

## REVIEW OF THE DEPARTMENT OF MEDICINE, FACULTY OF MEDICINE – CHRISTCHURCH 3 – 5 JUNE 2026

**Written submissions to be received by: Wednesday 20 May 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) on matters pertaining to the Department of Medicine | Te Tari Whaiora, Faculty of Medicine – Christchurch.

**Convenor:** Professor Fiona McDonald, Department of Physiology  
Ōtākou Whakaihu Waka | University of Otago

### **Panel Members:**

International: Professor Stuart Mazzone, Department of Anatomy and Physiology,  
University of Melbourne  
External: Distinguished Professor Ian Reid, Faculty of Medical and Health Sciences,  
University of Auckland  
Internal: Professor Patrick Manning, Department of Medicine, Faculty of Medicine -  
Dunedin  
Internal: Associate Professor Christina McKerchar, Department of Public Health, Faculty  
of Medicine - Christchurch  
Internal: Professor Roslyn Kemp, Department of Microbiology and Immunology  
Graduate: Dr Evie Templeton, Department of Pathology and Molecular Medicine, Faculty  
of Medicine - Christchurch  
Secretary: [Dr Meg Gollop](#), Quality Advancement Unit

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, [Dr Meg Gollop](#), by **Wednesday 20 May**. Emails (PDF format preferred) should be marked "Confidential: Submission for the Review of the Department of Medicine, Faculty of Medicine – Christchurch."

### **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 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*.

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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).

### Teaching and Student Support

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

- effectiveness of processes for determining core curriculum, relevance to students, employers, programme objectives, national and international trends; effectiveness of processes for curriculum review, in the context of available resources, what resources will be needed into the future, and the role of the Department of Medicine within the new Faculty of Medicine framework for curriculum development
- capacity to pivot in response to external influences and emerging opportunities, such as a third medical school, increased student numbers, or a graduate programme, recognising that while the future cannot be predicted, preparedness to respond can be strengthened
- research-teaching nexus – recognising, promoting and reinforcing the interdependent nature of research and teaching, capturing novel teaching styles and appropriate use of AI
- pedagogy – quality and excellence in teaching especially with the possibility of increasing numbers of students, sustained development in teaching practice including innovative teaching, use of new technologies; mentoring of new teaching staff; effectiveness of programme delivery
- teacher development – effectiveness of resources, plans and processes, including future leader development for teaching, research and service roles
- feedback - effectiveness of processes for assessing and responding to feedback on modules within the MBChB course
- collaboration across the Faculty of Medicine – effectiveness of activities that promote curriculum integration (including assessment) and collaboration with other departments, schools, and campuses
- 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
- development and support of short courses.

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

- 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.

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

- visibility to potential postgraduate students at other campuses and University of Canterbury graduates
- 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
- responsiveness to Māori and Pacific students, and students with disabilities
- an inclusive department that respects cultural differences and celebrates diversity
- responding to the University's Code of Conduct

## 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 links and collaborations between staff, between departments and with other organisations nationally and internationally (refer to the Research Impact Framework)
- how can we maximise Wai Ora and Riccarton buildings
- benchmarking and external assessment of research quality, both nationally and internationally
- development of research capacity - including Research Masters and PhD completions and support for early-career researchers
- activities aimed at supporting Goal 2 of the Māori Strategic Framework (*Te Rangahau 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
- researcher development– including productivity; balancing workloads; conference opportunities; supporting early career researchers; supporting academic freedom and integrity<sup>2</sup>
- resourcing – including planning for purchase and replacement of research equipment
- maximising current assets, e.g. Nicholls Research Centre, laboratories and animal facility.

(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
- success in securing and delivering research outcomes within contracted limits
- planning for staff continuity and sustainability of income flows from contract research
- developing Department of Medicine strengths to attract commercial trials and maximising resources.

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

- students – including success in attracting high quality Māori, Pacific, national 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 and clinical staff and 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

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<sup>2</sup> 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.

- the quality of relationships with regional and national governments and policy agencies, professional associations, major employer groups and relevant industry groups
- links with alumni groups
- guidance on increasing visibility of Department of Medicine outputs and successes

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

- 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/ Health New Zealand |Te Whatu Ora entities**, to review, evaluate and identify opportunities for development over the next five years of:

- Appropriate responsibility for and oversight of facilities which are shared with other entities e.g. Health New Zealand |Te Whatu Ora
- 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

### **Organisational Resources**

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

- Pae Tata
- integrating the University's guiding principles and core values including intellectual independence and academic freedom; collegiality and collaboration; ethical standards; equity<sup>3</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.
- financial stability for DoM and maximisation of income

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 HoD/Deputy HoD team, committee structures, the processes and procedures for ensuring effective co-ordination of 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
- Health and Safety protocols; Risk, Assurance and Compliance procedures.

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<sup>3</sup> For example: Rainbow Tick or Disabilities