Operational objective 1: Establish a ‘learning community’ among undergraduates
Implementation strategies
- create and maintain a resource page for students on the School web site
- investigate resources for a student common room
- advertise availability of teaching rooms for private and group study
- Head of School talk in introductory lectures in years 1, 2, and 3

Operational objective 2: Optimize partnership with casual teaching staff
Implementation strategies
- set up in-house teacher training by OSDS (teaching methods) and CATL (resources such as LMS use)
- explicit statement of casual teachers’ rights and responsibilities
- separate payment for classroom work and assignment marking
- ensure all units have regular and frequent tutors meetings
- formalize Senior Tutor position with appropriate compensation with clear responsibility (which should not include managing other tutors)
- establish a School Prize for outstanding and innovative teaching by casual staff
- formalize application process for casual teaching

Operational objective 3: Strengthen the teaching : research nexus
Implementation strategies
- include substantial research-based teaching in each unit
- offer an appropriate level of laboratory teaching in each unit
- competitive summer research internships (funded jointly by School and researcher)
- encourage diversity of 3310 topics and offer the unit in both semesters
- offer volunteer research opportunities to undergraduate students

Operational objective 4: Ensure academic standards in teaching
Implementation strategies
- reward innovative teaching by academic staff
- have a written syllabus for each unit
- ensure adequate curriculum coverage in each major
- engage academics in small-group teaching in units they coordinate
- consider sanctions for unauthorized absence from laboratories and tutorials
- have appropriate limits on student presentations in seminars and tutorials

Operational objective 5: Ensure academic standards in assessment
Implementation strategies
- academics mark a substantial proportion of examination questions on material taught
- use multiple-choice tests where appropriate and with suitable test development
- award marks only for academic work