REVIEW OF THE PHILOSOPHY, POLITICS AND ECONOMICS PROGRAMME
14 – 16 April 2025

Written submissions to be received by: Monday 31 March 2025

As part of the University's quality assurance programme a Panel has been convened to review, evaluate and report to the Deputy Vice-Chancellor (Academic) on matters pertaining to the Philosophy, Politics and Economics Programme.

Convenor:	Professor Abby Smith, University of Otago

Panel Members:

International:	Professor Katie Steele, The Australian National University
External:	Emeritus Professor Tim Hazledine, University of Auckland
External:	Professor Priya Kurian, University of Waikato
Internal:	Metiria Stanton Turei, University of Otago
Internal:	Professor Sara Walton, University of Otago
Graduate:	Ella Simmons
Secretary:	Juliet Anderson, University of Otago

Scroll down for the Reviews Framework and Terms of Reference below.

Written submissions
Interested parties are invited to make submissions relevant to the Terms of Reference to the Review Panel. The University wants its reviews to be based on all relevant information and accordingly assures you that submissions are treated in the strictest confidence.

Such submissions should be sent to the Review Secretary, **by Monday 31 March 2025.** Emails (PDF format preferred) and envelopes should be marked "Confidential: Submission for Review of the Philosophy, Politics and Economics Programme".

Oral submissions
Interested parties are invited to make oral submissions relevant to the Terms of Reference to the Review Panel. Please contact the Review Secretary.

Framework

A review is an opportunity to critically analyse the goals and objectives of a Programme and to receive affirmation that current plans and priorities will have long term benefits for students and staff, and to ensure that Programme's strategy is aligned with University strategy. It is designed to help the area being reviewed plan its future direction, set strategic goals and identify the challenges it will face.

The key part of the review is the Self Review, in which the Programme is expected to address the following questions in the context of the Terms of Reference:

Current State

- What is the current situation of the Programme?
- What does the Programme do well?
- How does the Programme contribute to the wider goals of the Division(s) (and School when applicable) of which it is a part?
- How do the activities of the Programme support the University in the delivery of its strategic goals, as outlined in *Vision 2040, Pae Tata,* and in the University's *Māori Strategic Framework*, *Pacific Strategic Framework*, and *Sustainability Strategic Framework*?

Future State

- Where does the Programme want to be in five to ten years time?
- What does the Programme need to do to get there?
- What challenges face the future development of the Programme?
- What changes might be required to strengthen the Programme's contribution to University and Divisional goals and priorities?
- What can the University and Division(s) do to support the Programme to achieve its goals?

Alignment with the University's Strategic Imperatives

The core activities of university programmes are grouped under four broad headings: (1) Programme objectives, (2) Curriculum design, teaching quality and student support, (3) External Engagement and (4) Organisational Resources, which in turn are aligned to the University's Strategic Imperatives from *Vision 2040*.

Programme Objectives
In relation to the **Programme's Objectives** to review, evaluate and identify opportunities for development over the next 5-10 years of:
- Programme objectives and programme practices;
- the suitability of graduates for progress to higher degrees and other accomplishments;
- the Programme's status and distinction relative to other cognate programmes offered in New Zealand and internationally;
- the Programme's Profile of Graduate attributes.

Curriculum Design, Teaching Quality and Student Support
In relation to **Curriculum Design and Teaching Quality**, to review, evaluate and identify opportunities for development over the next 5-10 years of:
- the papers and courses of study, including processes for evaluating and revising curriculum, working within multiple units to provide the course of study; resourcing issues for PHPE-coded papers; Summer School; internship practicum; independent research;
- value of/justification for an unusually demanding course of study, communication of that value;
- opportunities for internationalisation at the undergraduate and postgraduate levels;
- research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching;
- pedagogy – quality and excellence in teaching;
- course advising – course planning across multiple degrees and disciplines; advising students of opportunities during and after study;
- assurance of learning – effectiveness of processes to ensure development of Graduate Profile attributes in students;
- assessment – range and effectiveness of assessment methods; monitoring of student progress; nature of feedback.

In relation to **Student Support and Welfare**, to review, evaluate and identify opportunities for development over the next 5-10 years of:
- provision of academic guidance and advice to students;
- pastoral care and support;
- responsiveness to Māori and Pacific students;
- responsiveness to students with disabilities and special needs;
- responsiveness to international students;
- an inclusive programme that respects cultural differences and celebrates diversity;
- provision of scholarly community to students, giving students a voice in programme policy;
- engagement with former students for references, advising, ongoing community.

External Engagement
In relation to **service and community engagement**, to review, evaluate and identify opportunities for development over the next 5-10 years of:
- the importance of community engagement to the success of the programme. e.g. the difficulties accompanying loss of the Dunedin City Council as an internship provider;

- the quality of relationships with regional and national governments and policy agencies, major employer groups and relevant industry groups;
- links with alumni groups.

Organisational Resources

In relation to **Organisational Culture**, to review, evaluate and identify opportunities for development over the next five years of:

- cultural norms that foster joint effort towards shared goals, especially among contributing units;
- integrating the University's guiding principles and core values;
- working with university level administration including timetabling, scholarships, residential colleges, and others to promote our students' well-being and scholarly opportunities;
- alignment to Divisional and University plans and policies, including commitment to the goals of the University's Māori Strategic Framework and Pacific Strategic Framework and its honouring of the Treaty of Waitangi;
- sustainability – demonstrating practices across all core activities that promote sustainability.

In relation to **Administration and Operational Processes**, to review, evaluate and identify opportunities for development over the next five years of:

- administrative support, especially as located in units and distributed across divisions and University;
- workload management to ensure both fair recognition of effort by all staff and strategic distribution of effort to achieve programme goals;
- clear recognition by units of teaching contributions and service contributions;
- structure and management, especially liaison with units for teaching and advising workload and for administrative support; liaison with relevant schools, divisions, and university units and management;
- monitoring and evaluation – including effective use of surveys at University and other levels, Staff-Student Liaison Committee; Board meetings; incorporating feedback;
- resources for student community and teaching (additional to workload, such as association memberships and funding for programme teas and working group meals);
- Health and Safety protocols; Risk, Assurance and Compliance procedures.