and diversify research funding streams and increase collaboration and partnerships to facilitate research performance and impact.
9. Effective engagement with internal collaborators (One UQ), students, alumni, community, profession, and with external organisations will become increasingly important to ensure the School maintains brand, reputation and relevance, as well as providing opportunities for collaboration and partnership (teaching, research, service) and philanthropy.
10. Regional development will produce increasing urbanisation and movement away from livestock enterprises in areas immediately surrounding the Gatton Campus and Dayboro veterinary clinic. Trends in intensive livestock industries (pigs, poultry and feedlots), and livestock processing facilities may limit opportunities for student access to important training experiences.
11. We are approaching ten years since the School relocated to the Gatton Campus. Infrastructure and equipment that was new or refurbished is now needing to be reviewed and plans developed to meet future needs.
12. Change management is part of our landscape and requires engagement of all staff to ensure the School continues to meet expectations for teaching, research, service and sustainability.

CURRENT STATUS

School of Veterinary Science – overview

Since the first intake of students in 1936, the School of Veterinary Science at The University of Queensland has achieved a sustained record of excellence in teaching and research across the veterinary disciplines.

The five-year Bachelor of Veterinary Science degree is globally accredited by international accrediting bodies in Australia/NZ (AVBC), UK (RCVS) and North America (AVMA) and was ranked number 24 in the 2017 Shanghai Ranking's Global Ranking of Academic Subjects – the highest ranked veterinary science school in Australasia.

The School is also a leader both nationally and internationally in delivering innovative combinations of interdisciplinary knowledge and practical skills through the Bachelor of Veterinary Technology and Bachelor of Science (Animal and Veterinary Bioscience) degrees. Each of these programs also offer a one year Honours program allowing candidates to develop research skills and experience.

The School operates from modern, purpose built teaching and research facilities at UQ's Gatton campus, allowing students and staff access to an integrated site for animal production, health and welfare teaching and research activities set on 1000 hectares of rural land in the Lockyer Valley.

Our clinical facilities provide specialist referral services for veterinarians and general services for owners of companion animals, horses, livestock, exotic pets and native fauna. The on-site Veterinary Medical Centre includes equine and small animal hospitals, while at Dayboro (North of Brisbane), our students experience rural practice in a small animal hospital and large animal clinic. Through these clinics, students receive a diversity of experiences and clinical skills to prepare them for careers in companion or production animal veterinary practice, research, government, biosecurity or within industry.

Our graduates are resilient, independent and highly capable veterinarians and veterinary technologists who possess the initiative and problem-solving abilities required for professional success.

Staff

The School of Veterinary Science currently (2017 data) employs 182 continuing and fixed-term staff (166.4 FTE), comprising 91 academic and 91 professional staff (excluding casual appointments). A further 23.2 FTE are employed as casual staff (3 FTE as academic casuels and 20 FTE as professional casual staff).

In terms of gender diversity:

57% (52) of academic staff and 80% (73) of professional staff are female;

62% (8 of 13) of professional level HEW 7 and higher are female;

33% (5 of 15) of academic staff at Level D and E are female; and

25% (2 of 8) of academic staff at Level E are female (2018 data).

In addition to continuing and fixed term staff, in 2017 the School employed 63 Casual Academics and 132 Casual Professional staff who are highly valued for their critically important contribution to teaching and clinical service.



Staffing

continuing and fixed-term

182

Total staff

91

Academic

91

Professional

Female

80%

73

Professional

62%

8 of 13

**Professional
(HEW 7 and higher)**

57%

52

Academic

33%

5 of 15

**Academic
(Level D and E)**

25%

2 of 8

**Academic
(Level E)**

Students

The School is responsible for undergraduate students enrolled in three primary degree programs: BVSc(Hons), BVetTech and BSc(Animal and Veterinary Bioscience).

Table 1: Student numbers over past five years for the BVSc(Hons) program

BVSc(Hons)	Year	2014	2015	2016	2017	2018
	1	120	116	121	124	137
	2	150	121	116	128	115
	3	116	154	124	127	133
	4	125	103	145	114	113
	5	104	118	99	135	111
Total BVSc(Hons) student cohort		615	612	605	628	609

Females make up about 80% of the BVSc(Hons) student cohort with this proportion remaining at about this level over several years.

Table 2: Student numbers for other programs taught within the School of Veterinary Science

Other programs		2014	2015	2016	2017	2018
BVetTech	Enrolments over all years	305	310	316	366	397
	% of program taught by SVS	32%	32%	51%	54%	49%
BSc(Animal and Veterinary Bioscience)	Enrolments over all years	53	76	77	82	75
	% of program taught by SVS	38%	39%	52%	45%	43%

Females make up between 85–90% of the student cohort for the BVetTech and BSc(Animal and Veterinary Bioscience) programs.

Table 3: Numbers of interns, residents and higher degree by research students

Category	2014	2015	2016	2017	2018
Interns	12	10	12	10	7
Residents (non-DVClinSc)	2	2	2	2	0
Residents – DVClinSc	0	0	0	2	7
Mphil	13	12	11	12	11
PhD	72	69	68	70	69

CURRENT STATUS

Research

Research and innovation are central to all the School's activities and outcomes, particularly for teaching, postgraduate training and service and engagement activities. Our broad portfolio of research aims to improve health and welfare outcomes for animals and protect the public from diseases associated with animals. Research is often aimed at delivering outputs addressing industry priorities. In the 2015 Excellence in Research for Australia (ERA) assessment, UQ received a rating of **above world standard** in Veterinary Sciences.

Research in veterinary science crosses over into UQ's research strengths in such areas as public health and health services, genetics and genomics and agriculture sciences. This research contributes strongly to efficient and ethical agricultural production, biosecurity and wildlife management. The relationships between animal and human diseases and health, and the transmission processes between the two, are a core focus of the global One Health initiative.

In the past two years (2016 and 2017) researchers within the School have been awarded a total of \$4.144 million in competitive research funding for 46 separate projects.

A total of 31 students have been directly involved in staff-led research projects through the Winter and Summer Research Scholarships program over 2016 and 2017. An additional 23 students have completed Honours and coursework masters programs and eight students have been awarded PhDs. School staff have contributed to 389 peer-reviewed journal articles and book chapters and one text book over 2016 and 2017.

Veterinary Teaching Hospitals

The School supports and has a balance of out-patient and in-hospital caseload through the UQ VETS Small Animal Hospital (SAH), UQ VETS Equine Specialist Hospital (ESS), UQ VETS Dayboro clinic and the RSPCA Animal Care Campus, together with the ambulatory services of UQ VETS Production Animal Service (PAS) and UQ VETS Dayboro.

In 2017, these services supported more than 12,300 dog and cat patient visits; more than 4,000 birds, pet mammals and wildlife patient visits; and over 1700 horse visits. Ambulatory programs provided field visit care for over 2,250 animals, including cattle, goats, sheep, pigs, horses and other animals. Of these a small number of ruminants were hospitalised at Gatton Campus facilities for more advanced veterinary care.

The Veterinary Teaching Hospitals provide a high standard of veterinary care to all species of animals in a teaching environment. This service meets community needs in the regions around Gatton and Dayboro, and also provides a valuable referral service for veterinarians and animal owners across a larger area, including individual animals that travel large distances to receive excellent specialist care. The clinical veterinary services provide an important source of revenue through fee for service veterinary care and this helps to offset the costs of providing veterinary training to our students and staff.

Philanthropy and engagement

The School has consistently attracted strong support from philanthropic sources often associated with community and corporate interest in supporting activities aimed at improving health and welfare of animals, current and past clients who have received excellent veterinary care for their animals, and also from alumni.

School ranking

UQ consistently ranks highly on international ranking systems for veterinary science. In 2017 the veterinary science program at UQ was ranked the best veterinary science program in Australasia and 24th globally by the Shanghai Ranking Global Ranking of Academic Subjects for 2017. In 2018 UQ was ranked 38th by the QS World University rankings for veterinary science.

The School is committed to maintaining international recognition as a leading provider of excellence in veterinary science.



2018–2021 STRATEGIC PLAN

Vision

Our vision is to provide global knowledge leadership through excellence in veterinary science.

The School's vision statement reflects the vision of The University of Queensland: knowledge leadership for a better world.

Achieving our vision means having our graduates recognised as being amongst the best in a global market; having our clients and referring veterinarians recognise that we are among the best providers of veterinary services in Australia; having a record of clinical innovation and research that is recognised as world class; and, having a record of business and financial management that is recognised as exemplary by UQ.

Achieving our vision will require all of our staff to work effectively as a team; to apply innovative and sound practices to managing workload to achieve teaching, research and service outcomes; and, to manage revenue growth and cost effectiveness. We can achieve this change and in the process create a workplace that is admired by students, staff, clients, university colleagues and the community.



Mission

We benefit animals and the community through the provision of outstanding veterinary education, undertaking research of local, national and global importance, and pursuing the highest standards in the practice of veterinary science.

SVS delivers on its mission through:

- **Teaching and learning** activities built on a comprehensive curriculum that produces competent, internationally recognised veterinary practitioners and scientists.
- **Veterinary clinical services** providing excellence in veterinary care for animals and their owners and referring veterinarians in a clinical teaching environment delivered through outstanding facilities across multiple locations.
- **Research and innovation** to create, advance and apply knowledge to achieve solutions. Knowledge creation and application underpins our teaching and service activities and contributes to impacts in animal and community health and well being.
- **Engagement** activities to establish and nurture relationships with the community, veterinary profession, industry, governments and other researchers to ensure we continue to be aware of local and global challenges, understand expectations and priorities and deliver relevant and quality outcomes.
- **Attracting and retaining outstanding staff and students.**
- **Sustainable operations** built on efficient and effective use of resources and people to continue to deliver the highest quality outcomes in a sustainable manner.

Values

Our values represent the core principles that guide everyday behaviour, decisions and actions. Values should be seen to be acted on by everyone so they become embedded in day to day activities.

Pursuit of Excellence: We strive for excellence, seeking to apply the highest standards to benefit animals and our communities

Creativity and independent thinking: We welcome new ideas from our staff and students as well as from our alumni and our external partners. We support intellectual freedom, courage and creativity. We encourage the pursuit of innovation and opportunities.

Honesty and accountability: We act with integrity and professionalism and uphold the highest ethical standards. We are committed to transparency and accountability. Our decisions ensure responsible stewardship of the University's resources, reputation and values. We lead by example in all areas including our approaches to sustainability.

Mutual Respect and Diversity: We promote diversity in the University community – through our people, ideas and cultures. We create a vibrant, inclusive environment in which ideas flourish and future generations, regardless of background are empowered. We respect our colleagues and work together for shared success.

Supporting our people: We ensure the safety and wellbeing of our people. We create an inclusive and supportive university community in which achievements are celebrated and rewarded. Our people have the opportunity to enrich their lives and pursue their goals.

Objectives

The six objectives provide an enduring framework for the Strategic Plan.

Objective 1: Educate global leaders in veterinary and science fields

Objective 2: Be actively involved in research addressing issues of local, national and global significance

Objective 3: Provide outstanding veterinary clinical care to support education, research and service

Objective 4: Establish and nurture relationships through engagement and advancement

Objective 5: Attract, retain and develop outstanding staff

Objective 6: Provide effective and sustainable School management of resources

The six objectives form the highest level of the Strategic Plan. Under each objective there are one or more focus areas and each focus area has one or more strategies. The Operational Plan defines actions aimed at achieving the strategies.

2018–2021 STRATEGIC PLAN

1

OBJECTIVE ONE: Educate global leaders in veterinary and science fields

FOCUS AND STRATEGY AREAS

1.1 Attract and support the highest quality students and graduate trainees

- 1.1.1 Ensure processes of recruitment and admissions for undergraduate students encourage high quality applicants from diverse backgrounds
- 1.1.2 Strengthen and diversify international student enrolments through targeted activities in priority countries including partnerships with specific institutions.
- 1.1.3 Provide a supportive campus experience for students



1.2 Ensure curriculum and training programs meet current and future needs both in Australia and internationally

- 1.2.1 Ensure the BVSc(Hons) and BVetTech programs continue to maintain local, national and global recognition for excellence and accreditation (or similar recognition) with relevant bodies.
- 1.2.2 Enhance the effectiveness and efficiency of training programs including curriculum design and delivery
- 1.2.3 Identify needs and opportunities for lifelong learning and develop/improve educational programs to meet those needs

1.3 Provide leadership in veterinary education practices

- 1.3.1 Pursue continual improvement in teaching and learning through use of technology and innovation in delivery of education programs
- 1.3.2 Explore partnerships to help develop and deliver education programs within Australia and internationally

To achieve this objective, we will continue to deliver an internationally accredited veterinary science degree that is acclaimed for the quality of the learning experience and the skills and achievements of our graduates, meeting expectations of students, profession and community. The veterinary science degree program will be complemented by similar outcomes in related programs including the BVetTech and BSc programs.

2018–2020 STRATEGIC PLAN

2

OBJECTIVE TWO:

Be actively involved in research addressing issues of local, national and global significance

FOCUS AND STRATEGY AREAS

2.1 Grow research/innovation activity and performance across the School

- 2.1.1 Provide clarity around expectations and performance measures, linked to annual appraisal processes.
- 2.1.2 Develop a School research enhancement plan leading to growth in research performance



This objective is aligned with UQ's role as a globally recognised, research-intensive University. Achieving this objective requires alignment of recruitment, operational and strategic activities to strengthen the School's research culture and performance. The School has an admirable record of conducting high quality research with impacts on industry outcomes but there is scope for improvement in research performance.

We will recruit research capable staff and HDR students in areas aligned with School priorities and strategic opportunities. Providing relevant support and mentoring will ensure new and early career staff can build research collaborations and achievements in a supportive team environment with guidance from experienced researchers and research support services.

More efficient and effective use of School and University research infrastructure, equipment and support services will lead to opportunities for collaboration and will facilitate research. Increasing HDR recruitment, enrolment and improving HDR experiences will be important drivers of School research performance.

We will engage with stakeholders to identify important local, national and global issues requiring research-driven solutions and we will work to address these. Building on existing strengths in research capacity, experience and performance, and identifying strategic opportunities to leverage these strengths to access and build new research partnerships will be important. The School's strengths in animal health (including clinical caseload), infectious diseases, animal reproduction, genetics and genomics, wildlife, and food security provide opportunities for strategic partnerships in one health research including translational medicine and clinical research.

2018–2020 STRATEGIC PLAN

3

OBJECTIVE 3:

Provide outstanding veterinary clinical care to support education, research and service

FOCUS AND STRATEGY AREAS

3.1 Provide outstanding patient care through the Veterinary Teaching Hospitals in a service-oriented, compassionate and efficient manner

- 3.1.1 Contribute to School equipment and infrastructure plans based on clinical service needs
- 3.1.2 Explore opportunities for improvement in workflow and efficiency within the VTHs
- 3.1.3 Ensure caseload is maintained at levels required to achieve School outcomes.
- 3.1.4 Optimise systems for managing records and related information relevant to the VTH and VLS



3.2 Develop opportunities for mutually beneficial partnerships with external organisations to contribute to the School's veterinary clinical teaching experiences

- 3.2.1 Support partnerships with organisations within Australia that benefit the School's clinical service and clinical teaching goals
- 3.2.2 Explore partnership or collaboration with international institutions based on mutual benefit (see other Objectives)
- 3.2.3 Explore opportunities for a School clinical presence in Brisbane

3.3 Develop opportunities for translational and clinical research that build on the caseload in the Veterinary Teaching Hospitals

- 3.3.1 Explore opportunities to strengthen the research component of the DVCLinSc program
- 3.3.2 Identify opportunities for aligning clinical strengths with research opportunities, skills and available resources

The Veterinary Teaching Hospitals (VTHs) provide authentic, work-integrated-learning opportunities for students and staff and underpin our ability to produce graduates who excel in the workplace. The VTHs also provide excellence in veterinary care in a learning environment, creating a level of community and professional engagement that is unique across the University.

The VTH Operational Plan and contributing service unit plans will feed into this objective. Achieving this objective will require a sustainable resourcing plan that manages equipment procurement, maintenance and replacement to ensure the School clinical service activities are backed by outstanding facilities and equipment. We will manage our resources (including staff) and support systems efficiently to ensure optimal performance while balancing case throughput and teaching experience. We will grow and improve our relationships with pre-clinical and clinical service providers and partnerships with key organisations (within Australia and overseas) to provide superb authentic learning experiences for our students and staff.

2018–2020 STRATEGIC PLAN

4

OBJECTIVE 4:

Establish and nurture relationships through engagement and advancement

FOCUS AND STRATEGY AREAS

4.1 Through engagement with students, alumni, and the general public, ensure that UQ SVS is seen as the number one resource for veterinary expertise and life long learning

4.1.1 Implement an engagement plan which builds stakeholder relationships

4.2 Build and nurture advancement relationships

4.2.1 Review and update the School Advancement Plan



Achieving this objective will mean strengthening existing engagement and advancement relationships and building new ones. Engagement and partnerships will underpin the School's ability to achieve on its mission and vision.

Engagement starts by raising awareness amongst stakeholders about who we are and what we do. Building engagement relationships requires planned effort and will lead to opportunities for collaboration and partnership across all aspects of the School's activities.

Engagement activities with key international partners will lead to increased student interest in UQ degree programs and opportunities for research and clinical collaboration. Engagement with alumni, industry and professional organisations will lead to lifelong learning opportunities and partnerships.

We will grow our existing philanthropic program through a School advancement plan linked with University advancement activities and building on our unique UQ VETS brand identity and community engagement.

2018–2020 STRATEGIC PLAN

5

OBJECTIVE 5: Attract, retain and develop outstanding staff

FOCUS AND STRATEGY AREAS

5.1 Manage recruitment

- 5.1.1 Proactively recruit outstanding staff from diverse backgrounds to support strategic priorities

5.2 Develop systems to mentor, guide and support staff to reach their potential and to achieve career success

- 5.2.1 Staff development
- 5.2.2 Staff mentoring and support
- 5.2.3 Effective management of staff workload
- 5.2.4 Professional staff career pathways



5.3 Recognise and reward staff achievements

- 5.3.1 Recognise and reward excellence in teaching, research, collaboration, clinical and non-clinical service, and leadership

5.4 Equity, diversity and inclusion

- 5.4.1 Identify opportunities and implement strategies to enable equity, diversity and inclusion in all levels of staff and in all School activities.

Our people are key to everything the School does and achieves.

We will actively support and champion UQ values in everything we do. Equity, diversity and inclusion strategies form an important component of UQ values and are embedded in School committees and activities.

Achieving this objective requires that performance expectations and the appraisal and review processes are understood and accepted by staff and mechanisms put in place to support staff to manage workload in order to achieve professional and personal development goals.

The School will continue to explore opportunities to improve job descriptions and career pathways to provide the most efficient and effective approach to staffing profiles and positions to meet School priorities and individuals' career prospects and job satisfaction.

The School will work closely with support services at Faculty and University level to ensure efficient and effective delivery of administrative and support service functions and to support professional staff during periods of change management.

Staff engagement in priority activities will be supported and significant achievements rewarded.

2018–2020 STRATEGIC PLAN

6

OBJECTIVE 6:

**Provide effective and sustainable
School management of resources**

FOCUS AND STRATEGY AREAS

6.1 Develop approaches that allow assessment of the School financial model and inform decisions for the future

6.1.1 Use good business practice to guide School budget planning

6.2 Provide efficient and effective management of infrastructure and equipment

6.2.1 Develop School equipment and infrastructure plans



6.3 Optimise administrative functions

- 6.3.1 Shared and centralised service functions
- 6.3.2 Improve systems and processes

6.4 Management of School Plan

- 6.4.1 Ensure the School Strategic and Operational Plans remain relevant and are used to guide activities

The School will work to improve financial sustainability through prudent budgeting and financial management including attention to accurate cost accounting of all activities, use of modelling to inform and justify decisions, seeking to increase diversity and quantum of revenue streams and managing resources as efficiently as possible.

The School will use financial modelling to explore options for delivering veterinary program training and clinical services and measuring broad impacts of the School programs on Faculty and University outcomes related to student enrolments, research partnerships, engagement, and on brand and global rankings. We will ensure all strategic and operational decisions are supported by detailed financial analysis and business plans.

The School will work to ensure it maintains and improves infrastructure and equipment resources to support School and University strategic priorities. This includes having infrastructure comparable to global best standards for veterinary schools, complemented by access to campus farm units and ancillary animal handling facilities. Partnerships with animal shelter organisations and private veterinary practices offer opportunities to sustainably enhance clinical veterinary learning in the future.

IMPLEMENTATION

For this plan to have impact and to guide the School's activities and planning, the objectives, focus areas and strategies must inform operational activities and progress then measured and evaluated against targets. The Strategic Plan and accompanying Operational Plan will be reviewed and reported on each year through quarterly progress reports and annual strategic review.

1. Identify priority strategies	<ul style="list-style-type: none"> Prioritise strategies for immediate implementation and plan for either later implementation or revisit of other strategies
2. Assign accountability	<ul style="list-style-type: none"> Identify champions for each strategy; Champions to be responsible for driving implementation and reporting on progress
3. Clarify implementation	<ul style="list-style-type: none"> Champions to be responsible for developing business plans where appropriate including resource needs Champions to form an implementation team as required and manage delegation of tasks
4. Link School plans to other relevant plans and documents	<ul style="list-style-type: none"> Ensure SVS Strategic Plan informs budgets, long-range financial planning, capital campaigns, management objectives and is aligned upward with Faculty and University plans as well as downward with individual performance objectives
5. Monitor progress	<ul style="list-style-type: none"> Develop and track objective measures of implementation progress; Regularly review progress with implementation champions
6. Communicate results	<ul style="list-style-type: none"> Ensure communication of the SVS Strategic Plan and progress towards implementation

MEASUREMENT OF PERFORMANCE AND SUCCESS

Objective 1: Educate global leaders in veterinary and science fields

Focus areas	Indicative measures
1.1 Attract and support the highest quality students and graduate trainees	<ul style="list-style-type: none"> Academic profile, number and diversity of applicants and acceptances Student retention Student satisfaction
1.2 Ensure curriculum and training programs meet current and future needs both in Australia and internationally	<ul style="list-style-type: none"> Accreditation by external bodies (AVBC, AVMA, RCVS) Course evaluations, graduate surveys, employer surveys EMS placement provider feedback and satisfaction External benchmarking and feedback on students and curriculum Global ranking of veterinary program
1.3 Provide leadership in veterinary education practices	<ul style="list-style-type: none"> Initiatives and funding associated with innovation in teaching Student and stakeholder engagement and satisfaction Course offerings, participation, outcomes

Objective 2: Be actively involved in research addressing issues of local, national and global significance

Focus areas	Strategies
2.1 Grow research / innovation activity and performance across the School	<ul style="list-style-type: none"> Research funding Peer-reviewed publications and other research outputs HDR student enrolments, completions, employment and impact Increased engagement with government, industry and international partners in research Increased research impact – awards, appointments, patents, policies and guidelines, community and public impacts Evidence of innovation impact ie clinical service, professional guidelines

MEASUREMENT OF PERFORMANCE AND SUCCESS

Objective 3: Provide outstanding veterinary clinical care to support education, research and service	
Focus areas	Strategies
3.1 Provide outstanding patient care through the Veterinary Teaching Hospitals in a service-oriented, compassionate and efficient manner	<ul style="list-style-type: none"> • Caseload and service mix • Financial performance – revenue and costs • Client and referring veterinarian (rVet) satisfaction • Student and staff feedback • Client and rVet engagement and philanthropy
3.2 Develop opportunities for mutually beneficial partnerships with external organisations to contribute to the School's veterinary clinical teaching experiences	<ul style="list-style-type: none"> • Engagement with stakeholders • EMS placement provider feedback and satisfaction • Number of MOUs and agreements in place with national and international partners • Measures of impact – student numbers, HDR numbers, staff exchange, research funding, publications with external partners
3.3 Develop opportunities for translational and clinical research that build on the caseload in the Veterinary Teaching Hospitals	<ul style="list-style-type: none"> • Number of partnerships and research projects in the one health and translational medicine areas • Research outputs • Investment

Objective 4: Establish and nurture relationships through engagement and advancement	
Focus areas	Strategies
4.1 Through engagement with students, alumni, and the general public, ensure that UQ SVS is seen as the number 1 resource for veterinary expertise and life long learning	<ul style="list-style-type: none"> • Engagement events and impacts • Staff involvement in activities and appointments • Surveys and satisfaction measures • Alumni and stakeholder connectedness
4.2 Build and nurture advancement relationships	<ul style="list-style-type: none"> • # engagement interactions that lead to stakeholder advocacy and giving • Philanthropic fund raising measures

Objective 5: Attract, retain and develop outstanding staff

Focus areas	Strategies
5.1 Manage recruitment	<ul style="list-style-type: none"> Length of time for recruitment Number of applicants for positions Successful recruitment campaigns
5.2 Develop systems to mentor, guide and support staff to reach their potential and to achieve career success	<ul style="list-style-type: none"> Turnover and vacancy rates Staff satisfaction and feedback Staff appraisal, confirmation and promotion outcomes
5.3 Recognise and reward staff achievements	<ul style="list-style-type: none"> Staff awards – UQ and external Staff achievements recognised through appraisal and through peer recognition and celebration
5.4 Equity, diversity and inclusion	<ul style="list-style-type: none"> Percentage female staff at senior levels (Level D/E, HEW10+) EDI involvement in programs such as Promoting Women Fellowship and other similar initiatives EDI role models for success in veterinary science Admissions and retention data for equity and diversity groups

Objective 6: Provide effective and sustainable School management of resources

Focus areas	Strategies
6.1 Optimise the School's position within the Faculty and University budget framework	<ul style="list-style-type: none"> Development of prudent budgets that reflect good planning Demonstrated ability to delivery against planned budgets
6.2 Develop approaches that allow assessment of the School financial model and inform decisions for the future	<ul style="list-style-type: none"> Demonstrated ability to use planning to manage uncertainty and improve financial sustainability
6.3 Provide efficient and effective management of infrastructure and equipment	<ul style="list-style-type: none"> School equipment and infrastructure planning that is aligned with Faculty and University plans and allows effective management of resources including investment in maintenance, replacement and new activities.
6.4 Optimise administrative functions	<ul style="list-style-type: none"> Staff and student satisfaction Tasks and goals achieved to standard, in time and on budget
6.5 Management of School Plan	<ul style="list-style-type: none"> Progress against targets



THE UNIVERSITY
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Create change

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