

Refer also to the relevant Review Guidelines available at <http://www.otago.ac.nz/quality/reviews/>

The Self-Review document forms the basis of the Department's/Programme's submission to the Panel. The Self-Review needs to include factual information that contextualises the Department/Programme, outlines its structure and management, current status, and anticipated future developments; it should also be considered, thoughtful and analytical. The document should highlight strengths and identify areas for improvement. The structure of the Self-Review document should reflect the Terms of Reference of the Review.

Matters for consideration and/or inclusion are:

- Succession planning
- Workload
- Funding environment
- Resources
- Internal and external collaboration
- Promotion
- Enrolments – both undergraduate and postgraduate.

The Self-Review document should also include discussion of:

- Challenges, concerns
- Successes
- Restrictions/Wants or aspirations
- Realities.

Introduction

- Provide a short history/evolution of the Department/Programme, highlight any special factors that have influenced development.
- Provide a short summary of changes made since the previous Department/Programme Review e.g., recommendations enacted and resultant outcomes, etc...
- What does the Department/Programme want from the review process e.g., Panel ideas, endorsements?

Management/Organisational Structure/Resources

- Outline the management structure and describe the processes for decision making.
- Academic and general staff profile (names, age profiles, levels) – and comments on the adequacy of the level of support.
- Describe committee structures and key roles e.g., Research Committee.
- Information on opportunities for staff training, development initiatives and associated procedures
- How is communication handled e.g., to staff/students/wider University/external individuals/groups/interested parties?
- Overview of basic financial position, forecasts and future expectations – including any constraints and/or access to additional resources.
- How is marketing undertaken?
- Discuss Health and Safety aspects.
- Discuss space aspects including, research space, labs, shared spaces, equipment maintenance, etc...

Appendices might include:

- Workload model – including: information relating to the distribution of teaching, research and administrative responsibilities.
- Diagrams, charts or descriptions of the Departmental organisational structure (academic and general staff), details of committee membership and committee Terms of Reference.
- Details of uptake of training, list of conferences attended.
- Biosketches with photos of academic and general staff. NOTE: CVs are not usually required but staff should be aware that a Panel may request to see electronic copies.
- Current Health & Safety Report (Health, Safety and Wellbeing office) and Security Audit (from the Deputy Proctor).
- Space Register.
- Marketing material.

Strategic Focus

- Detail the key areas that directly support the University's strategic aims e.g., Vision 2040, Pae Tata, Māori Strategic Framework, Pacific Strategic Framework, Tī Kōuka etc.
- Discuss compatibility between the University's and Division's strategic aims and those of the Department/Programme.
- Discuss how to best achieve all strategic aims.
- Discuss staff related issues. For example: recruitment; current and future staff profile in relation to the strategic direction.
- How is strategic success measured and/or demonstrated?
- Can this be maintained or improved upon?

Appendices might include:

- Copies of Divisional Plan and any other relevant planning documents

Teaching

- Give an overview of the curriculum for which the Department/Programme is responsible and the rationale for the focus of the curriculum. Is it relevant? Consider the staff profile in relation to the curriculum. Does the curriculum meet industry needs?
- How is the curriculum structured e.g., Foundation courses? Co/Pre-Requisites? Summer School?
- Who does the teaching (TFs? PPFs?) How is that organised? Is it shared with other units/campuses? Are guest lecturers utilised? How is international expertise captured? Student placements? Tutorials? Team Teaching or another system? Ensuring teaching is research-informed?
- Consider technological advances, innovative teaching methods and the resources required to deliver and maintain quality teaching, professional development e.g., IT training. (This may be further covered in a section on IT resources).
- Consider the value of and acknowledgement of student feedback and support e.g., use of Class Reps and/or survey data.
- Discuss matters relating to external accreditation.
- Discuss departmental relationships with external individuals/groups/interested parties e.g., industry links, employers (internships, advisory boards etc.)

Appendices might include:

- Information on papers and majors offered – such as examples of paper profiles, teaching and assessment methods, examples of external examiners reports, distance-taught papers and details about the programmes to which they contribute.

- EFTS and Headcount Data – including: enrolment patterns, completion rates, numbers of graduates, postgraduates, international and exchange students, student-to-staff ratios, and academic-to-general staff ratios.
- Information on and an evaluation of graduate profiles and attributes for programmes: adherence to University Key Performance Indicators.
- If available, initial proposals for new programmes and final GYRs submitted to CUAP.
- Graduate and Student Opinion Surveys – including free text comments. Information on teaching evaluations and/or any other informal surveys undertaken by the Department e.g., employer surveys.

Research

- What are the primary areas of research conducted within the Department/Programme? Describe the research profile and future research directions.
- Access to grants and funding? What is the support for academic staff working on grant applications (particularly for junior staff)?
- Consider research space and access and availability of up-to-date resources.
- Discuss laboratories and standards, if relevant.
- Discuss teaching buy-out and what impact this has and any other methods of meeting research expectations.
- Discuss support for research students including supervision, funding, conference attendance, symposia etc.
- How do research students contribute to the Department/Programme?
- Discuss collaboration e.g., internal/external research centre/cluster/groups?

Appendices might include:

- Evidence of the Department's national and international research standing, including collaborative research and funding, list of publications (available from Research Integrity Office).
- Journal contributions – are the appropriate journals being targeted?
- List conference attendances and symposia held.
- Information on any inter- and intra-departmental collaboration across the University.
- Information on departmental relationships with external individuals/groups/interested parties e.g., industry links, commercialisation, employers.

Community Service/Outreach

- Outline staff contributions to University service on committees/Boards/etc. and consider the pros and cons of this service.
- Discuss Department/Programme outreach to the wider community e.g., media coverage; expertise provided to businesses or the City Council, national or international groups.
- Discuss the profile of the Department/Programme locally/nationally/internationally.
- Discuss vocational links/expectations with relevant industry and the response to industry needs.
- Discuss commercialisation.

Appendices might include:

- Information on professional, consultancy and community service contributions by staff
- Information on departmental relationships with external individuals/groups/interested parties e.g., MoUs, industry links, employers.

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