

**REVIEW OF THE DEPARTMENT OF PATHOLOGY AND BIOMEDICAL SCIENCE, UNIVERSITY OF OTAGO
CHRISTCHURCH**

9 – 11 September 2024

Submissions Close: Wednesday 28 August

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 Department of Pathology and Biomedical Science, UOC.

Convenor: Professor Kurt Krause, Department of Biochemistry, School of Biomedical Sciences

Panel Members:

International/Graduate:

Associate Professor Kristin Brown, Peter MacCallum Cancer Centre
Melbourne, Victoria

External: Professor Renwick Dobson, School of Biological Sciences, University of Canterbury

External: Professor John Windsor, Faculty of Medical and Health Sciences, University of
Auckland

Internal: Dr Christina McKerchar, Department of Population Health, UOC

Internal: Professor Michelle Glass, Department of Pharmacology and Toxicology, BMS

Internal: TBC

Secretary: [Megan Wilson](#), Quality Advancement Unit

Terms of Reference can be found below.

Written Submissions

Interested parties are invited to make submissions 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. Submissions are confidentially disposed of on completion of the review process.

Such submissions should be sent to the [Review Secretary](#), by **Wednesday 28 August** and marked "Confidential: Submission for Review of the Department of Pathology and Biomedical Science, UOC".

Oral submissions

Interested parties are invited to make oral submissions to the Review Panel. Please contact the [Review Secretary](#).

Framework

A review is an opportunity to critically analyse the goals and objectives of a Department and to receive affirmation that current plans and priorities will have long term benefits for students and staff, and to ensure that Department 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 Department is expected to address the following questions in the context of the Terms of Reference:

Current State

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

Future State

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

Alignment with the University's Strategic Imperatives

The core activities of university departments are grouped under four broad headings: (1) Teaching and Student Support, (2) Research, (3) External Engagement and (4) Organisational Resources, which in turn are aligned to Pae Tata and the University's Strategic Imperatives from Vision 2040.

Terms of Reference

Teaching and Student Support

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

- the papers and majors – including the range and scope; relationship of curriculum to that of cognate disciplines; effectiveness of processes for determining core curriculum, relevance to students, employers, programme objectives, national and international trends; effectiveness of processes for curriculum review and for the development of new papers, in the context of available resources; effectiveness of processes for the revision and rationalisation or replacement of existing papers; distance teaching, Summer School, inter-disciplinary papers
- research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching

- pedagogy – quality and excellence in teaching, sustained development in teaching practice including innovative teaching, use of new technologies; mentoring of confirmation staff; effectiveness of programme delivery
- course advising – ensuring appropriate learning pathways that are clearly articulated to students
- clarity of learning pathways – including admission criteria, pre-requisites and progression through the programmes of study – ensuring that students have adequate prior learning to undertake and progress through the programmes
- 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; guidance on academic integrity.

In relation to **Student Support and Welfare**, to review, evaluate and identify opportunities for development over the next five years of:

- provision of academic guidance and advice to students
- pastoral care and support; sympathetic management of student issues, and prompt reference to University services for specialist support within the student lifecycle
- identifying and addressing problems raised by students
- responsiveness to students with special needs; respect for cultural differences and diversity
- responding to the University's Code of Conduct
- provision and use of information technology services.

Research

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

- research strengths and clusters – including scope of research activities; support for research; strength of research culture; processes for identifying emerging areas of research; identification of research strengths; strategic research planning including research quality and for PBRF; links and collaborations between staff, between departments and with other organisations nationally and internationally (refer to the Research Impact Framework)
- benchmarking and external assessment of research quality, both nationally and internationally
- development of research capacity - including Research Masters and PhD completions, support for early-career researchers and mentoring of confirmation staff
- activities aimed at supporting Goal 2 of the Māori Strategic Framework (*Te Ranaghau Māori: Māori Research*)
- engagement with the international research community - including editorships on international journals, ability to recruit high quality researchers and attract international visitors
- (where relevant) effective encouragement of inter-disciplinary research and collaborations
- research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching
- staff research – including productivity and quality; PBRF; balancing workloads; conference opportunities; supporting early career researchers; supporting academic freedom and integrity¹
- resourcing – including planning for purchase and replacement of research equipment.

(Where appropriate) In relation to **Research Contracting**, to review, evaluate and identify opportunities for development over the next five years of:

- reputation and closeness of relationships with funding sources and community engagement; familiarity with the priorities that guide research funding

¹ Integrity refers to the recognition that research and how it is carried out reflects certain standards of behaviour as articulated in the University's policies on ethical practices in research, research consultation with Māori, intellectual property rights for both staff and students, and responsible practice in research.

- new or strengthened opportunities for research engagement, consultation and collaboration with iwi Māori and Pacific communities
- success in securing and delivering research outcomes within contracted limits
- planning for staff continuity and sustainability of income flows from contract research.

In relation to **Research Degree Students**, to review, evaluate and identify opportunities for development over the next five years of:

- students studying for research degrees – including success in attracting high quality Māori, Pacific and international applications; quality of supervision; planning for successful completion rates and times
- admission criteria, induction and support materials; scholarships
- opportunities for exchanges of ideas with research staff and other research degree students
- opportunities to develop experience in teaching, publication and seminar/conference presentation
- facilities for student interaction; adequate study/research space and computing facilities.

External Engagement

In relation to **Service and Community Engagement**, to review, evaluate and identify opportunities for development over the next five years of:

- staff participation in and contribution to Departmental and University service
- the importance of community engagement to the success of the department or programme. e.g. professional societies and associations locally, regionally, nationally and internationally
- the quality of relationships with regional and national governments and policy agencies, professional associations, major employer groups and relevant industry groups
- identify and explore opportunities for greater interaction, consultation and collaboration with iwi
- links with alumni groups
- (where appropriate) the importance of professional/clinical practice and experience for staff teaching and research.

In relation to **Professional/Clinical Practice** (as appropriate), to review, evaluate and identify opportunities for development over the next five years of:

- the recognition of the importance of professional/clinical experience for staff in these areas
- workload - the processes for ensuring an appropriate workload balance for staff in these areas, including the use of an effective workload model.

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
- integrating the University's guiding principles and core values including intellectual independence and academic freedom; collegiality and collaboration; ethical standards; equity² and social justice; stewardship of the University's reputation, assets and intellectual capital; and staff values (as articulated by Kā Mātāpono)
- 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, reduce the Department's environmental footprint, improve resource efficiency and enhance the quality of life on campus.

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

² For example: *Rainbow Tick or Disabilities*

- structure and management – including committee structures, the processes and procedures for ensuring effective co-ordination of activities; leadership in regard to developing and maintaining professional standing and academic reputation; liaison with the Library, ITS and other central services;
- planning – including identifying, considering and responding to problems and challenges; awareness of the constraints acting on the University's resources
- monitoring and evaluation – including effective use of surveys at University and other levels, consultation and liaison with staff, students and other members of the university and wider community, incorporating feedback into planning, core activities and operations, identifying and making improvements to the core activities
- workload - the processes for ensuring an appropriate workload balance for all department staff, including the use of an effective workload model for academic staff
- physical and IT resources, including planning for purchase and replacement of equipment used for research and/or teaching
- Health and Safety protocols; Risk, Assurance and Compliance procedures.

Clinical Insert

In relation to Professional/Clinical Practice (as appropriate), to review and evaluate:

- Appropriate recognition of the contribution of professional staff/clinicians working in academic departments
- Recognition of the importance of professional/clinical experience for staff in academic disciplines.

In relation to Joint Campus/Te Whatu Ora/Health New Zealand entities:

- Appropriate responsibility for and oversight of facilities which are shared with other entities
- Staffing processes which ensure appropriate balances of academic and professional contributions to the health system where appropriate
- Appropriate processes for communication and liaison in relation to health system contributions
- Presence of good governance relationships with Te Whatu Ora/Health New Zealand entities as they affect academic and clinical staff and service responsibilities.

In relation to teaching and academic clinical activities:

- Availability of appropriate clinical teaching placements and learning experiences for students
- Processes for ensuring appropriate standards of professional and academic supervision, support and services, and professional registration and maintenance of competencies of staff.

Otago Medical School

As all Departments within the Otago Medical School contribute to the MB ChB programme, this should be addressed specifically in the Terms of Reference for the review. The Division has agreed that the following Terms of Reference are required.

- Describe your plan for teacher development
- How does the department gain and respond to feedback on the modules within the MBChB course, to which your department contributes?
- What is your department doing to promote curriculum (including assessment) integration and collaboration with other departments, schools, and campuses?