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University of Otago

Review of Name of College

Dates of Review



***(These are suggested headings - only use what is relevant - and the order of the suggested headings may also be changed as required).***

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* Note: This is a confidential document within the University of Otago community and distribution outside this group requires the authorisation of the Deputy Vice-Chancellor, Academic

# **1. Executive Summary**

* + - * *The main goal of an Executive Summary is to provide a condensed version of the content of the full report.*
			* *It is usually no longer than 10% of the original document.*
			* *Accuracy is essential because decisions may be made based on your summary and/or by people who have not read the full report.*
			* *It should NOT be written until the content of the report is finalised.*
			* *Before writing this section, try*
* *Summarizing the major sections of this report; or*
* *Editing down larger sections of the report and use this in the Executive Summary; or*
* *Talking aloud or recording yourself summarizing sections of your report.*
	+ - * *The Executive Summary should briefly answer the following questions:*
* *What is this report about?*
* *Why is it important?*
* *What is included in the report?*
* *What are the main points/highlights from each section?*

**Summary of Commendations**

*To be inserted once all text is finalised by the Panel*

A.

B.

**Summary of Recommendations**

*To be inserted once all text is finalised by the Panel and to be directed as appropriate to the e.g. to the PVCs, HOD, etc...*

1.

2.

**Summary of Suggestions**

*List any other good ideas to be explored by the unit after the review...*

# **2. Introduction**

*A brief summary/overview of:*

*The history of the College;*

*Current structure;*

*Current staffing – roles, connections, strengths/expertise?*

*State any particular focus areas the College, the Panel was to consider during the Review.*

# **3. Strategic Positioning and College Ethos**

*In what ways does this particular College help to achieve the University’s strategic aims?*

*Consider the following…*

* *Outstanding Student Experiences - particularly in relation to healthy and sustainable lifestyles and opportunities for community contribution.*
* *An Outstanding Campus Environment – particularly in relation to being responsive to the changing student mix and maximising opportunities afforded by new technologies.*

*• Commitment as a Local, National and Global Citizen – being mindful of and responsive to the needs of our wider community, including Māori and those from other Pacifica nations.*

*• Strong External Engagement – recognising that many long-term and mutually beneficial relationships may begin in the Residential College environment.*

*• Sustaining Capability - ensuring a return on investment (i.e. property) by creating a diverse and vibrant culture and community of University of Otago students, year after year.*

Nationally

*Set the scene – economic forces, technological changes, etc.*

*Reputational aspects and identity.*

*How does this College contribute to the UO’s domestic profile?*

Internationally

*Set the scene – economic forces, technological changes, etc.*

*Reputational aspects and identity...*

*How does this College contribute to the UO’s international profile?*

Planning

*What has the College achieved so far?*

*What is it aiming to achieve short/long term?*

*Key focus areas for the College?*

*How will this best be done?*

**Commendations**

The Panel commends the:

* *insert job title* or *group name of people* *for what they did or still do well*

Risks

*Identify and discuss the different risks and their potential impacts on the College.*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit...*

**4. Administration and Operational Management**

Unit Structure

*Clear lines for reporting? Clear lines of responsibility?*

*Business Continuity Planning?*

*Succession Planning?*

Communication

*Lines of communications, e.g. roles, methods, frequency, etc...*

*Tools for communication, e.g. E-notices, Facebook, late dinner orders, etc.? Procedures manuals?*

*College policies, e.g. alcohol, exams, etc.?*

*Decision-making – how is this done?*

*How is the resident voice received and managed?*

Marketing

*Website? Brochures?*

*Links to Alumni? Wall of fame?*

*UO branding?*

*Benchmarking? If not why not? If yes, then how and how well is it done?*

Contracted Services

*What services are contracted, if any, e.g. cleaning, catering, etc.?*

*How are these contracts managed?*

*What quality controls are in place?*

*How is resident feedback sought and responded to?*

Financial Management

*Timely and accurate reporting?*

*Risks?*

*Cost-Centre model – discuss appropriateness or alternatives*

**Commendations**

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Risks

*Identify and discuss the different risks and their potential impacts on the College.*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit...*

**5. Space, IT and Resources**

Physical Aspects

*Number and quality of rooms?*

*Disability access and accommodation?*

*Distance/Proximity to University/City, etc.?*

*Shared spaces? How well are these managed?*

*Quality and flexibility of communal paces?*

*Green spaces?*

*Space Report (available on request from Property Services)?*

*Additional uses in holiday periods?*

*Sustainability aspects?*

Information Technology (IT)

*Website – student/resident uses of?*

*E-notices? Communication via IT with residents?*

*Resources for residents, e.g. WiFi, games, library, etc.?*

*Technical support?*

Resources

*Can they do the job with what they have?*

*Links to central resources (where relevant)?*

*Handbooks for residents/parents/other users?*

Health and Safety

*H&S Report findings?*

*Standards upheld?*

*Unresolved issues, e.g. ventilation, heating, etc.?*

*Hazard reporting - how well is this done?*

*Monitoring/Management of identified hazards?*

**Commendations**

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**Recommendations**

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**6. Student Experience**

Pastoral Care

*First Cornerstone: Taha Hinegaro – Mental and Psychological Wellbeing*

* *Links to on-campus supports, e.g. Student Health, Māori Centre*
* *Links to off-campus supports, e.g. Emergency Psychiatric Services*
* *Examples of how well this has been handled*
* *Stress management e.g. during exam periods?*

*Second Cornerstone: Te Taha Wairua - Spiritual Wellbeing*

* *Links to on-campus supports, e.g. University Chaplains?*
* *Links to off-campus supports, e.g. local Churches, volunteer agencies?*
* *Unique identity of the College and the residents’ connection to it?*
* *How does the College put its ethos and values into practice?*

*Third Cornerstone: Taha Tinana – Physical Wellbeing*

* *Links to on-campus supports, e.g. Unipol, Student Health, other health professionals?*
* *Links to off-campus supports, e.g. moro-marathon, participation in sports events?*
* *Security, e.g. campus watch, on-site security?*
* *H&S?*

*Fourth Cornerstone: Whānau - Family/Community Wellbeing*

* *Links to on-campus supports, e.g. Fellows, Welcome/Powhiri*
* *Links to off-campus supports, e.g. Fellows, community organisation, etc.*
* *Links to parents/caregivers*
* *For what is the College known?*
* *Effectiveness of Resident’s Council/Committee in holding events, etc.*
* *Frequency of College events?*
* *Behaviour of Residents, e.g. Proctor’s Office?*

Residential Assistants

*Recruitment/Selection processes?*

*Structure of RA staff?*

*Rosters?*

*How is Night Duty managed? Security personnel?*

*Representative of the College community?*

*Training?*

*Effectiveness?*

Tutorials

*Is the coverage of subjects meeting the needs of residents?*

*Timing and resources?*

*Attendance?*

*Cooperation with other Colleges?*

*Ability to source Tutors?*

*Quality of Tutors?*

*Outcomes and results?*

**Commendations**

The Panel commends the:

* *insert job title* or *group name of people for what they did or still do well*

Risks

*Identify and discuss the different risks and their potential impacts on the College.*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit...*

**7. Community Connections and Service**

Internal Links

*University service, e.g. committees, training, professional advice, etc.*

*In support of the student experience, e.g. Māori Centre, PI Centre, DI&S, Kaiawhina, Mentors, College Fellows etc.*

*Divisional links, i.e. cross-skilling; knowledge sharing; etc...*

*With other University operations, e.g. Alumni office?*

*College “cluster” community - links and sharing of resources?*

*Other users of the College?*

External Links

*Community service, e.g. community groups, service programmes;*

*DCC?*

*Links with Māori, i.e. Hapu / Iwi; Marae visits; MOUs, etc?*

*College Fellows/Resident Mentors?*

*Advisory Committee?*

*Other users of the College?*

**Commendations**

The Panel commends the:

* *insert job title* or *group name of people* *for what they did or still do well*

Risks

*Identify and discuss the different risks and their potential impacts on the College.*

Management of Risks

*Conclusion of discussion on risks and state the reasoning for the following recommendations to manage/reduce/counter those risks*

**Recommendations**

* *That the insert job title and then the “to do” bit...*

**8. Final Comment/Future Direction**

*This is a good place to highlight priorities e.g. the top 3 things, of which the Panel wants the College to be aware, work on or manage.*

*Leave them on a positive/encouraging/supportive note.*

*And discuss where to from here for the College.*

* *Give consideration to expectations from their upcoming status reports (i.e. due at 6 months and 2 years after the Report is released).*
* *Give consideration to the progress reports (i.e. due 4 years from report release), and the timing of the next Quality Review (which is usually a 10 year cycle).*
* *Should the next review be earlier?*
* *Should there be a Special/Topic Review, under certain conditions, at some point before the next full 10 year Review? If so, when?*

**APPENDIX A**: **Review Panel Members**

*Names, roles and where from – cut and paste from Panel list.*

Convenor:

Overseas Rep:

External NZ Rep:

Internal Rep:

Internal Rep:

Student Rep:

Review Secretary:

**APPENDIX B: Terms of Reference (Standard)**

**Framework**

Residential Colleges are encouraged to see a review as an opportunity to critically analyse their goals and objectives and to receive affirmation and advice that will ensure that their plans will have long term benefits to their residents, staff and the wider University community. The key part of the review is the College’s self-review in which the following questions need to be addressed in light of terms of reference below:

* What is the current situation of the College?
* Where does the College want to be in 5 years’ time?
* What does the College need to do to get there?
* What can the University do to support the College to achieve this goal?
* What does the College do well?

The purpose is to review and evaluate the College with reference to:

* its core activities;
* the College’s administration, operational processes, equity, support structures for residents and staff, including adequate space, facilities and resources both within the College and through other central areas of the University, such as the Library;
* the College’s internal, regional, national and international contexts – including alignment to Divisional and University plans;
* the College’s commitment to the Treaty of Waitangi as expressed in the University’s Māori Strategic Framework;
* the College’s future direction, strategic planning and goals and challenges in achieving those;
* the Colleges’ support for and contribution to the University’s sustainability initiative;
* the College’s commitment to supporting the University’s international strategy;
* the role of the Accommodation Division in supporting the College.

**Terms of Reference**

In relation to the core activities of the College, to review and evaluate:

* The range and scope of the College’s services and activities, and the continuing relevance of these activities, including academic, cultural and sporting programmes;
* The College’s ethos;
* Accommodation – including the standard and adequacy of accommodation, including building, furniture, security, study facilities and study equipment
* Communication – including the provision of information to residents and conference clients; consultation and liaison with residents and incorporating feedback into the College; identifying and addressing problems raised by residents and staff;
* Pastoral care of residents – including residents with special needs and the welfare of residents from different cultures; processes for addressing resident discipline;
* Resident Support Staff – including Residential Assistants and Tutors; processes for selection, training, mentoring, management, supervision and performance review of all College staff;
* The relationship of the College to: Communication and Marketing, Liaison Officers, University Alumni Office, Accommodation staff, International Office, Chaplaincy, Student Services, Library, Student Learning Centre, OUSA, Recreation Services, other Colleges and University Departments, University ITS, schools and conference attendees
* Health and Safety matters
* Facilities for residents with special needs
* The adequacy of Conference facilities
* The value of the grounds in enhancing the College environment
* Sustainability – efforts made to enable residents’ to be actively engaged with sustainability as part of their broader University experience.

In relation to administration and operational processes, to review and evaluate the standard (quality, appropriateness, effectiveness and efficiency) in the College of:

* Structure and management – including institutional oversight, relationship with the College Advisory Council and its role, committee structure, leadership in regard to developing and maintaining the professional standing and reputation of the College, ensuring employee capability through induction, mentoring, professional development and performance review;
* Monitoring and evaluation – including consultation and liaison with residents, staff, 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;
* Sustainability – demonstrating practices that promote sustainability, reduce the Unit’s environmental footprint, improve resource efficiency and enhance the quality of life on campus.
* Physical and IT resources including the effectiveness of the College’s Repairs and Maintenance planning schedules;
* Health and Safety;
* The relationship with the Accommodation Divisional Office.

**Additional Terms of Reference** (if any)

* While each College Review is expected to consider the features listed above, from time to time it may be appropriate to customise the above Terms of Reference or include additional Terms of Reference to take into account a special feature or features requiring further investigation. These changes or additions must be highlighted in the Review Proposal.

**APPENDIX C: Method**

***(Only use this section if it not so well covered such things in the Introduction)***

Standard/Amended Terms of Reference were used for this Review.

The Convenor and Review Secretary liaised/met with name of College under review staff meeting to explain the review process.

The Panel received a comprehensive Self-Review together with associated Appendices from the name of College under review well in advance of the Review.

The Review was advertised in the University Bulletin twice and ???? and by way of email to all Departments in the University.

## written submissions were received.

The Convenor and Review Secretary met with staff absent during the review period, on date and if applicable. Written summary notes were taken and provided to the full Panel.

On dates the Review Panel engaged in a series of interviews which included staff of the name of the College under review, staff external to the College and those who requested to meet with the Panel.

The Panel toured the College on date.

The Review Panel summarised its findings during the morning and afternoon of date based on the information supplied and via the written submissions and interviews.

An initial oral report was provided to the Warden and staff of the College on the afternoon of date.

**APPENDIX D:**