

**REVIEW OF THE DEPARTMENT OF SURGERY AND CRITICAL CARE, FACULTY OF MEDICINE,  
WELLINGTON  
1 – 3 JULY 2026**

**Written submissions to be received by: Wednesday 17 June 2026**

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) (Interim) on matters pertaining to the Department of Surgery and Critical Care, Faculty of Medicine, Wellington.

**Convenor:** Professor Christina Hulbe, Ōtakou Whakaihu Waka | University of Otago

**Panel Members:**

External: Dr Stephanie Manning, HNZ Te Whatu Ora (CCHV)

External: Professor Larry Chamley, University of Auckland

Internal: Dr Tamara Glyn, HNZ Te Whatu Ora, Waitaha Canterbury

Internal: Professor Karyn Paringatai, Ōtakou Whakaihu Waka | University of Otago

Graduate: Dr Linda Williams, Te Aho o Te Kahu, Wellington

Secretary: [Juliet Anderson](#), Ōtakou Whakaihu Waka | 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 Wednesday 17 June 2026**. Emails (PDF format preferred) should be marked "Confidential: Submission for Review of the Department of Surgery and Critical Care, Faculty of Medicine, Dunedin".

**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](#).

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## Framework

A review is an opportunity to critically analyse the goals and objectives of a Department<sup>1</sup> 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*, *Pae Tata*, 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 the University's Strategic Imperatives from *Vision 2040*.

*The Terms of Reference are generic and may be customised by the Department and Pro-Vice-Chancellor to emphasise or add individual items within each heading.*

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<sup>1</sup> The term 'Department' covers all academic units, Centres and Schools; a departmental review will also include named degrees as applicable).

## 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:

- Quality and excellence in medical curriculum delivery (and where relevant, face-to-face experiential learning experiences).
- Incorporation of the Māori Strategic Framework in teaching
- Research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching
- Adequacy of education facilities and infrastructure to support programme and student outcomes.
- Staff resourcing, including recruitment and retention, and the balance between teaching, research and service.
- The learning environment and its contribution to ensure high-quality student experiences and outcomes.
- Availability and quality of clinical teaching placements and learning experiences.
- Assessment design and implementation including
  - Range and effectiveness of documented assessment methods
  - Monitoring of student progress
  - Nature of feedback
- Quality and excellence in postgraduate qualifications (and effective use of distance-teaching)

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; timely and accessible 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 Māori and Pacific students
- an inclusive department that respects cultural differences and celebrates diversity
- 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:

- Strategic research planning including research quality; alignment to the evolving national science, innovation and technology funding system; links and collaborations between staff, between departments and with other organisations nationally and internationally, including participant communities and mana whenua.
- Research activities which enhance clinician engagement and partnership, and support the research culture of clinical departments that our students are placed in.
- Development of research capacity - including PhD completions and mentoring of early-mid career staff.
- Activities aimed at supporting Goal 2 of the Māori Strategic Framework (*Te Ranaghau Māori: Māori Research*)
- Staff research – including productivity and quality; metrics; balancing workloads; conference opportunities; supporting early career researchers; supporting academic freedom and integrity

- Resourcing – including planning for purchase and replacement of research equipment, and planning for physical research spaces in light of academic building closure.

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.
- Providing an intellectually engaging and rigorous research culture for students.
- 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 health organisations, 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 (specifically Ngāti Toa Rangatira and Te Āti Awa)
- 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:

- Appointment, recruitment and promotion opportunities for staff including clinical title holders and staff who hold a joint appointment with another organisation.
- Effective engagement of staff with clinical roles that is responsive to staff time pressures, while promoting a cultural belonging to the university department.
- 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; equity<sup>2</sup> 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:

- 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
- space planning in relation to the closure of the main academic block, and considering teaching and research space needs.
- 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.

#### Faculty of Medicine

As all Departments within the Faculty of Medicine 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?