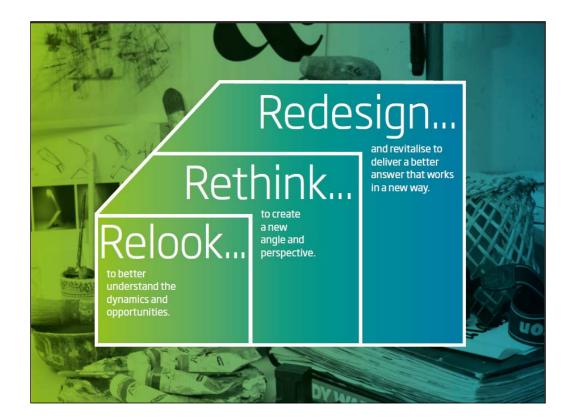# Sector Alignment

A connected, networked organisation enabling student and graduate success.

Appendix D
Detailed Feedback Summaries and Responses

November 2015

Contents

Introduction

This document provides a themed summary of all feedback received, our response to that feedback, and any changes made to the original proposal as a result. There were a total of 110 submissions of feedback received from individuals and/or groups.

- All submissions were reviewed and items of feedback were extracted, organised and categorised by theme – there were 36 themes in total
- The feedback items for each theme were reviewed and summarised
- All members of the Steering Group read and considered all feedback submitted and confirmed that the summaries were an accurate reflection of the feedback received
- Themes were allocated to the appropriate member of the Steering Group/Executive Leadership Team for draft response
- The Steering Group collectively reviewed and approved all responses and decisions regarding changes made to the original proposal as a result of feedback.
- The Chief Executive approved all decisions.

Feedback Themes and Responses

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
1	**Overall Transformation**	*There are concerns about the rationale for transformation and the underpinning philosophy including the contention that there is not sufficient evidence to justify the scale of change. There is also a view that the transformation programme is missing key aspects including a clear vision, sense of urgency, and the ability to produce short-term wins and consolidate on improvements made. There is significant concern about the risks of transformation including damage to stakeholder relationships, staff morale and the student experience, and a view that Unitec may not have the ability to successfully manage change of this scale. There is also concern that the transformation story is not being heard and is about cost cutting and job losses. It is asserted that we must be able to demonstrate that the transformation will improve learning outcomes for students.*		
1.1	Philosophy	• Concern that the proposal is based on a deficit model; that it appears to look at what is wrong with the current system rather than building on what is already working. • Concern that the proposal reflects a growing trend to shift resources out of departments into central services, and that this requires an increasing contribution from departments to maintain this. • Suggestion for a more evolutionary approach with gradual and focused improvements over time, rather than "traumatic" and radical transformation. • Concern about the assumption that Unitec is a business that should be run according to business models; view that the persistence of this approach to tertiary education risks fundamentally damaging its core purposes – teaching, learning, research and support of students and providing	• It is acknowledged that there is some excellent work being done within the organisation and the intent is to build on this. The proposal is regarded as aspirational and future focused. • A structure which divides academic and professional services is an unhelpful dichotomy and may work to reduce the quality of the service our students receive. The connected and networked ambition for Unitec is based on the assumption that we are all part of one Unitec and work together for the benefit of our students and wider communities. • Many different approaches to transformation have been considered. However, the current programme of transformation and the changes arising from that programme form the basis of what was assessed as the best option from a staff, student and stakeholder	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		for the tertiary education needs of its communities, local iwi, industry, service providers and businesses.	perspective given the current environment in which we are operating. • Unitec is a not for profit organisation focused on providing benefits for our students, stakeholders and communities. Integrating and utilising good business models and practices will help maximise the value we can offer these groups.	

1.2	Structure	• Contention that Unitec is missing key aspects of a successful transformation programme, e.g.:
		  o Lack of clear vision
		  o Failure to create sense of urgency
		  o Inability to produce short-term wins
		  o Inability to consolidate improvements and produce more change
			• A clear vision has been set, and this is reflected in the many staff events and activities over the last three years that have shown where we as an oerganisation want to go, why and why we need to move quickly.
			• Unitec has already demonstrated its ability to implement new initiatives successfully, and would point to the Living Curriculum, prototyping of new learning spaces and implementation of the Unitec technology strategy as outstanding examples.
				No change.

1.3	Positioning	• Concern that the transformation story being heard is about cost cutting and job losses and we need to develop more positive, inclusive communication around this.	• It is accepted that some people have heard and focused on job losses and cost cutting however many others have focused on improved student outcomes, better facilities, stronger investment in teaching and learning, better relationships with employers and stakeholders and a more agile and dynamic organisation. The engagement process will ensure continued listening and communication, engagement and discussion of Unitec's drivers for transformation with staff.	No change.

1.4	Risks	• Significant concern from multiple submissions as to the negative impact the transformation will have on the organisation across a number of areas including:
		  o Disruption to normal operations
		  o Damage to stakeholder relationships
		  o Staff morale and wellbeing
		  o Student experience
			• As with any transformation, there are always potential risks and these need to be managed well to avoid any short term negative impact. A robust and comprehensive implementation plan is being developed to mitigate these potential risks. At an institutional and transformation programme level the development of a comprehensive risk management framework is well underway.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
1.5	Scale and Scope of Change	• Concern that Unitec has not historically managed change well; question ability and capacity to manage this transformation to successful outcomes. • Concern that the organisation cannot sustain the cumulative effect of so many changes at once. • Concern for continued negative impact on staff given that change has been ongoing for at least 18 months and there seems to be no end in sight. • It is critical that we are able to demonstrate to our stakeholders our ability to transform and that the transformation will improve learning outcomes for students.	• Sector Alignment and Blueprint for Student Services are two projects within a much wider institution-wide transformation programme. As the wider transformation programme progresses, capability will be built progressively to manage the complexity and breadth of the programme. This includes our ability to lock in improvements and manage risk well. Key initiatives underway include but are not limited to the appointment of a transformation director, a revised risk management framework, the establishment of a Project Management Office and the establishment of Te Waka Urungi to support course development and renewal. • The Sector Alignment and Blueprint for Student Services projects themselves are also about building our capability to deliver our transformation programme, manage stakeholder relationships, staff engagement and to improve the student experience. It is not sufficient to maintain our current level of service and the change programme is intended to improve our stakeholder relationships, the student experience and our overall performance.	No change.
2	**Rationale for Change**	*Numerous submissions challenge the evidence base and expected benefits and recommend that they are re-examined. Numerous submissions also contend that the proposal does not recognise that many departments are performing extremely well, negating the need for organisation-wide change. There is a view that leadership is more important than organisational structure and concern that the model does not adequately recognise the role of staff in student outcomes. There is also concern that programmes will be devastated and as a result good staff will leave with implications for student outcomes.*		
2.1	Evidence Base	• Numerous submissions challenge the evidence base for the drivers of change/challenges and the expected benefits.	• The assumptions are evidence based and valid, and the enabling arrangements that will be put in place	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

		• Recommendation for evolution not revolution; suggestion that the change programme be put on hold and the rationale and evidence be re-examined.
		• Suggestion that the proposal should be based more on rigorous analysis of what is working well (e.g. departments that are successfully delivering results) and what is not, instead of "rhetoric and supposition of what the future might hold."
		• Concern that Unitec is using CIS and MAP as exemplars for the direction they want to take, but the outcomes delivered from these do not support that direction.
		• Concern that insufficient research has been done with external stakeholders to support the claim that they desire change.
		• Numerous submissions contend the proposal fails to recognise that many departments are performing extremely well and already operating in ways consistent with the proposed new model (e.g. collaborative, innovative, interdisciplinary, industry-engaged, relevant, effective etc.) and that there is therefore no need for organisation-wide change, e.g.:
		    o Social Practice
		    o Performing & Screen Arts, esp. Dance Programme
		    o Communication Studies
			will deliver capability, processes and cultural practices that are resolutely yet fluidly focused on the results we seek to achieve.
			• The new operating model is not based on any one foundation, and there will be no copy and paste approach to programme and course development and renewal. Pioneering ventures like the CIS and MAP always face challenges; there is only a problem if they are not attended to.
			• There is no intention to abandon practices that are demonstrably focused on delivering outcomes that will continue to be valued by stakeholders, although the way these are organized may change in order to optimize opportunities.	

2.2	Outcomes	• Question whether any discipline can be strengthened by the current proposal; suggestion that it seems to propose quite the opposite by disestablishing the very core of disciplines or specialist areas.	• Multi- and transdisciplinarity is not about replacing disciplines but is rather concerned with strong disciplines working together.	No change.
2.3	Leadership	• There is a view that changing the organisational structure will not achieve the benefits; what is more important is having the right people with the right attitudes in leadership roles. • There is a question around the intention of introducing another level of management (Deans/GMs) to manage industry needs and relationships; suggestion is that these	• Getting the right leadership in place is vital. In particular it is considered that Unitec would benefit from a wider range of more specialist skills around industry engagement, academic leadership and resource management, and the proposed operating model will deliver this.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		are best achieved through the ongoing conversations, networks and relationships staff already have with industry and service providers.	• The GM IWD will have accountability for strategic management of institutional industry relationships; from an operational day-to-day perspective Heads of Practice Pathway Groups will maintain relationships at discipline level.	
2.4	Staffing	• Concern that the intended reduction in staffing levels over the next few years will devastate some programmes which will drive experienced, dedicated staff to leave and mean that students end up paying more for less. • Concern that the model proposed is too focused on external stakeholders and does not sufficiently recognise the role that staff play in contributing to quality outcomes for students.	• Talented staff are vital to enabling our students' success. Some staff will choose to leave but most are excited about the opportunities that are arising from investing in better technology and resources, better teaching and open learning spaces, and in expanded support for programme and course development and associated academic professional development.	No change.
2.5	Obligations	• View that the proposal document does not adequately reflect Unitec's obligations as a crown entity; we are bound by the Education Act 1989 and other relevant legislation and the guidance provided by those documents needs to be better reflected in the direction set out. Suggestion that the Tertiary Education Strategy or Education Act 1989 should be the fundamental starting point for any major change project.	• Our legislative framework is at the core of what we do and there is no misalignment with what has been proposed.	No change.
3	**Culture & Leadership**	*A culture change is required to ensure collaboration, open and honest communications and to allow staff to engage and debate freely. There is concern about how change is managed and suggestions that the Executive Leadership Team are not open to constructive criticism. Clarification around how the networks report in to the Executive Leadership Team is required.*		
3.1	Cultural & Leadership Issues	• Some departments have already demonstrated many examples of collaboration. Effective leadership is required to change the culture rather than the structure. ELT needs to work and partner with new Deans and HOPPs to lead and model this culture. • High trust, highly collaborative relationships and working environments are key to the success of this transformation.	• At Kickstart earlier this year, Rick announced that the choice to transform Unitec had been made and he described the future state, the direction was very clearly mapped out. ○ He described an organisation that would be known for its innovation and leadership in contemporary applied learning. One that	

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		It is imperative that leadership take note of the concerns raised about where this is not currently occurring and take action to address this. • There is a view that Unitec has an inability to accurately predict EFTS and therefore budgets and doesn't apply sufficient rigour and logic to this process. The impact of this failure to manage is to undermine planning and efficiency and is caustic to the relationship between leadership and staff, and acts as a barrier to collaboration. • Staff surveys have indicated that staff have little confidence in Unitec leaders to manage change and feel that senior management do not listen, are poor role models and do not take responsibility when things go wrong. • Unitec is an institution which is home to many talented individuals and teams however it largely fails to utilise that talent because it has not developed a culture of open and honest communication. • There is a view that Executive Leaders are not open to constructive criticism or the pointing out of flaws and risks.	enables better futures for our students, for private and public enterprise, and for communities. o A Unitec that is regarded by employer organisations in key sectors as a strategic talent partner that through our students and graduates, and our staff (and our research) helps them to become better performing organisations, o A Unitec that is a magnet for talented people - educators and industry professionals because of the opportunities we can provide, o And most importantly a Unitec that is a magnet for learners because of the amazing learning experiences we can provide, and because we make a tangible difference to them achieving their goals and a better future. o A Unitec that is accessible 24/7 either physically or digitally, with core support services that are highly digitally enabled and focussed on customer outcomes • From this, it became very clear of the culture that needs to be developed to align with the future direction. This culture can be described as a culture which is flexible and externally focussed, where: o The customer is always at the centre of what we do; o Staff are engaged in our transformation; o Staff are proud to work here and recommend Unitec as a place to work; o Staff are empowered to be innovative and make decisions; o Staff are accountable and take responsibility for their actions and their development; o Talent is developed and nurtured;	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			o Results matter and each person contributes to meaningful outcomes; o Staff model our commitment to the guiding principles of Te Noho Kotahitanga and our values; o We are not constrained by reporting lines because we are connected and networked internally and externally; and o We look after ourselves and each other and everyone goes home safe • Just as the culture was easy to define once the future direction was defined, so are the values that align with the culture. Most importantly, it will be what we do and how we behave to demonstrate the values that will build the culture we want. Staff will be engaged in defining these and embedding them into the way we work, including our code of conduct, performance appraisals and recruitment of new staff. • Setting EFTs targets involves many considerations and the realization of those targets is often influenced by external factors outside our control. Work has been occurring on a number of projects to ensure that our accuracy is honed. Business Intelligence reporting is in development that will provide the organisation with more accurate, timely reporting and predictions for our pipelines. The market insights team have been actively engaged in market research which shows market trends and informs decisions on future EFTS. • The new roles are designed to add depth and specialist capability to Unitec leadership both in terms of external relationships, resource management, academic leadership and transformational change leadership. In part this is both to prepare for our transformation ahead but	

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			also to address some of the perceived leadership gaps we have as an organisation as demonstrated in the staff surveys. • The Executive Leadership Team are undergoing their own reallocation of portfolios to better support the transformation. They are also undertaking their own development through the use of the Think One Team approach. This focuses on open, honest communications, clear accountability setting and leading organisations through change. This same process will be used to help develop network leadership teams and communities of practices in the new operating environment. • There are many talented individuals and teams at Unitec, and because of this there is confidence that the transformation will be successful. • The ELT are always open to receiving feedback. Some decisions made may not be agreed to by everyone; however they are made after hearing all feedback and considering the business drivers and environmental factors.	
3.2	Executive Leadership Structure	• Staff want clarity about Executive Leadership positions and how networks report into them.	• Both proposals for change signal very different ways of organising ourselves and working with each other, our students and stakeholders. The proposed changes in the way we are organised will need to be reflected in tier 2 leadership roles to model and support our new ways of working. The realignment of portfolios is currently being considered by the CE and Unitec's council and any changes to portfolios will be announced in November, subject to any necessary consultative processes.	
4	**Change Approach**	*There is concern about the lack of explicit information as to how proposed solutions were developed. There are also concerns that staff are not able to have open and honest discussions about the future of Unitec, that giving feedback is*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		'a waste of time,' and that students were not adequately consulted. There is also concern that management does not fully understand the risks of restructuring.		
4.1	Approach to Solution Development	• There is a concern of a lack of explicit information as to how the proposed solutions were developed and evaluated.	• Work on developing the proposed solutions has taken place over 18 months through multiple iterations, including piloting, and has included engaging with various external stakeholders and industry partners to incorporate their insights. Participation by staff, Unitec leaders and students at varying levels has assisted in developing the thinking that has led to and grounded the proposed changes. • A set of design principles were used to guide the evolution of the model through iterations to the proposal presented.	No change.
4.2	Consultation & Engagement	• The statement made by the Chief Executive in his opening message that 'transformation and the direction we are traveling in is not up for debate' is seen by staff as stifling any courageous conversations they might be tempted to have and creates cynicism about 'wasting precious time in responding at all to the proposal' • Effective decision making comes from ensuring that staff are able to freely, openly and honestly discuss future directions with both management and governing Councils and some comments in the Chief Executive opening statement serve to limit and stifle that participation. Staff contributions add a dimension that may differ from that promoted by management and Council and should not be discounted simply because they may challenge managements perspectives • TIASA members would like to be given the opportunity for further full consultation if there are any significant changes to what has been proposed • Staff believe student voices as a collective community were not adequately engaged in the change process.	• The decisions on the need to transform and the overall direction we need to travel have been decided in our strategic planning. In developing this, extensive research was conducted in 2014 through focus groups with current students, prospective students, influencer groups and employers. • The Sector Alignment proposal is concerned with how to go about achieving the strategy aspiration 'to be a world leader in contemporary, applied learning and an agent of positive economic and social change.' All staff feedback is valued and has been read and genuinely considered by Unitec before any decisions in relation to the outcome of the proposed changes were made. • All amendments as a result of feedback to the Proposal for Change have been highlighted in this document. None of these amendments have any direct impact on staff that is significantly different from that in the original proposal and as such it is not considered that there is a requirement for further consultation.	No change.

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			• The Student President and other student council members sit on or are invited to attend a variety of Unitec forums including the Unitec Council. Regular meetings are held with a variety of Senior Unitec staff about a number of projects happening across the institution. In the case of the Blueprint the Student President was an active participant in the early stages of the project, in work on the student life cycle and other student focused reports that formed part of the basis for the proposal for change. As both the Blueprint and Sector Alignment projects developed the Student Council were kept up to date with what was happening and every opportunity was taken to include a wider student voice in the project. This includes briefings by the Chief Executive, Property Director, Blueprint Project Manager and GM Governance and External Relations. On top of this there were a number workshops relating to specific projects which included the Blueprint. A regular briefing was established which all student reps at Unitec were invited to and this covered Unitec's entire transformation agenda and specifically changes related to these two proposals. Feedback from these sessions and ongoing conversations with the Unitec Student Council helped shape the engagement approach for the two proposals. Consistent feedback through this process was that student feedback should be student led so all students had the opportunity to provide feedback but were not pressurised into participating.	
4.3	Risks	• Staff are concerned that management does not fully appreciate the risks of restructuring, and in particular, the perceived potential to: o Damage stakeholder relationships(and Unitec's reputation with these stakeholders)	• The reality we are required to confront is that our world is changing faster than we are. As an institution, we're facing a number of specific challenges to our current operating model. The risk of not transforming to meet these challenges is	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		o Reduce institutional knowledge o Harm student enrolments and outcomes, and worsen the student experience.	greater than any disruption that any restructure may cause. • Key stakeholders know about and endorse the changes; many have been demanding change. • There will be a robust transition and implementation plan to mitigate risk and minimise disruption. Progress of changes will be carefully monitored so that any issues are quickly identified and addressed before they become major obstacles to moving forward in the required direction. • Industry relationships will be institutuionalised, strengthened and enhanced through greater focus on accountability and through alignment across relationships. • The change does not immediately impact on service to students, and programmes and courses will not be negatively impacted by Sector Alignment. Arrangements are being put in place that are designed to optimize options and opportunities for students.	
5	**Transition & Implementation**	*It has been suggested that a robust implementation plan needs to be developed and consideration given to time frames. There is concern about how existing departments will transition into the new model. There are questions about the organisation's ability to manage, embed and sustain change. There is concern about loss of institutional knowledge and the transition of staff in relation to recruitment, workload, redeployment or redundancy.*		
5.1	Implementation Plan	• Suggest that a robust implementation plan is developed before implementation; staff want reassurance that this has been given due consideration and effort; no details have been made available to staff. • Concern about how existing departments will transition into Pathway Groups in the new model, including: • Integration of programmes	• Agreed that this is critical to the success of the change. There will be a robust implementation plan in place covering people, process and systems. The intention is to engage with a number of key internal stakeholders across the organisation to assist in the development of this plan and ensure that all bases are covered. This work has already commenced at a	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		• Managerial direction • Physical space/location • Fixed term contractors • Suggestion of phasing the implementation of Networks and Pathway and Practice Groups rather than taking a "Big Bang" approach which may not be practical or feasible.	high level during the proposal stage and will ramp up once final decisions have been made about the outcome. • It is not envisaged that there will be any immediate impact on programmes arising from Sector Alignment itself. Any integration or reconfiguration of programmes will occur as part of broader programme redevelopment and renewal processes; noting that programmes at levels 1-6 have for several years been in transition because of the national TRoQ reviews. • It is not envisaged that there will be any immediate need for physical relocation of departments beyond what is planned and may evolve through the Property Strategy. • The transition from departments to Networks and Pathway and Practice Groups will in all probability occur over time through the summer break and Semester 1 as all the new positions are recruited.	
5.2	Timing	• Concerns that potential disestablishment of some positions do not have a set time frame to occur leaving these staff unsettled. • Suggest new Academic Leaders are appointed as early as possible to assist with the transition as there is a steep learning curve. • Concern over Curriculum Leader roles being disestablished in Semester One before Academic Leaders are appointed and the impact the lack of this support will have on students. The summer semester is when a high proportion of student admissions processing etc. occurs and staff take leave. Suggested extend Curriculum Leader roles to end June or until new HoPPS are in a position to ascertain resourcing requirements and to ensure all the tasks undertaken by Curriculum Leaders are allocated.	• Time frames for disestablishing positions will vary in line with the implementation plan. The outcome document provides clear time frames for disestablishment of positions. • Appointment of Academic Leaders will start from early May 2016 when it is anticipated that most of the HoPPs and Deans Innovation and Development will have been appointed and can therefore assist in these appointments. Programme Leaders will be in place until end June so there will be sufficient time to ensure a smooth transition. • Transition arrangements have been planned to minimise impact on enrolments and teaching and learning. That being said though we will all need to work together to minimise issues for our students. Unitec has an excellent record of minimizing impact on students during systemic change – eg. the	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			disestablishment of the faculties 2003-04; the reestablishment of faculties 2008-09.	
5.3	Change Management	- Question the organisation's ability to manage the significant transformation required to embed and sustain the change (reference to DVA and CIS). - Assure staff, students and stakeholders that Unitec will respond positively to any negative impact of the changes. - Concern that these changes are causing additional and unnecessary stress on staff which impacts negatively on the students' learning experience. - Question how staff will be supported through the implementation given high levels of stress and uncertainty.	- Change is difficult, and it is acknowledged that there have been lessons to learn from past change initiatives. This is a big change and the transition arrangements and implementation plans are critical. Work is being undertaken and will continue to be revised to ensure that there is a smooth transition from current to new. - Implementation and progress will be carefully monitored so that any issues are quickly identified and addressed before they become major obstacles to moving forward in the intended direction. Specific action will depend on the issue identified. - Extra support will be provided as and where necessary during the transition period.	No change.
5.4	Impact on Students	- Concern that flexible pathways (Te Miro and new teaching and learning models) may be difficult for some students to navigate and will require significant support. - Concern that the implementation of the Network model (before Phase Two support mechanisms are in place) may result in disorganisation, frustration and poor customer service. - Concern that implementing the Network model simultaneously with Blueprint Student Services risks negatively impacting student retention and success, especially around provision of advice on programmes/courses with the changes to programme administration and the disestablishment of PLs and CLs. Suggestion that Phase Two be delayed to allow HoPPs and Academic Leaders to embed their new roles.	- Just as staff will need encouragement and support to realize opportunities for networking and connecting beyond structures, so too will students need support to negotiate their way between programmes rather than through a single qualification structure. - The networked model should not impact on the student experience. If misunderstandings arise these will be countered by timely communication interventions consistent with risk arrangements. - The transition arrangements and implementation plans are critical and work is being undertaken and will continue to be revised to ensure that there is a smooth transition from current operations to the new model. - The implementation and timing of any changes decided as a result of Phase Two will be carefully considered in light of progress on Phase One implementation to minimise any disruption to students.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
5.5	Impact on Workload	• Concern over the impact on Programme Leaders workload, increased responsibility and unclear reporting lines from January when it is anticipated that the HOD role will cease. • Concern over the huge burden on new Academic Leaders during transition particularly with the outsourcing to Concentrix and the inevitable increase in the number of questions going to Academic Leaders.	• The transition plan will ensure that there is appropriate leadership in place throughout the transition from Departments to Practice Pathway Groups so as to minimize any impact on existing Programme Leaders through to the end of June 2016 and on any newly appointed Academic Leaders.	No change.

5.6	Recruitment & Selection	• Question around the use of foundational capabilities for selection, rather than technical and behavioural criteria derived from the position descriptions; concern that these capabilities lack specificity and could be subjectively applied.
		• Question as to whether previous performance and fulfilment of KPIs will be considered in selection decisions relating to existing staff
		• Suggestion that qualifications and length of service should be considered as criteria for selection.
		• Suggestion that Unitec provide existing staff with training and support around the recruitment and selection process.
		• Specific suggestions relating to the recruitment process for Network Administrators (as ring-fenced positions):
		  o That full details of relative scoring and rankings will be made available to all applicants with privacy ensured.
		  o That three working days for applicants to respond to preliminary decisions about recruitment is insufficient; suggest that this should be one week.
			• Assessment against foundational capabilities will inform only one part of the selection process. The technical skills and knowledge contained in the person specification for each position will also be assessed through the shortlisting and interview process.
			• Yes previous performance will be a consideration in selection decisions for existing staff where it serves as evidence to support the required position and person specifications including education and training. Length of service is not in itself a relevant factor for selection purposes but capability and knowledge gained and demonstrated through previous service will be relevant to the selection process.
			• Redeployment workshops are planned to support staff whose positions are significantly impacted by the changes being implemented. These are highlighted in the proposed time line in the Proposal for Change document.
			• In regard to feedback received on the proposed selection of ring-fenced positions for Business Administrators (previously titled Network Administrators):
			• Relevant information will be supplied including the scorings and rankings of all applicants for the ring-fenced position.
				Minor change to implementation plan timeline for recruitment of ring fenced positions – time for them to respond to preliminary decisions has been increased from 3 days to 1 week

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			• Accept that the timeline of three working days to respond to preliminary decisions will be extended to one week	

5.7	Recruitment & Selection - Māori	• Recommendation that the recruitment/selection process incorporate a focus on mātauranga Māori, including:
		   • Positions being advertised specifically to Māori communities using recruitment agencies like Mana.
		   • Māori representation on recruitment panels.
			• Agree. Interview panels for recruitment will include Māori representation and positions will be advertised with relevant agencies like Mana.
			• Relevant questions will be incorporated as appropriate into the structured interview process.
				No change.

5.8	Staff retention and institutional knowledge	• Concern over retention of staff; it is acknowledged that "New blood" is important but that institutional knowledge is critical for smooth functioning of Unitec; robust transition plans must be in place. • Concern over the retention of staff on fixed term and secondment employment contracts in Te Kura Whanui during transition to Te Miro; staff are concerned over job security given the fluctuating semesters and consequential fluctuating staff resourcing requirements. • Concern over the potential for loss of key records during transition and staff moving out of the organisation. • Propose that Unitec offer, in addition to redeployment support, a process for validating as course credit achievements some of the skills and knowledge impacted staff have developed in their roles.	• The transition arrangements and implementation plans are critical and work is being done and will continue to be done to ensure that there is a smooth transition from current operations to the new model. • Fixed term and secondment arrangements will need to be addressed on a case-by-case basis as the implications will not necessarily be the same in all situations. As a general rule, however, those on secondment will go back to their substantive positions at the end of the secondment period, unless the seconded position is impacted by the changes. Those on fixed term contracts will be assessed on a case-by-case basis. • There are various ways of dealing with the challenges of fluctuating resource requirements and various forms of employment ranging from full-time, proportional, hourly paid and fixed term. • Records are Unitec property and every effort is always made to ensure they are not lost. • Unitec encourages validation of existing skills and has a very open policy on recognition of prior learning. People wanting this recognition should make contact with the Programme Leader of the relevant programme/s; if they are unsure who this is, in the first instance they should contact Quentin Williams – qwilliams@unitec.ac.nz	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
5.9	Redundancy	• Concern over a blanket approach to denying redundancy payments to staff in disestablished positions if they decide to leave before their employment ends. Recommend a case by case is adopted	• As a general rule staff who choose to leave before their position is disestablished and their employment is terminated by way of redundancy will forfeit their right to redundancy payments. However staff are entitled to consult on any aspect of a decision to disestablish their position and these discussions will be conducted in good faith.	No change.
5.10	Property	• Concern that current infrastructure is in poor condition, suffering from deferred maintenance and will not support networked, collaborative ways of working or new teaching and learning models • Concern that planned property changes (e.g. more open plan office arrangements) may have an opposite effect to what is intended and could act as a barrier to collaboration rather than facilitate it (e.g. people working remotely to avoid noise).	• The current infrastructure condition is the catalyst for the implementation of the property strategy, due to be rolled out over the next 10 years. This strategy seeks to consolidate existing assets into a core campus, modernised to meet the needs of future pedagogy. • There are a number of choices available to staff if noise or anything else becomes a distraction. In terms of office layout there will be quiet spaces for people to use temporarily; those who are posing a distraction will have access to areas designated for collaboration. The open plan office is not the entirety of the floor plan budget; there will be mixed use areas that flex to different working needs. Underlying everything about our approach to workspace is that there will be more options available for the activities staff undertake rather than being restricted to traditional office space.	No change.
6	**Convergence Between Sector Alignment and Blueprint**	*Numerous submissions express concern that the two proposals are not aligned and could result in a bifurcated student experience. It is recommended that the two proposals be integrated and evaluated as a whole rather than as two separate proposals, and a number of opportunities have been identified to make links between the two proposals clearer. There are concerns about the relationship between academic and student service roles (particularly between Programme Administration and Student Administration) and the impact of the Student Services Blueprint on academic staff (especially*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		Academic Leaders). There is a view that quality advice cannot be provided under the new Student Services model as students pose a wide variety and complexity of enquiries. It is suggested that the role of academic staff and their links with services through various phases of the student lifecycle could be made clearer. There is concern about the disestablishment of FOMs given the likely negative impact on EFTs of proposed changes to Student Services. There are also a number of concerns about the timing of the two proposals including impact on the student experience and the level of disruption it will cause.		
6.1	Alignment	• Numerous submissions express concern that the Sector Alignment and Student Services Blueprint proposals are not aligned and are based on different language, assumptions and thinking; Blueprint is customer-centric while Sector Alignment is focused on academic organisation and structure. The consequence is a lack of cohesion as the two proposals reflect and emphasise differing approaches to student success, retention, wellbeing and wider outcomes, and potentially reinforce different organisational cultures. For students this could potentially drive a bifurcated student experience and identity, rather than the seamless engagement sought. The design of each and both must demonstrate convergence for the student experience to avoid the need for them to constantly make paradigm shifts within the organisation. More details on alignment can be found at the end of the document	• Recognise and acknowledge that there was a lack of alignment in some areas across the two proposals, although one was principally a detailed set of proposed arrangements where the other was more a design model. • It is indeed critical that the student experience is seamless and not bifurcated. As part of the development of Phase 2 of Student Services Blueprint the project teams will be working together to ensure closer alignment at the interfaces between teaching and student services. Key internal stakeholders will be engaged across the organisation to assist with any alignment issues. • There are three members of the Steering Group who sit across both projects for the purpose of understanding and aligning each of the models.	No change.
6.2	Structure	• Concern as to how the relationship between Academic Leaders and ORMs (proposed new positions under Student Services Blueprint) will work, in particular that ORMs will have to rely on ALs to address enrolment issues outside their knowledge areas. • Recommendation for Maia as a student support service but with the academic courses currently sitting with Maia being more appropriately situated within the Networks.	• A new enquiry to admissions to enrolment process has been developed (to be implemented as part of Blueprint Phase 1 for April 2016) with a view to minimising the requirement for referral to Academic Leaders. However where there is still requirement for intervention by Academic Leaders this will be managed through a standardised escalation process.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		• The Pacific Centre, Maia and TPA all straddle the line between service functions and academic functions and there is a concern that we have failed to recognise the implications of this or outline how this works in practice. • Suggestion for the establishment of one committee tasked with collective impact responsibilities across the Networks and Student Services. This does not exist currently.	All relevant staff will be advised of this process and training will be provided during implementation. • The place of Maia as a provider of student services will be considered in Phase 2 of the Blueprint; Māori staff and students will be engaged more broadly to assist in developing the model. • Acknowledge that the Pacific Centre, Maia and TPA are currently key areas of interface between student service and academic functions. As part of the development of Phase 2 Blueprint, it will be considered through consultation what form these services take and how to achieve closer alignment at the interfaces between student and academic services. Key internal stakeholders will be engaged across the organisation to assist with this. • Agree that there is a need for collective and collaborative strategic leadership across Networks and Student Services. It is considered that the establishment of such a function will be a key responsibility of the incoming Deans Innovation and Development, General Managers Benefits Realisation (for both Networks and Student Services), the Student Services Guiding Coalition, and the Deans Teaching & Learning.	
6.3	Programme Administration Interface with Student Services	• There is a concern that the relationship between Programme Administration and that of the Blueprint-affected areas has not been fully considered and this could have a detrimental effect on students. There are also variations to Programme Administration practice across the institute that would need to be mapped at a programme-by-programme level. • Concern that long standing professional relationships that have been built between the Programme Leaders/Curriculum Leaders and the Student Administration team responsible for the department's	• Phase 2 of Sector Alignment will include a comprehensive review and relook of the Programme Administration function across the organisation. As part of this process it is intended to ensure that the interface with Student Services has been fully considered and aligned. Extensive mapping of relationships and processes is to be completed. • It is acknowledged in some programmes there are long-standing relationships and also acknowledge that changes of staff at any time can have an impact. Both the Sector Alignment and Blueprint Student	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		student admissions process will become less collegial as the role of the Student Administrator is outsourced to a separate company. • Concern that Programme Administrators will be required to support students through various changes associated with the new Student Services model; concern that Programme Administrators are located close to academic staff and students rather than being physically centralised into one location. • Suggestion that Programme Administration functions will require Written Administrative Processes from Student Services to link function between all areas from the outset (given the new suite of processes emerging from Student Services). • The connection between the admissions centre and academic departments needs to be outlined – this is key to Unitec improving conversion of enquiry to enrolment.	Services new operating models are aimed at enhancing collaboration and collegiality and building robust processes to ensure minimum impact if there are staff changes. Service level agreements are expected to be in place to monitor any external partner delivering these services. Academic Leaders will remain a key link with the Customer Services team. • There is currently no intention to physically colocate Programme Administrators. Any change to the way Programme Administration is carried out will be considered as part of Phase 2 Sector Alignment. • As part of the implementation of Phase 1 Blueprint Student Services, Programme Administrators will be provided with training relevant to new admissions processes. Written process documentation will be accessible by all relevant staff via a realtime cloud-based solution. • Agree that the connection between admissions and academic areas needs clarification. Currently the entry criteria for all 137 active academic programmes are being considered and rationalised. This will clarify the points of interface between Customer Services and Practice Pathway Groups in regard to the admissions process.	
6.4	Impact on Academic Staff	• Concern that the implementation of the proposed new Student Services (Blueprint) model – particularly Phase One with the outsourcing of customer services to Concentrix - will likely have a significant impact on the work of academics and especially the Academic Leaders, as it did around 2009 when the Student Central model was introduced. • Question the potential impact of the establishment of a Priority Groups Centre of Excellence (as part of Student Services Blueprint) on the Dean T&L MM as the Dean's role	• Lessons have been learned from the 2009 restructure of Student Central with regards to ensuring the proper technology solutions, processes, and training are in place to ensure a smooth transition for any changes. Having clear transition arrangements and a robust implementation plan in place will minimise any negative impact. • It is acknowledged that there have been a number of submissions around the concept of the Priority Groups Centre of Excellence including the potential	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		should be seen as the embedding of MM for ALL staff and students (not just Priority Groups).	inclusion of the Dean T&L MM within scope. These suggestions will be considered as part of the development of Phase 2 Blueprint Student Services. Key internal stakeholders will be consulted across the organisation to assist with this.	
6.5	Language Learning Centre	• Concern regarding the future of the Language Learning Centre which doesn't appear to be addressed by either proposal (either in relation to the Bridgepoint Network or the Hub and Student Services development), beyond a reference to the review of LLC Administrators roles in Phase 2. (Note – this was out of scope for BP).	• At this stage the Language Learning Centre is proposed to be part of the Bridgepoint Network. The role in future of the Language Learning Centre will be considered in Phase 2 Sector Alignment and will also be influenced by the outcome of the Student Services Blueprint proposal for change.	No change. Phase 2 Consideration: Role of the Language Learning Centre
6.6	Student Experience	• Concern that there is no mention in the Network structure of providing academic support and guidance for students in choosing a programme and courses; the view is that quality advice cannot "be scripted into a call/service centre environment" (i.e. cannot be dealt with under the new Student Services model) as students and potential students pose a wide variety and complexity of enquiries.	• The implementation of Phase 1 Blueprint Student Services will introduce a number of self-service technology solutions to enable students to make more informed and simplified decisions about programme pathways. This will be supplemented by Customer Services generalists and specialists who can provide face-to-face guidance to deal with a wide range and complexity of enquiries, and escalation to Academic Leaders as required. Unitec does not propose to engage with an external provider in a call centre model, our requirements for Student Services go beyond that and any agreement with a provider will reflect the nature of our business and requirements.	No change.
6.7	Disestablished Roles	• Concern about the disestablishment of FOMs given the likely negative impact on EFTs of proposed changes to Student Services (Blueprint) as FOMs play a key role in "determining strategies to increase/maintain EFTs).	• Determining strategies to increase/maintain EFTs will be the responsibility of the GMs Benefits Realisation with the support of Resource Coordinators. Marketing plays a critical role too.	No change.
6.8	Timing	• Concern about the timing of Phase Two of Sector Alignment coinciding with Blueprint Phase Two changes; in particular: • Given that Programme Administrators are key to supporting students, suggestion that enough lead time should be allowed for each of these changes as both	• Our main focus during this period of change will be ensuring students are not impacted negatively as implementation progresses. • An Implementation Project Team has been established who will plan transition arrangements.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		deal directly with student well-being and student learning. • Suggestion that HoPPs and ALs be given time to immerse in their new functions and get familiar with the students' and programmes' needs and issues before the re-look on programme administration and Phase 2 of the Blueprint for Student Services are implemented. • Disestablishment of Programme and Curriculum Leader roles by June 2016 will exacerbate student dissatisfaction and confusion as it coincides with changes to Student Support Services and will impact on the provision of advice on programmes and courses. • With the proposed Sector Alignment and Blueprint being implemented at the same time, the workforce within Unitec that deals directly with programmes and students have been diminished substantially. It leaves only the current programme administrator roles who can ensure continuity of existing processes within programme. • General concern about the level of disruption to the organisation across multiple fronts with the implementation of both proposals occurring at the same time.	These will be planned to minimise impact on enrolments and teaching and learning. • It is intended to establish a task force who will be troubleshooting and identifying any teething problems to minimize student issues arising. That being said though, we will all need to work together to minimize issues for our students. • Timing for the relook of Programme Administration (as part of Phase 2 Sector Alignment) has not yet been confirmed, but cognizance will be taken of interdependencies with the implementation of Phase 1.	
6.9	Opportunities for Alignment Between the Two Documents	• Recommendation that the two proposals be integrated and evaluated as a whole rather than as two separate proposals. A number of opportunities have also been identified to make links between the two proposals clearer	Responses have been provided below.	
6.9.1	Leadership and Operation	• Benefits Realisation notes connection and networking across teaching and learning and student services via cross organisational functions. Opportunities for the GM Benefits Realisation in both BP and SA work together in a converged manner. • More detail is required around how the Guiding Coalition works with the leadership structure of Sector Alignment.	• Recognise that there are multiple opportunities for the GMs Benefits Realisation to work collaboratively across the organisation. This is an expectation of those positions and is reflected in their position descriptions. The GM BRs from both Sector Alignment and Blueprint will work as a network along with the GM IMS, GM People & Culture, GM Decision	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		This should include alignment of the student experience through consistent organisational KPIs across both. • The centralised oversight of Student Services processes, data, and outcomes needs to be aligned/linked with the KPIs in the Sector Alignment document. • In Sector Alignment there is a focus on enterprise-wide engagement, co-creation and innovation, with teams working as communities of practice - the seamlessness needs to be inclusive of services. • Links to Sector Alignment positions/functions are not evident in the position descriptions for key Student Services positions (e.g. Admissions Advisors and Team Leaders). It would be logical to assume that a key relationship in these positions would be with Practice Pathway Groups and Networks but these are not included • Attributes in position descriptions and for selection criteria should be aligned.	Support, GM Procurement and Director Facilities Management. • Agree that there is a need for collective and collaborative strategic leadership across Networks and Student Services. It is considered that the establishment of such a function will be a key responsibility of both the incoming General Managers Benefits Realisation (for both Networks and Student Services) and the Student Services Guiding Coalition, working with the Sector Alignment leadership team. • The KPIs are considered to be congruent across both models although they may currently be presented in different formats and language; these will be aligned through the development of Phase 2 Blueprint Student Services. • The intention is that communities of practice will span all functions of the organisation as required. • The links to Sector Alignment will be made clear through key relationships in the position descriptions for key Student Services roles. • The foundational capabilities referenced in the Sector Alignment Proposal for Change apply across all Unitec positions and are the attributes that all Unitec staff are expected to demonstrate. These capabilities form part of the selection criteria for the recruitment of new positions, along with specific job requirements. These will inform the recruitment and selection process for the recruitment of new Customer Services positions.	
6.9.2	Background and Approach	• The background to the Sector Alignment proposal is more explicit about the broader contextual drivers of change and could be used to pull both proposals together more effectively. • There needs to be a clarity around shared purpose – the opportunity to take a "whole-of –institution" approach is	• There is a clear shared strategic purpose reflected in both documents which is to enable better futures for students, communities, public and private enterprise. The ultimate goal of both projects and/or others is to achieve this.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		key. However the language of each proposal separates them significantly. • Significant differences in the diagrammatic representations of the two proposals. Where Sector Alignment demonstrates links, flow, movement and a degree of flexibility as well as ambiguity; the SSB seems very hierarchical and siloed.	• Regarding differences in diagrammatic representations, it should be noted that the proposal was for consultation on Phase 1 of Blueprint Student Services only. The model for Phase 2 Blueprint has not yet been developed to the level of detail to enable alignment of diagrammatic representation across the two proposals. This is expected to evolve through significant input from staff during the development of Phase 2.	
6.9.3	Specific Service Areas and their links with Academic Functions	• The role of academic staff and their links with services through various phases of the student lifecycle could be made clearer: • Career communities indicate a greater alliance with teaching and learning, within the Achievement Team. Stronger links to Careers Services. • The connection between ORMs and the Help Desk (Student Services) and Networks and Practice Pathway Groups needs to be seamless for students. • Opportunity for stronger linkages of Curriculum and Research KPIs across both proposals. • Academics role in supporting student transition into the organisation (e.g. social orientation) • The connection between student academic induction and its significance for academic success that goes beyond engagement and choosing Unitec. • The role of teaching staff in student retention in relation to the students' learning experiences • The role of mātauranga Māori in connecting services and pathways (could be a key role for Priority Groups Centre of Excellence here). • Academic aspects of student extension (engagement with alumni etc.) • Both professional (student) and academic services need to be viewed as resource pools to work in co-creative	• Links between academic staff and services will be clarified and articulated during the development of Phase 2 Blueprint Student Services. Key stakeholders will be engaged across the organisation to assist with this. • A new section has been added to both outcome documents to highlight the key points of interface. • With regard to KPIs, these will be aligned as necessary through the development of Phase 2 Blueprint Student Services. • A lot of feedback has been received regarding the visibility of Māori in both proposals. All the contributions are acknowledged and the intention is to engage with Māori staff and students to co-create a solution. • It is acknowledged that current Service Level Agreements between Student Services and academic areas will need to be reviewed as part of the development of Phase 2 Blueprint Student Services to capture those referrals. • It is recognised that in many cases processes are not currently embedded across the organisation, therefore there has been a strong reliance on personal networks and relationships. Part of the aim of Blueprint Student Services and Sector Alignment is to embed new collaborative ways of working across	New section to be added to both outcome documents highlighting key points of interface between academic and student services.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

		partnerships with staff, as outlined in Academic Development support in Sector Alignment Proposal.
		• Need for stronger and more explicit accountabilities for the viability and credibility of academic portfolios and related products and services in both proposals
		• Links re referrals of students to services and also from services to departments through Heads of Departments and Programme Leaders are currently key for student services – but there is no acknowledgement of this key relationship or the pastoral dimension in the new roles of Heads of Practice Pathway Groups or of any others at this point.
		• No mechanism across both proposals to ensure that the current reliance on personal networks and relationships is going to be addressed; this reinforces the risk of two "megasilos". Key areas of concern are:
		  • Sector Alignment & Customer Services
		  • Bridgepoint/Te Miro & Student Services
		  • Sector Alignment PDs & connection with Student Services
		• Sector alignment proposal gives little recognition to the importance of relationships with students and refers to them in multiple ways (e.g. students, learners, customers etc. but not as stakeholders). Blueprint feedback suggests students are more than customers but also developing professionals, clients, co-producers and constituents. There is a need to examine our understanding further of the role and position of students.
		• Suggestion that the OSA Model (Student Services Blueprint) could be used as a way to envisage connections and convergence to strengthen both proposals and to demonstrate collective impact (Note: Draft diagrammatic representation provided of the OSA Model linking Blueprint, Sector Alignment & Unitec Student Identity).
			the organisation, supported by robust systems and processes, to mitigate any potential for reverting to siloed behaviour. This will include shared responsibility for KPIs and an expectation, detailed in position descriptions, that staff will work in a collaborative and networked way.
			• There are multiple discourses concerning students which are recognized and it is also acknowledged that a shared understanding and positionings are important, though without necessarily landing on standardizing nomenclature.	

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6.10	Priority Groups Centre of Excellence	• Success for priority group learners could be strengthened within academic structures by the Priority Groups Centre of Excellence providing guidance on pedagogy (rather than service delivery only). • Strategic Leadership of Priority Group Outcomes (particularly for Māori) needs to be linked to Sector Alignment • Very unclear where the Priority Group Centre of Excellence aligns or converges with the Sector Alignment Proposal.	• The possibility of Priority Groups Centre of Excellence providing guidance on pedagogy is something that can be explored further in the development of Phase 2 Blueprint Student Services, although care would need to be taken not to tangle with other arrangements that support the development of curriculum pedagogies and teacher capability. Key internal stakeholders will be engaged across the organisation to assist with this. • A new section has been added to both outcome documents to highlight the key points of interface.	New section to be added to both outcome documents highlighting key points of interface between academic and student services.
7	**Student Concerns**	*Students are concerned about the potential reduction in staff and the impact on their learning experience and outcomes. The difficulties with CIS are specifically referenced. There are also concerns about how decisions are made and whether management fully understands the risks of restructuring.*		

7.1	Staffing Levels	• Concern about the potential reduction of lectures (i.e. face to face), which has raised a number of difficulties in CIS such as:
		  o Difficulties communicating with staff/lecturers
		  o Difficulties coordinating with other classmates for group projects
		  o Difficulties with technology – not enough training
		  o Impersonal
		  o Not enough learning when moving from Te Kura Whanui to departments (i.e. Osteopathy, Nursing)
		• Concern about potential reduction of staff, specifically communication lectures and Pacific Centre and Te Puna Ako staff.
		• Concerns that the restructure within departments will cause a loss of staff which will affect course content and its delivery; students will not receive the full original course content they signed up for.
			• The Sector Alignment redesign does not itself impact on teacher staffing nor implementation of the new teaching and learning models. These matters are nonetheless being addressed through arrangements for course development and renewal and for professional development for teachers.
			• It should be noted that new teaching and learning models are not about removing face-to-face interaction; they provide a balanced approach across multiple mode of delivery that moves away from "one-size-fits-all".
			• Student concerns are recognised around the potential future reduction of staff and believe that a full and robust implementation plan will be able to adequately address these.
				No change.

7.2	Decision Making	• Concern that decisions are made from a profit based analysis of EFTS and the cost of running courses, rather	• Unitec is a not for profit organisation focused on providing benefits for our students, stakeholders and	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		than accounting for the common good of courses the sector runs; the greater good should sometimes outweigh the profit drivers	community. Integrating and utilising good business models and practices will help maximise the value that can be offered to these groups. All programmes are assessed on a financial basis but quality, stakeholder benefit and strategic relevance are also important.	
7.3	Course Quality	• Concern that students have found the new CIS courses very difficult and not the type of learning environment they expected when coming to Unitec. Students felt unsupported and felt they were not getting the value they had paid for.	• Students did express a number of concerns when CIS was first introduced however some of the programmes coming out of the Centre, such as BCE and MAP, now have a combined NPS of 30 which is significantly higher than the Unitec NPS. Other programmes aren't rated as well and there is still significant room for better collaboration between departments. Lessons have been learnt from this experience with clearer marketing material and a stronger focused transition into the programme and a wider range of student support systems in place.	No change.
8	Māori – Partnership, Positioning and Consultation	*Overall summary: There is significant concern from a wide group of stakeholders that the proposed changes fail to demonstrate a commitment to partnership and Te Noho Kotahitanga. There is also a view that the engagement and consultation process has breached the guiding principles of TNK and the principle of partnership under Te Tiriti o Waitangi, and that Unitec is side-lining Māori perspectives. It was also noted that the proposal documents lack reference to key Māori strategies. The Te Manawa model was put forward as a means of addressing the positioning of Māori at Unitec. Some broad recommendations were put forward to address leadership and governance issues including introducing a new Executive Leadership position to provide a coordinated strategic approach to Māori Success. It was also suggested that all position descriptions should reflect the need for staff to willingly engage in the mātauranga Māori space with Deans positions requiring substantive knowledge and expertise in this space.*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
8.1	Partnership and Te Noho Kotahitanga	• Significant concern from a wide group of stakeholders that the proposed changes fail to demonstrate value, commitment and partnership to Māori: o Absence of right to assert tino rangatiratanga at Unitec; for Māori to decide what is right for Māori and to have stewardship over what belongs to them. o Perceived lack of leadership willingness, confidence and ability to operate in partnership. • Contention that the model overall lacks any sense of incorporating world views reflective of Māori needs and aspirations that would demonstrate an active commitment to the partnership. • Strong recommendation from multiple submissions that the principles of TNK should be reflected and embedded throughout proposal and outcome documents (including for future phases); suggestion that there should be a conversation with Māori to progress this. • Need for commitment to Te Noho Kotahitanga should be a key component of all position descriptions; essential that staff are held accountable for this	• The Executive Leadership Team (ELT) is committed to working with Māori staff in partnership to ensure that the Guiding Principles of Te Noho Kotahitanga are embraced and embedded in our ways of working together. We have been engaged in thinking around Māori Leadership at Unitec this year and working with the Dean Teaching and Learning, Mātauranga Māori and the Director, Maia, a brief was developed for Wally Penetito to speak with staff and stakeholders to help us answer the question: *How effective are governance and management in supporting Māori educational achievement?* • The report has been received and there is a need for more work to build greater understanding before any changes are effected. • The submissions received in response to Phase 1 Student Services Blueprint and Phase 1 Sector Alignment Proposals for Change are being considered. The ELT also attended a presentation from a group of Māori staff in response to these proposals and heard their concerns and ideas for future proofing the partnership and place of Māori in our organisation and nation. • Whilst all concerns and gaps cannot be solved at once, it is acknowledged that the brief for consideration is much bigger than the two change proposals and more time is needed to consider each of the elements with Māori staff, students and Iwi. The elements that have been identified both in written feedback and presentations are: o **Governance** – What is (should be) the role of Runanga and what is (should be) the relationship with Unitec Council? o **Te Noho Kotahitanga (The 5 Guiding Principles)** – What is the charter for change? How do we	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			engage in meaningful dialogue that takes the principles off the wall and embed them in the way we work together? o **Leadership** – What should Māori Leadership look like? Where does Māori Leadership sit in relation to the ELT? How do we foster and strengthen the presence of Māori Leadership in our organisation? o **Proposals for Change** – Both proposals for change received a lot of feedback around the position of Māori staff, services, teaching and learning and research. The multiple viewpoints of staff have been read and taken on board and the ELT have also attended a presentation given by a group of Māori staff on 'what was not in the proposals'. All this feedback is being considered, and to find the best solutions more time is needed to understand how this and the other elements all weave together. This will include a number of engagements with staff to co-create the future way of operating. o **Māori Dimensions of Teaching and Learning** – Kahui and mātauranga Māori and the implementation of the new teaching and learning models and the living curriculum. • Where to from here? o The CE is seeking counsel from a number of key Māori leaders to discuss who might be able to provide thought leadership and innovative thinking to these elements. You will be kept updated as those discussions unfold. o As mentioned under the proposals for change, over the next couple of months there will be further engagement with Māori staff and	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			students and Runanga to help create a future model.	
8.2	Consultation Process	• View that the engagement and consultation process with Māori has breached the guiding principles of TNK and the general principle of partnership under the Te Tiriti o Waitangi; the Treaty of Waitangi. In particular, that Unitec has imposed a process for consultation rather than working with Māori to develop an appropriate framework. • Further concern that Unitec has not engaged or consulted with Ngāti Whātua as a key stakeholder and the hau kāinga of the whenua.	See above.	
8.3	Positioning	• Claim that Unitec is asserting a dominant mono-cultural position that sidelines Māori perspectives; dilutes current and potential Māori contribution; and to the detriment of these strategies, undermines any sense of critical consciousness serving to address institutional racism. • Concerns that the proposed model does not incorporate mātauranga Māori principles. • Numerous submissions put forward Te Manawa model as a means of addressing the positioning of Māori.	See above.	
8.4	Roles and Spaces	• Need for clearly identifiable Māori positions and spaces; suggestion that Te Manawa gives effect to TNK by being adopted as the partnership model between Māori and Unitec.	See above.	
8.5	Strategy	• Proposal documents and proposed models lack reference to key Māori strategies (e.g. The Māori Research Strategy, Māori Communication Strategy, the embedding of mātauranga Māori in Curriculum & Research)	See above.	
8.6	Leadership and Governance	• Note a lack of strategic thinking and expression of in relation to te reo me ōna tikanga Māori and mātauranga Māori, and space for Māori leadership and ownership of the proposal or processes. • Some broader recommendations relating to Māori leadership and governance across Unitec, including:	See above.	

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		o Provision of an executive leader who will sit at the table with the Executive Leadership Team and bring together the various Māori units and staff throughout the Institution to provide a coordinated strategic approach to Māori Success. o Dissolution of the Rūnanga to be replaced by a group more suited to the needs of the Institute for informed advice on Māori aspirations going forward. o Proposal that one of the General Manager Benefits Realisation roles should focus on ensuring the realisation of benefits for Māori. o Suggestion that the position description for the Dean of Innovation and Development – Networks needs to reflect more recognition and understanding of forging reciprocal partnership relationships with iwi as tangata whenua and Tiriti partners (beyond just stakeholder engagement with iwi). o Recommendation that Kaiarahi (Mātauranga Māori champion) be appointed across every identified network in the new academic structure. This role would operate similar to how they do in SHS, working alongside the Kaihautū to support the Māori Success strategy, drive TNK deeper into programmes, coordinate mātauranga Māori across courses, assist with staff development around TNK etc. o Suggestion that the Marae be positioned as an academic space in its own right with a team around it who can support the Marae. • Recommendations regarding proposed new positions: o Position Descriptions for Deans to include substantive knowledge, expertise/ evidence of mātauranga Māori. o All positions to be advertised specifically to Māori communities using recruitment agencies like Mana. o Māori representatives to sit on recruitment panels - refer to MSS objective 3.		

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		o Position descriptions to reflect the need for our staff to willingly engage in the mātauranga Māori space.
		• Recommendation for a new model around the management of the marae, including the addition of a General Manager Marae to have responsibility for marae staff including:
		o Kaumātua Tāne or some other title
		o Kaikaranga (current position) to be renamed Kaumātua Wāhine or some other title
		o Taura Here (current position)
		o Marae Administrator (current position)
		o Marae Caterer (current position)
		o The GM would also be responsible for developing a long term strategy related to marae maintenance and financial independence as an event centre.
		• Further submission in relation to Māori leadership and governance proposes the position of Deputy CE Māori, with the following options:
		1. Deputy CE with no direct reports who provides leadership for Māori staff and students through a series of huihuinga. This position would speak to similar positions in other tertiaries.
		    o Māori spaces in addition would include the marae, Maia and the Dean T&LMM and Kaihautū.
		    o The GM Marae would report to the Executive Manager Business Development or equivalent.
		    o Director Maia would report to the leader of the proposed Centre of Excellence
		    o Dean T&LMM would report to the Executive Dean ADG or equivalent.
		2. Deputy CE with direct reports: GM Marae, Dean T&LMM and Director MS&CE.		

9	**Māori – Teaching and Learning**	*There is concern that new teaching and learning models could result in loss of connections between staff and students with major impacts on Māori students. There is lack of clarity*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		around the role of Te Ao Māori and concern that Te Reo Māori has not been recognised in either Proposal for Change. The delivery of Mātauranga Māori courses needs to be considered including a suggestion that the Marae becomes a teaching and learning space specialising in mātauranga Māori.		
9.1	Connection	• Concern that new teaching and learning models may result in a potential loss of connections between staff and students and that this could have a major effect on many Māori students; careful attention must be given to the importance of the expression of whakapapa, manaakitanga, kaitiakitanga, tikanga and other beliefs and values.	See above.	
9.2	Te Ao Māori	• Lack of clarity in the proposal how we intend to ensure the continued growth and excellent experience of students in terms of engagement in Te Ao Māori; some courses have a growing relationship with the marae for immersion learning and wananga opportunities.	See above.	
9.3	Mātauranga Māori	• The delivery of mātauranga Māori (MM) courses needs to be considered; view that under the current arrangement the programmes and departments (Practice Pathway Groups in the future model) renege on their responsibility for moderation, monitoring and recording of results. • Suggestion that the Marae be conceptualised as a teaching learning space upholding and specialising in mātauranga Māori, and that key staff (Taurahere, Paearahi, Kuia, Kaumatua, Kaitiaki) be designated as academic staff/ mātauranga Māori with a key role to guide teaching and learning practices in the Marae.	See above.	
9.4	Te Reo	• Te Reo Māori in learning and teaching is not recognised or addressed in either of the two proposal documents.	See above.	
10	**Overall Model**	*There are concerns that the new model is just as (if not more than) hierarchical than the current model and reinforces bureaucracy and an "audit culture". There are questions about the rationale for change and about innovation and collaboration sitting at management level. It is noted that*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		accountabilities may be impacted by competing cross-organisational priorities and that more autonomy is needed at lower levels to support decision-making.		
10.1	Structure	• View that the proposed model simply replaces the existing model with a similarly hierarchical model albeit with position titles changed and more pressure on academic leaders due to reduced administration/teaching resources, transition, multiple accountability lines and new models of teaching and learning. • View that the proposed new model is more not less hierarchical due to the introduction of additional management/leadership layers (General Managers and Deans). • Concern that the introduction of additional management positions is aimed at reinforcing an "audit culture" with too much emphasis on compliance and monitoring. • The proposed academic leadership structure suggests a very tightly-controlled model where teaching staff will be directed and driven to meet constantly changing programme demands, with little opportunity to engage in collegial discussion and debate about these decisions. This seems to have very little to do with increasing collegiality and more to do with increasing staff compliance with senior management directives with little opportunity for staff to engage, create and debate in that setting. • Suggestion that the Dean of Innovation & Development simply adds "a new layer of bureaucracy" which may mean slow decision-making (compounded by the matrix structure). • Question the statement in the proposal that "traditional hierarchical structures" cannot allow for "networked and connected ways of working". • Contention that the proposed model conflicts with good management practice by not following the principle that decisions should be made as close as possible to the area	• The new structure has four levels from Executive Leadership to Academic Leaders which is the same number of levels as the existing faculty structure Executive Dean to Curriculum Leader. What is important to understand is that the new positions have some different foci to the current positions and, where relevant, shared KPIs that will therefore be better able to facilitate cross organisational application of resources. Key to the success of the new management positions is working together as one team and not being driven by siloed thinking and patch protection. • Innovation and structure are not incompatible opposites. Compliance with strategic priorities and monitoring the implementation of ambitious development initiatives are all valid and essential. • The new structure moves away from silo based Departments with single point decision making to multifunctional leadership teams comprising Deans, GMs and HOPPs. This encourages wider engagement and broader consideration of different perspectives in decision making. In addition to this operational structure, cross-Institute communities of practice for all Deans, all GMs etc will be operating and they will pull in the other functional GMs including GM Decision Support and GM People and Culture to consider ways of taking advantage of cross-institute opportunities and promote connected ways of working.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		affected, and that what is needed is more autonomy at lower levels. • The reduction in positions at department/pathways level and below and the shift in power and resources to centralised services will diminish departmental autonomy to the detriment of students and other stakeholders.		
10.2	Accountabilities	• Noting the risks inherent in a matrix organisation that accountabilities can be negatively impacted by conflicting cross-organisational priorities, and that shared responsibility can mean overall accountability is diffused.	• All existing tasks and accountabilities have been mapped across to the new positions and roles. The new roles and positions are distinctly different to the current ones and direct comparisons should not be made. The implementation of these new ways of working will be carefully monitored and adjustments made if necessary.	No change.
10.3	Collaboration	• Question how innovation and collaboration will impact at the "grass-roots" lecturer level, and that much of this activity seems to sit at management level, removed from staff and students.	• The new management will be key to encouraging and facilitating greater levels of collaboration at all layers in the organisation. There is greater opportunity for more collaboration at lecturer level and across programmes and this will become more evident once the new structure is in place and current obstacles to effective collaboration are addressed. To succeed the new model will require a mind shift in the way we work. Support and development will be provided to enable this shift.	No change.
11	**Endorsements for Proposal**	*Support shown for the overall aspiration, scope for industry collaboration, providing flexible pathways for students, opportunities for collaboration across networks and disciplines, and of new learning and teaching models. Opportunities for improvements relating to mātauranga Māori and professional and team development were also noted.*		
11.1	Support	• Numerous submissions expressed support for overall direction and for various elements of the proposed new operating model, in particular: • Overall aspiration.	• The large number of submissions that expressed support for all or part of the change are acknowledged and are encouraging.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		• Endorsement of Environmental and Animal Sciences Network. • Scope for more industry collaboration and stronger relationships. • Interdisciplinary approach and flexible pathways for students. • Potential for growth, flexibility and collaboration across networks. • Opportunities for improvement relating to mātauranga Māori. • New teaching and learning models. • Opportunities for professional and team development.		
12	Proposed Alternative Models	*A number of alternatives to the proposed model were put forward. These were largely additions or amendments rather than completely new models. Some recommended structural changes across the model at the level of management layers or network groupings, while others focused on how specific functions or departments could work across the model.*		

12.1	Te Manawa	• Proposes additional network with the title "Te Manawa" that sits "in the centre" alongside Bridgepoint and Te Miro
		 • Te Manawa will provide a centre of excellence of Māori knowledge, Community Relationships and networks, with the aim of being kaitiaki (guardians) and having stewardship of Māori knowledge for all Unitec students, staff and community – Māori and non-Māori.
		 • Would be organized into two areas:
		    o Community Relations – connects Unitec externally across Māori stakeholders
		      ▪ Marae functions
		      ▪ Kura Po – Te Reo for external
		      ▪ Te Rito – PD for community, school & corporate
		      ▪ Māori events
		      ▪ Māori projects & initiatives
		      ▪ Iwi consultation & support
			See response to Section 8.1.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

		o AKO – T&L Mātauranga Māori
		   ▪ Kaihautū
		   ▪ MM papers (electives)
		   ▪ Te Rito – internal PD
		   ▪ Online support via Toolbox
		   ▪ Support for research
		   ▪ Provide expertise to Student Services (Student Achievement)
		• Would be strongly integrated with Bridgepoint and Te Miro Networks and would work collaboratively, co-operatively and be connected across all Practice Pathway Groups and Networks to support Unitec's proposed changes.
		• Would require the following positions/roles:
		   o 1 x Dean Innovation and Development – Te Manawa.
		   o 2 x Heads - Community Relations and AKO T&L MM
		   o 1 x Network Administrator
		   o 2 x Kaumatua/Kuia
		   o Kaihautū
		   o Academic Leaders – (Inclusive of Taurahere: Marae lecturer)
		   o Academic staff
		• Support the co-location of Māori Student Support with other student support, but these staff should be employed and supported through Te Manawa.
		• Dean T&L MM would remain with Academic Development, critical to Academic Quality & Research and works collaboratively with Te Manawa to support and strengthen their role		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

12.2	5 Networks Model (Managerial Reform)	• Based on two key management concepts:
		  o Managerial reform – freeing up managers to manage
		  o Directed opportunism – focus on results rather than methods
		• Intended to achieve the following benefits:
		  o Improved accountability;
		  o Management by targets;
		  o Simple decision-making;
		  o Rational structures;
		  o Empowered staff;
		  o Improved information; and
		  o Incentivising through competitiveness.
		• Key features of proposed model:
		  o 5 Networks & 18 Departments
		  o Each Network is headed by an Executive Dean who is responsible for learning, teaching, and research, and as such requires full control over workloads and budgets. Each Network includes not only teaching departments, but also a Research Partner, GMBR & GMIWD
		  o Each Network to include finance & industry liaison staff and thus be accountable for its own performance
		  o Flatter organisational structure, with the majority of staff at senior level being academics
		• Would require the following positions:
		  o Executive Deans x 5
		  o Heads of Department x 18
		  o General Managers: Benefits Realisation x 5
		  o General Managers: Industry Workforce Development x 5
		  o Research Partners x 5
			• Although the proposed alternative model may provide clarity from the perspective of traditional accountability and decision-making processes, our new operating model has the advantage of requiring collaborative management and the mapping of accountabilities and interrelationships which mitigates the risk of unclear lines of accountability.
			• The alternative proposed model seems backward-looking and regresses from our current model. In particular, it seems to reinforce a siloed organisation and centralizes power to an executive dean. This would be counterproductive to our direction and would not achieve the benefits of a networked organisation. In addition it would increase the number of direct reports to the Chief Executive beyond what is acceptable, and would add significant cost.
				No change.

12.3	Central Education Service	• Proposal that Education transition from operating primarily as a single discipline (involved almost exclusively in the teaching of the subject of 'Education') to becoming a central education service, as part of Te Miro, working with	• This is a concept that has great potential, and is an example of the kind of progressive entrepreneurial thinking that the new operating model seeks to achieve.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

		all networks to engage in industry relevant training and development.
		• Under this model, the "Education at Work" team would **become part of Te Miro** and would:
		   o **Focus on industry training & "train the trainer"**, collaborating with new GMs and industry partners to deliver training for workplace trainers (both domestically and internationally)
		   o **Function as education brokers** linking businesses and communities with educational services, while quality assuring and supporting clients' engagement with such services
		   o **Play a more substantial role in supporting the development of teachers at Unitec** (alongside other providers such as TPA) and promoting the scholarship of teaching and learning across disciplines.
		   o Coordinate all PD by Unitec to external partners
		   o Coordinate a 'one-stop-shop' for industry APL
			• In order to progress consideration of this particular opportunity, a statement of work would need to be developed and submitted to the Executive Leadership Team for consideration and if the proposal was strong enough this would then proceed to a business case and would be resourced appropriately. This is potentially a great opportunity for incoming GM BRs to collaborate on. This work can progress regardless of the outcome of Sector Alignment.	

12.4	Elimination of Deans and GMs	• Recommendation to eliminate both Deans and GMs from the model and have Heads of Practice Pathway Groups report directly to Executive Deans. Rationale includes:
		   o Greater efficiency and effectiveness
		   o More empowerment, trust and development of leaders at HoPP and Academic Leader level
		• Recommendation for dedicated operations support (ie. dedicated PA) for Heads of Practice Pathway Groups.
			• The proposed alternative model seems to replicate the current model with different titles and does not align with strategic intent. It is therefore not effective in achieving the vision and aspiration. In addition it would compromise the goals of balancing strategy and operations, and would tangle the way networking and connectivity is envisioned to work across the organisation. It also assumes that the networks will be overseen by more than one member of the executive.
			• Business Administrators (previously titled Network Administrators) are intended to operate as a collaborative resource pool to be deployed within and across their assigned Network. The Deans Innovation and Development will decide how this deployment would best work to maximise synergies across Practice Pathway Groups within their Network.
				No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
12.5	Discipline Based Research Leadership	• Recommendation for the establishment of a research leader for each discipline and/or Pathway and Practice Group within a Network, working collaboratively with the other research leaders within that Network. All of these roles should be given the same resourcing to ensure equity between environments. • Intention is to increase the visibility and range of research responsibilities/accountabilities across decision making positions outside of Research and Enterprise.	• Most departments already have research leaders, and it is expected that workload calculations will continue to enable this. The professoriate are well placed to provide local leadership; their status requires them to be active in 'academic leadership' and 'research excellence'.	No change.

12.6	Tūāpapa Rangahau/ Postgraduate Centre	• Recommendation for R&E function (Tūāpapa Rangahau) of an additional position of Kaihautū Rangahau who will:
		   o Manage research projects that will be part of the Ngā Pae o te Māramatanga CoRE and possibly the Earthquake CoRE
		   o Work with the Dean T&L MM in implementing the Māori Research Strategy.
		• Recommendation for establishment of a properly resourced Postgraduate Centre, reporting to the Dean Tūāpapa Rangahau (Dean Research & Enterprise), who will focus on building the capability of staff to deliver to and support postgraduate students and the programmes they are enrolled in. Recommendation NOT to integrate postgraduate research and ethics.
			• The recommendation for a Kaihautū Rangahau is endorsed but not as an additional position. Instead, one of the Research Partner positions will be reframed to have the specialism of Rangahau Māori Development.
			• The establishment of a Postgraduate Centre will be a task for the incoming Dean Innovation and Development Te Miro and the Dean Research and Enterprise. Because there will be space and facilities implications, they will need to connect with Strategic Property.
				Change to one of the Research Partner position descriptions to reflect additional specialism as Kaihautū Rangahau

12.7	Deans Management Layer	• Suggested changes to the Dean Innovation & Development layer:
		   o 1 x Dean to cover both Te Miro & Bridgepoint
		   o 4 Deans to cover remaining Networks
		   o Suggestion that greater emphasis should be given to the technology networks and that one of the 4 Deans is appointed as "Dean of Technology" to cover Engineering & High Technology networks, in order to drive technology developments at Unitec and build Unitec's reputation as an Institute of Technology
			• Having one Dean to cover both Te Miro & Bridgepoint is not viable. The two networks have completely different constituencies and complexities. Further, it is expected that Te Miro will grow as the portfolio is reassembled and more offerings become multi- and transdisciplinary.
			• *Technology* is considered to be ubiquitous and all areas are expected to respond to and lead relevant change. Allocating a Dean Innovation and Development solely to this area would not necessarily equate to a high emphasis and importance of the discipline. Also, it is important to
				No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			note that networks are not discrete and will be expected to work together to exploit opportunities at the intersections between disciplines. • Structure is intended to be agile and will flex with growth areas.	

12.8	The Place of Communication	• Three options are put forward for the positioning of Communication (Studies) in the proposed new model:
		  o "The Bold" – Communication moves into the "centre" alongside Te Miro & Bridgepoint
		  o "The Brave" – Communication forms part of a Creative Network
		  o "The Bland" – Communication forms part of a Business Network
			• It is considered that Communication Studies delivers more business orientated graduates, rather than creative orientated graduates. For this reason the direct linkage/connectivity is to the Business Practice pathway within the Business and Enterprise Network. However, the Creative Industries is also part of the Business and Enterprise Network, as the same intention applies to have creative graduates that have more business orientated skills. In addition, the placement of a discipline will not limit its connectivity and ability to co-create with other disciplines in the same network or across other networks. A range of enabling functions and mechanisms have been proposed to support the achievement of this outcome.	No change.

12.9	Two General Managers	• Recommendation to have only two General Managers – 1 x GM IWD and 1 x GM BR – with managers (workforce partners/business partners) under them. Rationale is that a GM should be accountable for a particular function, the concern is that this proposed structure has this management layer stretched over several roles.
		• Structure under this model would be:
		  o GM IWD (x 1 FTE) with 3 x workforce partners (or scaled up if need be) and administrators as required.
		  o GM BR (x 1 FTE) with 3 x business partners and administrators as required.
			• The intention with the General Manager positions is to attract people with strong industry workforce partnerships that can then collaborate more broadly to optimise the value of the relationships they bring. Having one General Manager IWD would risk having a dominant industry voice and would potentially reduce the breadth of collaboration and connectivity.
			• It is questionable if workforce/ business partners would have sufficient credibility and status to engage and influence the Deans Innovation & Development across a level platform.
				No change.

13	**Measures of Success/KPIs**	*There are concerns that current financial models and success measures are barriers to collaboration and that there are a lack of Māori Success measures. There are questions around*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		KPIs and the consequences of failing to achieve targets. There is a high level of concern about the projected rise in Staff Student Ratios including the rationale, how they are calculated and the impacts on the student experience and workloads. It is also suggested that a robust transition plan will be required to move to higher SSR		
13.1	Financial KPIs	• Use of EFTs as a measure of success and financial viability is a barrier to collaboration. • Current financial models may act as a barrier to collaboration and reinforce siloed mentality.	• It is acknowledged that the measurement of EFTS as a measure of success can sometimes be seen as a barrier to collaboration. In order to address this the GM BR will be accountable for the budgets, which include the EFTS and revenue. It is anticipated that the three GM BRs will work across the networks and invest rather than allocate resources to achieve the best outcome for all areas, rather than taking a siloed approach. • The ability is needed to report our financials in a way that meets TEC's requirements and other parties where relevant. However, as above, the GM BR will be a pivotal role within the networks and pathways to develop alternative financial models where appropriate, while still ensuring the needs of our external stakeholders are met.	No change.
13.2	Research KPIs	• Need for both individual and institutional KPIs to reflect research quality and engagement.	• It is acknowledged that a single research KPI focused on degree traffic lighting (as per the existing measure) is limited. Two additional institutional KPI have been added. These are lifted directly from the Research Strategy.	Addition of two institutional KPIs: • PBRF Performance: Increase the number of PBRF rated staff by 5% in next round; • External Research Income (ERI): Increase ERI by 10% per annum.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
13.3	Measuring Performance	• There are issues around the way individual and department performance is monitored and measured (or not measured), including lack of consequence for failure to achieve targets.	• It is accepted that performance management is not consistently applied across the Institution. Leadership capability development programmes will be rolled out early in 2016 which will address some of this inconsistency.	No change.
13.4	Māori Success	• Lack of institutional measures in relation to Māori (e.g. Māori Success Strategy).	• There are already targets for Māori student success in our Investment Plan, with other targets in the Māori Success Strategy. We monitor and report on all of these.	No change.

13.5	Staff Student Ratios	• Numerous submissions expressing concern about the projected rise in Staff Student Ratios (SSRs), in particular;
		   o Potential negative impact on student achievement and welfare (pastoral care) and lecturer-student relationships.
		   o Impact on workload with reduced ability to engage with industry and communities, collaborate across disciplines, produce high quality research and improve practice in line with new teaching and learning models.
		   o Expected timeframe to achieve increases.
		   o Questioning of pedagogical rationale
		• Suggestion for phased transition to higher SSRs requiring a robust transition plan.
		• Suggestion that a more sustainable/flexible model of SSR allocation is needed for interdisciplinary programmes to manage high variances in enrolments at different times of the year.
		• Request for clarification as to how SSRs are calculated and what positions are taken into account.
			• There are a number of initiatives already underway which are impacting positively on Unitec's future teaching environment. These include implementing the new Teaching and Learning Models, programme development and renewal, course development through Te Waka Urungi, and implementing the Workforce Strategy. Together these initiatives will ensure that we are 'future fit' to meet our students and stakeholders needs and are also ready to benefit from the new teaching spaces as progressive implementation of the property strategy delivers these.
			• The transformation programme is underpinned by the assumption that we will be more relevant and efficient and therefore sustainable at the end of transformation and that the transformation will enable us to repay the monies borrowed to undertake these changes. SSR is one measure of our efficiency but it is not standalone and will not be used as a "blunt instrument". Student success and retention (as well as qualification, completion and student progression), financial contribution, space utilisation and many other measures are critical to us operating as a sustainable enterprise. We will be required to continuously demonstrate good stewardship of our enterprise both to our Council,
				No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			who will sign off on the business cases, and the Bank who lend us the money. • All programmes are being looked at to plan the transition to the new Teaching and Learning models. This work is being supported by Te Waka Urungi, and the Practice Passport initiative as well as professional development provided by Te Puna Ako. In addition, consideration is being given to ways to reassemble the academic portfolio so that student pathways are opened up, learning platforms are shared, and unnecessary course duplications are rationalized. The goal is to improve efficiency and also to optimize students' learning experiences and enhance graduate outcomes.	
14	**Networks**	*There are several concerns that the Networks do not align to Vocational Pathways and that the nomenclature is not widely recognised. There is also concern that the new model will not result in increased collaboration as it doesn't address workloads. There are some concerns about the place of specific disciplines in the proposed model and a suggestion that greater emphasis is given to the technology networks*		
14.1	Structure	• Suggestion that the networked model be shown in a way that demonstrates connectivity, rather than showing groups in the traditional siloed organisational structures. • Specific concerns about the place of Communication Studies in the proposed model; multiple suggestions as to where they could sit, however the key concern is that they not be bound by a network that prevents them from being more interdisciplinary. • Suggestion that Architecture would be better aligned with "humanist and design disciplines as well as with technical disciplines"; specifically, that it should be aligned with Landscape Architecture and potentially "Interior Architecture" and that these disciplines should sit under the same Network.	• Acknowledge that organisational structures do not reflect the networked aspiration adequately. They are designed for a different purpose – to provide clarity of reporting relationships – and it is impossible to fully depict the desired new ways of working in a two dimensional diagram. • During the development of the Proposal for Change there was considerable discussion about where different disciplines should be placed in the model. However, this always returned to the notion that the best fit for a discipline will not limit its connectivity across all of our disciplines as we will be increasingly working as a one team ecosystem and will have a range of enabling mechanisms and functions in place	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			to support this. It is certainly not the intention that disciplines will only work closely with those in its own Network.	
14.2	Vocational Pathways	Several concerns that Networks are not aligned with the Ministry of Education's Vocational Pathway Strategic Framework or with any logical profession/occupation groupings.	• The networks are aligned to our major employment and industry sectors, predominantly in the Auckland region. Vocational pathways are occupational pathways and in any event Unitec does not deliver on all occupational pathways i.e. primary industries. That said, there is alignment where it makes sense to do so.	No change.
14.3	Nomenclature	Concern that the current model will confuse students and industry and that the nomenclature of **Networks** and **Pathway & Practice Groups** is not widely recognised.	• The proposed model is an internal organisational arrangement designed to enable us to achieve the outcomes we want for our students, communities and industries. Our students (and prospective students) will continue to engage with us in the ways they always have. That is, through our website which will not reflect internal arrangements or through student services. They will also have direct contact with teaching and learning staff and professional staff in the disciplines as they have always done. External stakeholders will also engage with us as they have always done, how we are organised internally will not change that. In fact it is anticipated that our new arrangements will make more sense to them. • Following feedback the proposed title of "Pathways and Practice Group" will now be simply "Practice Pathways"	Change in nomenclature: **Pathways and Practice Groups** to be **Practice Pathway Groups.**
14.4	Collaboration	• Concern that staff are currently too busy teaching in their own programmes to collaborate with other departments and that the proposed new model does not address this so will not achieve the desired results.	• There will be a range of enabling mechanisms and functions in place to support staff to work differently across the organisation; such as new interdisciplinary committee structures, a new leadership and management model to support organisational connectivity and new course and programme development design and processes - to name a few. Changes in the needs of our students and external	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			stakeholders require us to work across disciplines to ensure we are able meet their future aspirations.	
15	*Practice Pathway Groups*	*There are a number of suggestions for redistribution or recombination of disciplines across Practice Pathway Groups and a caution against placing the whole of existing Programmes and Disciplines into a single new Network or PP Group.*		

15.1	Distribution of Disciplines	• A number of suggestions for redistribution or recombination of disciplines across Practice Pathway Groups:
		  o That Teacher Education be a separate P&P Group under Health & Community Network
		  o That the disciplines of Sports and Education should not be in the same P&P Group (Community Development).
		  o That BHSD move into the Health & Community P&P Group (rather than Allied Health).
		  o That the two supported learning programmes (Special Needs) be moved to Bridgepoint.
		  o That the undergraduate Osteopathy programme (BASHB) and the Medical Imaging programme (currently in Allied Health) be included in the Nursing P&P Group (to be renamed).
		  o That Sport and Education be taken out of Community Development (due to its size) and an additional P&P Group be created for these.
		  o That the P&P Groups in the Community & Health Network be regrouped by campus to facilitate ease of administration and programme support
		  o That the Building Construction & Services P&P Group is too large and diverse, and should be split into Construction and Building.
		  o That Interior Design and Design should be incorporated in the Architecture P&P Group to optimize synergies and strengthen interdisciplinarity
			• Being together with other disciplines in a Practice Pathway Group will still enable disciplines to have their own identity and uniqueness. The new organisational model is about strong disciplines working together – and that means all disciplines. Where a discipline is located is not about its importance or distinctiveness. During the development of the Proposal for Change there was considerable discussion about where different disciplines should be placed in the model. However, this always returned to the notion that wherever a discipline is placed will not limit its connectivity across all of our disciplines as we will be working as a networked and connected organisation and will have a range of enabling mechanisms and functions in place to support this.
			• The various suggestions for redistribution or recombination have been considered the following is noted:
			  o Supported learning programmes are more specifically about community development as opposed to bridging education to further study, so they will stay where they are.
			  o It makes sense to incorporate medical imaging, undergraduate and postgraduate osteopathy, and nursing into one Practice Pathway Group which will be retitled Health Care Practice Pathway Group. The BHSD and its
				Change to the distribution of disciplines within Practice Pathway Groups:
				• Incorporate medical imaging, undergraduate and postgraduate osteopathy, and nursing into one Practice Pathway Group which will be retitled Health Care Practice Pathway Group. The BHSD and its specialisations will move to Community Development Practice Pathway Group. There will be no Allied Health Practice Pathway Group.
				• Move Interior Design to the

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

		• Caution against simply placing the whole of existing Programmes and Disciplines into a single new Network or PP Group, to reinforce the new way of operating and to avoid falling back into old practices; rather we should challenge ourselves to make choices based on sound pedagogic and market foundations, rather than convenient ones.
		For example:
		  o The four majors in Communication (BC) could be better split between two P&P Groups: Media Studies & Event Management could go to Creative Industries and International Communication & Public Relations could go to Business Practice
		  o The majors in BAT could be split between Engineering and Construction & Infrastructure Networks.
			specialisations will move to Community Development Practice Pathway Group.
			  o Regrouping by campus does not align with the strategic intent of a networked and connected environment.
			  o Each Network is of similar size, however Practice Pathway Groups vary across the new model. It is considered that this arrangement is workable.
			  o There is no clear rationale to include Design in the Architecture Practice Pathway Group but it does seem that there is a good rationale to move Interior Design to this group.
			• In addition to the above, it has been decided that Early Childhood Education will remain in the Community Development Practice Pathway Group while Postgraduate Education will transfer to Te Miro – Transdisciplinary Network. The BTECE can stand alone without support and input from Education postgraduate teachers or programmes. The postgraduate qualifications in Education are being transitioned into the MAP which will be based in Te Miro.
			• Convenience certainly wasn't a factor in considering where disciplines and programmes were placed in the new model. There were many factors taken into consideration. In response to the examples provided:
			  o Currently business practice and creative industries are part of the same network and any decision on communication majors is dependent on decisions made in relation to programme development.
			  o Any decision in relation to location of the BAT majors is dependent on decisions made in relation to programme development.
				Architecture Practice Pathway Group
				• Early Childhood Education to be in the Community Development Practice Pathway Group and Postgraduate Education to be in Te Miro – Transdisciplinary Network.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
16	**Bridgepoint**	*There is support for the new Network and a number of suggestions as to how it could be enhanced. There are concerns that higher level programmes are not included which has implications for degree level learners, attracting international students and research. There is also concern that the future of the Language Learning Centre is unclear.*		
16.1	Structure	• The integration of Language studies and Foundation Education into a centrally located Network is endorsed. • A pre-assessment diagnostic centre (including IELTS) should be added. This could be incorporated into the Free-4-U programmes and could oversee delivery and reporting on the National Assessment Tool. • A career pathways/career management centre should be added. • Proposed that the Network has space in the Social Learning Hub to offer literacy, language and numeracy support, Free-4-U and IELTS. • There is scope for the new entity to take advantage of the existing DLS Student Advisors Team and Bridgepoint Administrator resource pool to extend pastoral care and Pre-entry Placement Testing & Skills Review. • It is proposed that the Bridgepoint Administrator position and the DLS Student Advisor team are retained and broadened in scope to accommodate the application and enrolment processes for language studies programmes. • There are specific complexities in both Language Studies and Foundation Education that require the Bridgepoint Administrator position. Recommend that this position be confirmed as a permanent position.	• The addition of a pre-assessment diagnostic centre has been discussed in the past and has potential. When the new Dean innovation and Development Bridgepoint is appointed this will be a primary consideration. • A career pathways/career management centre is on the terms of reference for the STEAP project as there are a number of touchpoints across the organisation that have to be consulted regarding this. So the outcomes of this project will include what and where this will be sited. • The proposal for Bridgepoint to have space in the Social Learning Hub has potential and will be put to the Property Committee for consideration. • Phase 2 Sector Alignment will consider the roles and positions of Student Advisors and Bridgepoint Administrator.	No change.
16.2	Range of Programmes	• If a range of higher level and vocationally orientated programmes are not included in the new Bridgepoint (Language Studies) suite of programmes, then the Network's ability to build its international reputation and grow student numbers will be compromised.	• There is currently considerable work being undertaken with regards to Unitec's programme portfolio. This is being led by members of the ELT and by the STEAP project. Decisions with regard to the programme portfolio for Bridgepoint will be determined through these processes.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		• View that the new entity needs to maintain higher level programmes and programmes with strong vocational outcomes. • Concern with the focus on sub-degree level programmes as undergraduate programmes support degree level learners, attract international students and underpin research.		
16.3	Language Learning Centre	• The proposal is unclear on the future of the Language Learning Centre and its location. The LLC is a very specialised resource for all language learners as well as native speakers who have language difficulties (phase 2) • Proposed that the LLC expands its current resources and services to potentially include all students.	• At this stage the Language Learning Centre is proposed to be part of the Bridgepoint Network. The role in future of the Language Learning Centre will be considered in Phase 2 Sector Alignment and will also be influenced by the outcome of the Student Services Blueprint proposal for change.	No change. Phase 2 Consideration: Role of the Language Learning Centre
16.4	Māori Students	The Bridgepoint network needs to improve its ability to ensure the success of Māori students. It needs to work in collaboration with other units.	• Agreed. This will be a focus for the incoming Dean Innovation and Development Bridgepoint.	No change.
17	**Te Miro**	***General concerns around structure and cohesion and the risk of Te Miro becoming siloed. Also concern that the complexity, risks and level of resource required have been underestimated. Reference made to CIS and concern as to whether the learnings have been adequately taken into account. Also questions around resourcing, contribution to Māori Success Strategy and job security given the flexible staffing model.***		
17.1	Structure and Cohesion	• There is a risk with programmes that have courses in both Te Miro and Pathway Groups that critical interrelationships will be lost, especially with a separate Te Miro Committee. • Need to ensure pro-active communication and feedback channels to and from 'destination' programmes and pathways captured in the Te Miro mix. • Suggestion that Unitec develop clear guidelines for the design of courses that serve a range of pathways and disciplines. • The makeup of courses or programmes that are allocated to Te Miro needs careful consideration; suggestion that pedagogy be the driver for these decisions.	• To mitigate the risk of loss of critical interrelationships, the memberships of the Te Miro and Bridgepoint programme framework committees are going to be extended to include up to two additional members to ensure articulation with practice pathways. These members will be rotated annually. • The need for proactive communication and feedback channels is acknowledged. The Deans of Innovation & Development will be key to realising the networking and connection expectation.	The Programme Framework Committee membership statement to include: 'the Te Miro and Bridgepoint Programme Framework Committees will have up to two additional members to ensure articulation with Practice Pathway

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

		• One suggestion as an alternative to Te Miro is to bring interdisciplinary teams together from a teaching and research perspective rather than taking courses and managing them all from a transdisciplinary centre (to avoid risk of Te Miro becoming siloed).
		• HoPPs need clear and explicit accountability for ensuring cohesion with Te Miro offerings.
		• Suggestion that specific postgraduate programmes should sit in Practice Pathway Groups rather than Te Miro e.g.:
		    o Master of Creative Practice (Creative Industries)
		    o MAP Professional Accounting (Business Practice)
		• Suggestion that specific postgraduate programmes should sit in Te Miro rather than Practice Pathway Groups:
		    o Master of Osteopathy
		• Suggestion that Te Miro needs to be "brown" (when network colours are mixed, brown is what is made). Te Miro is a brown space therefore Te Rōpu propose there is a Dean Te Miro instead of a Dean Innovation and Development: Te Miro.
			• The development of clear guidelines for course design is already happening in the processes that inform the work of Te Waka Urungi.
			• The key consideration in the make-up of courses or programmes will rather be whether they are multi- or transdisciplinary.
			• The alternative suggestion of bringing interdisciplinary teams together was considered but the counter risk is that without its own budget and staff, the ambition for Te Miro will be compromised.
			• Accountability for ensuring collaboration across Networks is already included in the position purpose statement for HoPPs. Also relevant is the Qualification Board terms of reference to drive strategic alignment across the academic portfolio.
			• The MCP and MAP are transdisciplinary programmes and will sit in Te Miro, as do those of their courses that are shared. Their specialist courses belong to the Practice Pathway.
			• The MOst is a specialist programme and all its courses are specialist. Therefore the programme and its courses will belong to Allied Health pathway.
			• The suggestion for a colour change is welcomed. The Dean title will not be changed to emphasis clearly that there are five deans all with the same accountabilities.
				Groups. These members will be rotated annually.'
				
				Change to Networks diagram: Colouring to be adjusted to reflect Te Miro as a "brown space"

17.2	Complexity of Implementation	• Concern that the complexity of implementing and maintaining the transdisciplinary network has been underestimated. • Concern that the risks and level of resource required have been underestimated.	• The complexity of change in the transdisciplinary space has certainly been noted during analysis and scoping of the proposed model. As a result, most of the initial Te Miro scope is ready to go, with further development occurring incrementally. • Resource calculations have been made on the basis of equity and developmental need. Benefits Realisation staff will have a responsibility for investment and moving resources as requirements change.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
17.3	Learnings	• Have we identified and resolved learnings from both APS (Applied Practice Suite) and CIS experiences? • Concern that Te Miro is modelled on CIS and yet a number of misconceptions associated with learnings from CIS haven't been considered in the development of Te Miro.	• The proposed models are not based on any one foundation, and there will be no copy and paste approach to programme and course development and renewal. Pioneering ventures like the CIS and MAP always face challenges; there is only a problem if they are not attended to.	No change.
17.4	Resourcing	• Unclear how programmes will be administered in Te Miro; structure doesn't show any professional support staff. • Need to ensure sufficient resource to help students navigate through flexible and interdisciplinary pathways.	• Programme Administration staff will be assigned, and the initial arrangement will be subject to the Phase 2 relook at programme and academic quality administration. Te Miro will also have one Business Administrator (previously titled Network Administrator). • Agree that appropriate support is necessary to help students navigate pathways, and this will also require teaching staff to help students understand and realise opportunities that transgress conventional boundaries.	No change.
17.5	Māori	• How can Te Miro contribute to the achievement of the Māori Success Strategy?	• Expectations for Te Miro will be the same as of all parts of Unitec, and one senior staff member from Te Miro will join the Kahui to contribute to monitoring progress across all five objectives in the Strategy.	No change.
17.6	Job Security	• Concern about job security given the flexible staffing model that is assumed will be required for Te Miro (as per CIS). • Concern about job security for CIS staff during the transition given some will be coming off secondment/ending fixed term.	• Fixed term and secondment arrangements will need to be addressed on a case-by-case basis as the implications will not necessarily be the same in all situations. As a general rule, however, those on secondment will go back to their substantive positions at the end of the secondment period, unless the seconded position is impacted by the changes. Those on fixed term contracts will be assessed on a case-by-case basis. • There are various ways of dealing with the challenges of fluctuating resource requirements and various forms of employment ranging from full-time, proportional, hourly paid and fixed term.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
18	**Nomenclature**	*There have been several recommendations for the use of plain language for position titles and structures and a number of specific recommendations outlined below relating to roles, functions, structures and disciplines. There is concern that Network names need adjusting to better represent the disciplines they incorporate and that discipline names are in danger of getting lost. There are also concerns about the external relevance of some names.*		

18.1	Plain Language	• Several recommendations for the use of plain language (rather than "pretentious" language) for position titles and structures
		    o Heads of Department/School
		    o Just plain Deans
		    o Departments (vs. Networks)
			• It is accepted that not all staff will like the new titles, however it is considered that the use of new position titles and structures signals the intent to do things differently and work in new ways. Using existing titles creates potential to continue to do things the way they have always been done.
			• The proposed title of "Pathways and Practice Group" will now be "Practice Pathway Group"
				Change in nomenclature - **Pathways and Practice Group** to be **Practice Pathway Group**

18.2	General Managers	• Several concerns that title of 'General Manager Benefits Realisation' has no meaning outside Unitec and is inconsistent with other senior positions as is outcome related rather than descriptive of what a person does. Alternative suggestions include:
		    o GM Resources
		    o GM Operations
		    o GM Corporate Services
		    o GM Financial Performance and Planning
		    o GM Performance
		• Question why the title 'GM Industry Workforce Development' needs the word 'industry'.
			• The title of "General Manager Benefits Realisation" has received positive feedback and is already being used.
			• Industry is used in the title for General Manager Industry Workforce Development because the focus of these positions is to ensure that Unitec programmes deliver what employers need.
				No change.

18.3	Deans Innovation & Development	• Concern that the title 'Dean Innovation & Development' is vague as to whether it applies to business development, product development, academic development or all of the above. Alternative suggestions are:
		    o Dean Strategic Development (as 'Dean' implies academic leadership)
		    o Dean [insert network name]
			• Most people seem to like this title. Development is not qualified as it encompasses a wide range of network-relevant work including portfolio development and renewal, strategic relationships, teaching and learning, and research.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
18.4	Director Production House	• Suggestion that the Director Production House be renamed to 'Director Te Waka Urungi'	• Agreed. The title has already been changed to Director Te Waka Urungi	No change.
18.5	Business Administrators (previously titled Network Administrators)	• Concern that the title of 'Network Administrator' will be confusing as this is generally associated with IT-type positions.	• Agreed. Will be Business Administrators.	Position title change. "Network Administrators" to be "Business Administrators"

18.6	Networks and Practice & Pathway Groups	• Seeking confirmation that Network names will not be used for external promotional purposes as these are perceived to be confusing and of little significance outside Unitec.
		• Concern that the title of 'Business and Enterprise Network' does not reflect Creative Industries and in fact downplays the importance of teaching creativity & technical skills. Suggested alternatives:
		  o Enterprise & Creative Industries Network
		  o Network for Creative Industries & Enterprise
		  o Business, Art & Culture Industries Network
		• Suggestion that the 'Construction & Infrastructure Network' should be simply called 'Infrastructure' as there are many different disciplines in the new network but they are all linked in the provision, planning and building of Infrastructure. Related suggestion to change the name of "Architecture" under this Pathway Group to "Environmental Design" which would also include Landscape Architecture.
		• Concern that discipline names are being lost and that this will disadvantage particular disciplines from a Marketing perspective – specifically, that "Construction & Infrastructure" doesn't signal Architecture and Landscape Architecture clearly enough. Suggested alternative names for this network:
		  o Architecture, Landscape and Construction (ALC)
		  o Construction, Architecture and Landscape Architecture (COALA).
			• Ways to organise ourselves internally are required. Externally from a student perspective this has no impact in that if a student searches for a particular programme they will not see the name of the network but the name of the programme. Being together with other disciplines in a Practice Pathway Group will still enable disciplines to have their own identity and uniqueness.
			• Note that the proposed nomenclature of **Pathways and Practice Group** has been amended to **Practice Pathway Group.**
			• The title of Business and Enterprise Network places a specific important emphasis on the development of our graduates' business skills as a key outcome. It does however not negate that there remains a focus also on developing the technical and creative skills of all graduates.
			• The creative economy to which we contribute extends well beyond the traditional creative industries. Knowledge production generally is an element of the creative economy.
			• The title of Construction and Infrastructure Network aligns strongly with the TEC's vocational pathways, broadly to Auckland's mix of industries and more particularly to the significant investment Unitec has made in the establishment of the C&I Alliance.
				Change in nomenclature. **Pathways and Practice Group** become **Practice Pathway Group.**

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		o Architecture, Design, Landscape and Construction (ADLC) o Faculty of Architecture, Design & Building • Recommendation that any reference to the name and identity of Communication as a discipline should not be plural (i.e. Communication not Communications) and further that the qualifier "Studies" is not required	• No discipline will be disadvantaged by not being stated in the naming of the Network. Unitec's "shop window" will continue to provide students direct access to the qualification, discipline or the occupation, not the Network. • Noted regarding reference to Communication not Communications.	
18.7	Research & Enterprise	• Suggestion to rename the Research & Enterprise function to "Tūāpapa Rangahau: Research and Enterprise"	• Several responses have recommended this title and none other was received. In response to the feedback, an extension has been added in English, matching the framing of *Te Waka Urungi, Unitec's curriculum makerspace*. In the new year, the Research and Enterprise Office will become *Tūāpapa Rangahau, partnering research and enterprise.*	Research and Enterprise Office will become *Tūāpapa Rangahau, partnering research and enterprise.*
18.8	Bridgepoint	• Concern that the name of "Bridgepoint" doesn't have currency for external stakeholders (particularly international students) with an interest in Bridging Foundation or Language Studies programmes. Alternative suggestions are: o Bridgepoint (Language Studies) or Language Studies @ Bridgepoint o Bridgepoint (Foundation/Bridging Education) or Foundation/Bridging Education@ Bridgepoint.	• Externally from a student perspective if a student searches for a particular programme they will not see the name of the network but they will see the name of the programme. Bridgepoint is the brand name and will become known over time.	No change.
18.9	Te Miro	• With reference to programmes in Te Miro, it is suggested there may be a need for an institutional conversation about the naming of qualifications and the extent to which they need to be discipline-specific.	• This is out of scope at this time. It is however something to be considered for all qualifications and programmes as the aim is to integrate the academic portfolio to be more multi- as well as transdisciplinary.	No change.
19	**Inter-relationship of Positions**	*There is a need for clarification around structure, roles and links into the networks and concern about perceived overlaps of accountabilities and lack of clarity around decision-making and priority setting. Collaboration and alignment is seen as critical and there need to be explicit integration mechanisms in place such as a forum for Deans.*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
19.1	Structure and Links	• Unclear how General Managers and associated support staff link into the Networks given they are shown on a separate org structure. • Suggestion that Resource Coordinators also report in to Deans due to EFT/FTE reporting • Suggest need for an additional leadership role to "connect the dots" cross-functionally from an operational perspective ("Portfolio Manager') • Need for clarity around respective roles of HOPP and AL in comparison to current PL/CL arrangements.	• The General Managers work collaboratively across all Networks but will have specific responsibility for some. They report directly into the Executive Leadership independently of the Network. • The Resource Coordinators will work closely and collaboratively with the Deans Innovation and Development and across Networks. There is no need for a reporting line to the Dean Innovation and Development. • The Executive Leadership will also work collaboratively and will be responsible for "connecting the dots" cross-functionally. • All existing tasks and responsibilities have been mapped across to the new positions and roles. The new roles and positions are distinctly different to the current ones and direct comparisons should not be made. The implementation of these new ways of working will be carefully monitored and adjustments made if necessary.	No change.

19.2	Accountability	• Need clear accountability for EFTs/revenue streams of the Networks to fund the organisational transformation.
		• Need for clarity of process around hiring new staff.
		• Perceived overlaps of accountability
		    o Ownership of budget sitting with both GM BR, AL and HOPP.
		    o Evaluation and moderation sitting with both Deans and HOPP
		    o Managing industry relationships sitting with both HOPPs and GM IWD.
		• Concern about complexity of interrelationship of accountabilities; in particular, that leaders are reliant on others meeting their accountabilities in order to achieve their objectives.
			• The GM BR will be accountable for the budgets, which include the EFTS and revenue. It is anticipated that the three GM BRs will work across the networks to achieve the best and most consistent outcome for all areas, rather than taking a siloed approach. Marketing will have a critical role to play too.
			• Currently the Executive Leadership team sign off on recruitment of any new staff. Going forward, following consultation with the Deans Innovation and Development and the HoPPs, the GM BRs will have accountability for approving the appointment of any new staff below their level within their assigned portfolio of Networks. The appointing manager will continue to manage the recruitment and selection process.
				Addition to accountabilities for GM BR: Approval to appoint new staff.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

		• Lack of clarity across all leadership positions (including the link to Executive Deans) as to decision-making and how priorities will be determined.	• There are different levels of accountability rather than overlaps in terms of budgets and industry relationships, for instance:
			   o GM BRs have overall accountability for budgets, including EFTS and revenue. Heads of Practice Pathway Groups will have an operational budget which excludes staffing. Academic Leaders have no budgetary accountability.
			   o The HoPPs will manage quality assurance activity including programme evaluation and moderation (supported by the Academic Service Centre), and the Dean has oversight and strategic responsibility for ensuring that all quality assurance arrangements are in place and evolving.
			   o GM IWD have accountability for strategic management of industry relationships; from an operational day-to-day perspective Heads of Practice Pathway Groups will maintain relationships at discipline level.
			 • The proposed structure moves away from silo based Departments with single point decision making to multifunctional leadership teams comprising Deans, GMs and HOPPs. This encourages wider engagement and broader consideration of different perspectives in decision making. In addition to this operational structure, cross-institute communities of practice for all Deans, all GMs etc will be operating and they will pull in the other functional GMs including GM Decision Support and GM People and Culture to consider ways of taking advantage of cross-institute opportunities and promote connected ways of working.	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
19.4	Collaboration	• Critical need for alignment and partnership across Deans, HOPPs, ALs. This should be an explicit aspect of their roles and accountabilities. • Need a strategic forum for Deans to work collaboratively, consistently and cohesively across Networks. This should incorporate all Deans across the Institute (Think One Team was one suggestion). • Need to be explicit about the integration mechanisms (e.g. communities, forums etc.) that will foster engagement, collaboration and networking.	• This is agreed and already expected, and would include the Deans, Teaching & Leaning, Teaching & Learning Mātauranga Māori, and Research & Enterprise. • Cross-institute communities of practice for all Deans, all GMs etc will be operating and they will pull in the other functional GMs including GM Decision Support and GM People and Culture to consider ways of taking advantage of cross-institute opportunities and promote connected ways of working. • It is expected that some mechanisms will be set up by the new leaders themselves following implementation of the new model.	No change.
20	**Position Descriptions**	*There is a view that the position descriptions should be more future focused and a question about why Unitec's foundational capabilities are not included. It is suggested that Unitec's commitment to Te Noho Kotahitanga should be explicit and that all management level positions should have research KPIs.*		
20.1	General	• View that position descriptions are too focused on the short term and should be more future focused beyond the initial transformation.	• Organisations do not stand still and nor will position responsibilities – they will evolve over time. Many of the positions however have strategic responsibilities which are not short term.	No change.
20.2	Te Noho Kotahitanga	• Commitment to TNK should be an explicit component of all position descriptions, and they should reflect the need for our staff to willingly engage in the mātauranga Māori space.	• Agreed. Positions descriptions have been amended to better reflect the commitment to TNK and engagement in the mātauranga Māori space.	Position description changes – will incorporate statement about commitment to TNK.
20.3	Research Accountabilities	• Position descriptions for all new management/leadership positions should have accountabilities and KPIs that incorporate research.	• The position description for Heads of Practice Pathway Groups includes 'Ensure that all degree-level programmes have achieved research productivity targets and that Research Strategy expectations are met'. The latter was inadvertently left out of the PDs for the five Deans Innovation and Development.	Correct error in position descriptions for Deans – to include research accountability.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
20.4	Capabilities	• Question why Unitec's foundational capabilities are not included in the position descriptions for proposed new positions.	• It is intended that Unitec's foundational capabilities will form part of all position descriptions.	No change.
21	**General Managers**	***There is general concern that the new structure is top heavy, light on support staff, doesn't show how GMs and staff link into the networks, and has GMs stretched over several roles. There is also concern that the GM position will rely heavily on HOPPs and ALs, and that without direct reporting lines there will be the risk of frustration through reliance on others to achieve outcomes. Concerns specific to GM IWD and GM BR are captured below.***		
21.1	Structure	• The new academic leadership and support structure appears top heavy with seven new GMs compared to five new Deans. • There seem to be very few support staff for GMs. • A GM is accountable for a particular function and there are concerns that the proposed structure has this management layer stretched over several roles. • The representation of the Organisational Structures does not show how the GMs and staff link into the Networks.	• The structure is designed to provide strong academic leadership and promote collaboration and networking across the institute to achieve better outcomes for Unitec. It is also designed to increase the capability to engage with industry at a senior level and to identify and take advantage of new opportunities to partner with industry. This is new territory for Unitec and although these functions are expected to grow, a lot of the support roles have not been included until there is new revenue to justify this. • The General Managers will work collaboratively across all Networks but will have specific responsibility for some. They report directly into the Executive Leadership independently of the Network. Staff reporting to General Managers will be similarly assigned to a "portfolio" of Networks.	No change.
21.2	General Manager Industry Workforce Development	• This position will rely heavily on HOPPs and ALs, and without direct reporting lines there will be the risk of frustration through reliance on others to achieve outcomes. • Concerns about the capacity and capability of these positions to build and maintain effective industry relationships, including:	• These positions are intended to work in close collaboration with one another in a shared KPI environment. These positions will be held by very senior experienced industry professionals who will be able to be self-managing and self-directing. Much of their time will be spend in our industries and communities seeking out new innovations and	Change to contributory accountability for Research Productivity in the GW IWD position description: "ensure that all degree level programmes have

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		o Effective engagement is reliant on staff goodwill to build a database of current relationships and create new ones. Attempts to work in collaboration with industry contacts in the past have been let down by Unitec processes. o Past experience with the BDM positions was that the centralised industry liaison concept did not work. HOD and staff relationships proved to be much more successful. • Propose following amendments to the PDs: o Position Purpose. "They will work collaboratively with internal stakeholders including the Deans Innovation and Development, General Managers Benefits Realisation and Research Partners…." o Under bullet 'Research Productivity and Enterprise' change to read: 'Contribute to achievement of Research Engagement KPIs (increased research income and increased external contracts).' o Under bullet 'Research Productivity and Enterprise' add: 'Ensure investment in staff research capability and capacity to realise Industry Workforces Development goals.' o The job description include an understanding of curriculum development. o The person description includes accountabilities on increasing work-based learning opportunities for Unitec students in the networks.	opportunities. They will work closely with the Deans I and D to translate these needs into our programme frameworks and learning pathways. ALs and HoPPs will work more closely with existing partnerships, industries and peak bodies, GMs IWD will need to think and work beyond these. • The GM IWD is a brand new position and cannot be compared to previous positions, certainly not the Business Development Managers who had a very different function. These positions will likely be held by very senior experienced industry professionals who will already have strong links with industries and communities. They will have the seniority, skills and capabilities to engage effectively within the organisation to obtain the data and information needed to effectively carry out their roles. The level at which the industry relationship is held by a Unitec staff member will be determined by professional or accreditation body representation or requirements. • In response to proposed amendments to PDs: o The purpose statement already adequately states that "the GM IWD will work in collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec." o Agree that the contributory accountability for Research Productivity in the GW IWD position description is changed to "ensure that all degree level programmes have achieved research productivity targets and that research strategy expectations are met." o Ensuring investment in staff research capability and capacity is out of scope for the GM IWD position.	achieved research productivity targets and that research strategy expectations are met."

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			o Understanding of curriculum development is beyond the intent of the GM IWD position. o The inclusion of an accountability for increasing work-based learning opportunities has some merit, but if stated as an accountability it risks drawing the GM IWD into operations at the expense of strategic work.	

21.3	General Manager Benefits Realisation	• Benefits Realisation should be operating in support of Deans to run the Networks, the proposal is not clear on this
		• This position will rely heavily on HoPPs and ALs to undertake their job effectively. As there is no line reporting there will be the risk of frustration through reliance on others to achieve outcomes. Standardisation and rationalisation of processes, systems and products will be required
		• Proposed that one of the GM BR positions focuses on ensuring the realisation of benefits for Māori.
		• Propose following amendments to the PDs:
		  o Position Purpose: "This will include measures for staff to student ratios and staff workload plans including research allocations."
		  o Prime Accountability: under bullet 'Planning and Portfolio Management' change to read "Allocation for resources for projects including supporting delivery of institutional Research and Enterprise KPIs."
			• The proposed structure moves away from silo based Departments with single point decision making to multifunctional leadership teams. The General Managers Business Realisation will be working with the Deans in support of running the Networks.
			• Agree that standardisation and rationalisation of processes and systems will be necessary and these will be redesigned collectively once the new positions are filled.
			• The suggestion that one of the GM BRs focus on realization of benefits for Māori has merit as a concept, but the position description is in the main focused less on outcomes for stakeholders than on resource management, including academic SSRs, programme financial viability and ensuring Networks operate within budget. Notwithstanding that, everything we do is not to benefit Unitec itself but rather to contribute to the outcomes highly valued by our stakeholders.
			• With regard to suggested amendments to PDs, including research allocations would give inappropriate prominence to one of the many factors of resource allocation that this position will cover.
				No change.

22	Dean Innovation and Development	*A range of feedback relating to the structure, number, scope and accountabilities of the Dean Innovation and Development positions. Question as to how the Deans could effectively collaborate across the organisation and how their workload could be managed.*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2

22.1	Scope, Accountabilities and KPIs	• The identification of teaching and learning innovation in the Deans PDs is unclear, recommend modelling the first paragraph from the Deans Bridgepoint and Te Miro PDs.
		• Suggest KPIs are attached to the Deans positions relating to leading and driving programme design, development and renewal
		• The Deans PD needs to equally emphasise significant knowledge and understanding of tertiary education along with the other skills and expertise required. These roles require close liaison with HOPPs and academic leaders and a lack of understanding of academic matters and the tertiary education sector will hinder effective working with these staff.
		• The title Dean Innovation and Development is vague as to what 'development' it applies to, suggestion to change to Dean Strategic Development or Dean [Insert Name of Network].
		• Five Deans Innovation and Development PDs need to include a commitment to embedding mātauranga Māori and would therefore require substantive knowledge, expertise/evidence of mātauranga Māori.
		• Suggest change to research KPIs in the Deans I and D position description. Remove 'current research productivity and enterprise' bullet and replace with the following:
		   o Ensure research activity in degree programmes (traffic light KPI) in their Networks;
		   o Ensure research quality (delivery of Unitec's targets in PBRF performance as in R&E Strategy) in their Networks;
		   o Ensure effective research workload management and career and professional development in their Networks.
			• Agreed, the position descriptions need to be consistent for all Deans with regard to teaching and learning innovation.
			• The position purpose statement for Deans I&D captures their accountability for leading and driving programme design, development and renewal.
			• The person specifications are open as to the sector of previous experience; they instead emphasise capability. The Deans will manage the Heads of Practice Pathway Groups, who will in turn manage Academic Leaders. Position descriptions and the accountability framework will ensure substance, coherence and achievement.
			• Most people seem to like the title of Dean I&D. "Development" is not qualified as it encompasses a wide range of network-relevant work including portfolio development and renewal, strategic relationships, teaching and learning, and research.
			• There will be a substantial and extensive professional development programme for all new leaders including Deans, and this will include activity related to TNK, the Māori Success Strategy, and embedding mātauranga Māori throughout all areas of work
			• With regard to suggested changes to research productivity accountabilities, the productivity statement will remain, with the addition of: 'and ensure that Research Strategy expectations are met'. This was stated in the HoPP position description but was inadvertently left off the Deans'.
				Change to position descriptions for Deans I&D: ensure consistent with Deans Bridgepoint & Te Miro re T&L innovation.
				
				Change to position descriptions:
				• All PDs to include a statement about commitment to TNK and embedding of mātauranga Māori.
				• Amendment to PDs for Deans, HoPPs and ALs with regard to accountability for '**Courses and Programmes**: Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements' to include '…, including embedding mātauranga Māori'.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
				Correction to position description: Research Productivity accountability to include "and ensure that Research Strategy expectations are met."
22.2	Bridgepoint and Te Miro	• Suggestion that one Dean would be sufficient to cover Bridgepoint and Te Miro (1400 EFTS) • Suggestion to change wording on contributing accountability in the Dean for Bridgepoint PD from: "Ensure graduates believe that their qualification enables them to meet employer requirements." To: "Ensure that their qualification enables graduates to meet employer requirements." • Suggest name change for the Dean looking after Te Miro to be simply Dean Te Miro.	• The suggestion of one Dean covering both Bridgepoint and Te Miro is not viable. The two networks have completely different constituencies and complexities. Further, it is expected that Te Miro will grow as the portfolio is reassembled and more offerings become multi- and transdisciplinary. • The wording on contributory accountability stands because the current measure which is the Graduate Survey is only able to assess what graduates believe. We do not have an employer survey that can address this matter.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			• The five Deans will be expected to work similarly and as a team, and having a standard title helps to communicates this.	
22.3	Collaboration	• Suggestion that ALL Deans sit on a common forum committee to ensure alignment of core learning and teaching and research strategy. Recommend Think One Team processes be used to help ALL Deans come together as a Network.	• This is agreed and already expected, and would include the Deans, Teaching & Leaning, Teaching & Learning Mātauranga Māori, and Research & Enterprise. • Cross-institute communities of practice for all Deans, all GMs etc will be operating and they will pull in the other functional GMs including GM Decision Support and GM People and Culture to consider ways of taking advantage of cross-institute opportunities and promote connected ways of working. • It is expected that some mechanisms will be set up by the new leaders themselves following implementation of the new model.	No change.
22.4	Workload	• Suggestion that each Network should have a Dean to avoid the workloads being unmanageable and to enhance the ability of these key change leaders to actually realise the transformative vision and strategic goals.	• This would result in top-heavy management, and also be unaffordable. Responses generally support the tier 3 (Deans) and 4 (HoPP) arrangement that has been proposed.	No change.
23	**Academic Leaders**	*There are general concerns about the lack of clarity of the Academic Leader role and its key accountabilities. There are also concerns about workload, decision-making powers, capabilities required and when the roles will be appointed.*		
23.1	Position Accountabilities & Structure	• Clarity needed as to how the role differs from Programme Leaders and Curriculum Leaders and about the mapping of responsibilities. There is concern that things will fall through the cracks. Clarity needed about the number of Academic Leaders and distribution across programmes. • Clarity needed about how the Academic Leaders will interface with student and programme administration.	• All existing tasks and responsibilities have been mapped across to the new positions and roles. The new roles and positions are distinctly different to the current ones and comparisons should not be made. Allocation of ALs will be formula driven based on the number of EFTS and complexities. The implementation of these new ways of working will also be carefully monitored and adjustments made if necessary. • The outcome of the Blueprint Proposal for Change will determine this. Once this has been agreed	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			business mapping will be undertaken to determine the relationship and how it will work.	
23.2	Decision Making	• Concern that the role will not have sufficient authority and decision-making power.	• Authorities and decision making responsibilities will be clearly defined and mapped across HOPPS, Academic Leaders and academic staff. The co-located and embedded Academic Services will also determine decision making and tasks and responsibilities.	No change.
23.3	Capabilities	• Concern as to whether this role will have the capabilities to build and maintain industry relationships • Concern about level of academic integrity and discipline-specific knowledge required.	• It will be important to ensure that where the Academic Leader is required to maintain industry and peak body relationships then they will be appointed with these capabilities and responsibilities and/or where these relationships would have to be managed at a higher level this will be allocated accordingly. Work load allocation will be managed dependent on the arrangements. Likewise for discipline specific knowledge.	No change.
23.4	Workload	• Concerns about workload including the capacity for academic leadership and staff management given the range of duties required. • Concerns about the breadth of the role. • Concerns about the lack of administrative support for these positions.	• New workload modelling will have clear allocation of workload across academic leadership and management, teaching and learning responsibilities and research as well as other areas of work; to ensure fair and equitable workloads for all staff. The new roles and positions will be carefully monitoring and adjustments made if necessary • Business Administrator support (previously titled Network Administrators) will be allocated across the Network and Practice Pathway Groups by the Dean Innovation and Development; the focus will be on cross-disciplinary support.	No change.
23.5	Timing of Appointment	• Concern that these roles need to be appointed as early as possible.	• Appointment of Academic Leaders will start from early May 2016 when it is anticipated that many of the HoPPs and Deans Innovation and Development will have been appointed and can therefore assist in	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			these appointments. Programme Leaders will be in place until end June so there will be sufficient time to ensure a smooth transition.	
24	**Head of Practice Pathway Groups**	*Some aspects of the HoPPs accountabilities need to be clarified and prioritised and there are a number of suggestions around collaboration, alignment, research and academic quality management. The number of HoPPS has been questioned and there are concerns about workload, the wide scope of the role and the need for administrative support.*		

24.1	Accountabilities	• There is a view that the person specification for the HoPP signals the same range of current capabilities required for HoD roles and there is no indication of which are priorities for this role. Risk that we appoint the "status quo".
		 • Suggestions for improvement to position descriptions:
		    o Collaboration and alignment with Deans and Academic Leaders is key and needs to be explicitly built into the HoPPs accountabilities.
		    o Need to ensure that HoPP roles have clear accountabilities and KPIs to ensure transdisciplinary arrangements are well developed and maintained.
		    o Research should be explicitly referenced in position purpose and accountabilities:
		    o Position Purpose, Page 4 '…in collaboration with the Deans Innovation and Development, General Managers Industry Workforce Development, and Research Partners they will ensure the viability of programme frameworks, learning pathways and research in their Practice Pathway Group.'
		    o Prime Accountability: Remove 'current research productivity and enterprise' bullet and replace with the following:
		       ▪ Ensure research activity in degree programmes (traffic light KPI) in their Pathway and Practice Group.
			• The HoPP position is different to the current HoD role. There is a significant shift from business management (staff workloads, budgets, HR processing etc) to academic quality, teaching and learning, research and discipline leadership.
			 • Collaboration is explicit in the first sentence of the purpose statement, and alignment will be delivered through reporting lines and networking expectations.
			 • Research is already included in both the purpose statement and accountabilities; the additional detail that is requested is inappropriate or overly prescriptive.
			 • Capability development for quality management is inherent in accountability for performance development.
			 • With regard to accountability for budgets and financial management, the cost centre manager (thus budget accountability) for each Network will be a GM Benefits Realisation. HoPPs will be responsible for a cost (expenditure) budget for their group
			 • Regarding financial rewards, these are full-time positions not roles and will have remuneration levels commensurate with the position.	

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		▪ Ensure research quality (delivery of Unitec's targets in PBRF performance as in R&E Strategy) in their Pathway and Practice Group. ▪ Ensure effective research workload management, and career and professional development in their Pathway and Practice Group. ▪ Research compliance and representation for staff o Suggestion that the HoPPs should be actively engaged in the ongoing development of capability in academic quality management and that this is made explicit in their accountabilities. • Lack of clarity re accountability for budgets and financial management (seems to sit with this role as well as Academic Leaders and GMs). • Require clarity re financial rewards and time allocations for HoPP roles.		
24.2	Number of Heads	• View that there are inconsistencies in the correlation between the number of EFTS, programmes, staff, etc. associated with each P&PG, yet each P&PG has one Head. Suggestion that the number of HoPPs be reconsidered against consistent criteria.	• To attract people to these new positions it has been determined that they will be full-time. Tasks and responsibilities for each of the HoPPs will be managed by the Deans Innovation and Development. For example, where Practice Pathway Groups are smaller it maybe that the HoPP has a higher teaching or research expectation.	No change.
24.3	Workload and Capabilities	• Question the capacity for one HoPP to take over the roles and responsibilities of two disestablished HoDs (e.g. Creative Industries). • Concern that HoPPs will require dedicated administrative/operational support to avoid getting bogged down in operational issues.	• Comparisons should not be made with the existing HoD role. The HoPP position is different in a number of ways. There is a significant shift away from business management (staff workloads, budgets, HR processing etc) to academic quality, teaching and learning and discipline leadership.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		• Risk that due to the wide span of control of the HoPP role, they may not be across all operational matters that they should be (e.g. QA processes). • Concern that Academic Quality has been delegated to the HoPPs and they may not have the capacity or capability to do this effectively along with all their other accountabilities. Suggest that this needs to be addressed in a supportive partnership model with the addition of at least one more Programme Partner (potentially fixed term). • Concern that one HoPP for all of Creative Industries cannot hold sufficient specialist knowledge across all disciplines, and associated risk to industry relationships and individual programmes.	• To ensure all the work is covered the new HoPPs will work in a shared leadership and management model with GMs Benefits Realisation and Industry Workforce Development, Academic Services and Deans Innovation and Development. • The expectation is that quality will be central to everything that is undertaken rather than a system tack-on. • There is no expectation that the HoPP in any Practice Pathway Group will hold all the specialist knowledge; contributions should be shared but led by the HoPP.	
24.4	Suggestion for T&L Development	• One suggestion that all newly appointed HoPPs aim to achieve 'senior fellow' status with the Higher Education Academy in their first year in the position to reinforce their role as leaders of learning and teaching (note: pilot under development with Ako Aotearoa).	• The pilot, which is not limited to Academic Leaders, is currently under consideration.	No change.
25	**Academic Development Positions**	*There is a suggestion that the Academic Timetabling Manager reports directly to the Dean Teaching and Learning to reflect the increased responsibility and a question about the number of Operations Administrators required. There are also a number of suggestions and questions about accountabilities for both the Academic Timetabling Manager and Operations Administrator roles.*		
25.1	Academic Timetabling Manager	• Suggestion that the Academic Timetabling Manager should report directly to Dean Teaching & Learning (rather than under the TPA umbrella) to acknowledge the increased responsibility and nature of that role within Unitec. • The Annual Data Planner (ADP) and centralization of the timetabling process will introduce some changes which may impact on the position responsibilities.	• The Manager currently does report directly to the Dean and this will continue into the new year. • The Phase 2 relook at timetabling will provide an opportunity to consider any potential changes as a result of the centralization process.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
25.2	Operations Administrators	• Question whether 6.8 FTE Operations Administrators are required under the new model and suggest that 4-6 FTE would be more appropriate, given the reduction of faculty-based administrative duties in their roles. • Question as to where the faculty-based admin tasks currently carried out by Operations Administrators will sit in the new model (e.g. accounting/updating information of existing facilities and assets that are held by departments) assuming that OAs will no longer be associated with programmes. • Question whether the Operations Administrator would enter data directly into the Annual Data Planner (ADP, the new timetabling system) based on liaison with academic staff or will the academic staff enter the information and the Operation Administrators assist them with questions and best practice. • Suggest a number of further amendments to the Operations Administrator position description as a consequence of the introduction of the ADP system.	• The role of Operations Administrators – including the timetabling function - going forward will be considered as part of Phase 2 Sector Alignment.	No change.
26	**Research Positions**	*There are some suggestions for a number of positions across the proposed Research & Enterprise function regarding accountabilities, titles and reporting lines.*		
26.1	Dean Research & Enterprise	• Suggestions relating to the Dean Research & Enterprise position description: • Operational planning accountability should be in the Planning section (not Leadership). • Leadership section should focus on accountabilities similar to those of the Deans.	• These are minor wording changes that make no difference to the intent of the new model. They will be left until the new year when further adjustments may be needed as the new arrangement beds down.	No change.
26.2	Research Partners	• Question regarding the reference in the position purpose for Research Partners to provision of support for a "portfolio of academic leader-managers" - what does this mean? • Suggestion that Research Partners be assigned to support Networks as follows: • Business Services & High Tech	• To clarify, this has been changed to a portfolio of networks and their staff. • The suggested allocation of Research Partners is a possibility; care will need to be exercised to avoid recreating a faculty-like approach that compromises being organically interconnected.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		• Engineering & Construction • Social Health & Natural Sciences		

26.3	Research Administration & Support	• Suggested title changes for proposed new positions:
		  • Research Advisor – to become Senior Research Advisor
		  • Team Leader (0.3 FTE) – to Senior Team Administrator (0.3 FTE)
		  • PG Academic Administrator – to PG Academic Coordinator
		• Senior Team Administrator (0.3 FTE) to have additional accountabilities for:
		  • Budget management
		  • Health & Safety
		  • Team Coordination
		  • Office/Project Management
		• Suggested structural change:
		  • Research Administrator reporting to Research Partner (Performance)
			• The suggestion that the 0.3 Team Leader becomes the Senior Team Administrator with accountabilities beyond team leading shifts the intent in what was proposed. The primary role of the Team Leader is to coordinate and support the administration and advisor staff in Tūāpapa Rangahau. The FTE allocation for this role has been reduced from 0.3 to 0.2 FTE as this is considered sufficient for what the role requires.
			• The other suggestions may be useful improvements. However, further change may become desirable after new Deans and Heads of Practice Pathway Groups arrive and as the new arrangements bed down. It is therefore concluded that for administration and support staff, the new title and reporting arrangements will remain until 1 May or thereabouts, with interim arrangements put in place for administration and support staff joining the team before that date.
				Change to the FTE allocation for the Team Leader role, from 0.3 FTE to 0.2 FTE.

27	**Support/Admin Positions**	*The size and availability of the Business Administrator (previously titled Network Administrator) pool has been questioned and it is recommended that there is a dedicated PA for every Practice Pathway Group and a team leader appointed where a number of Business Administrators report to one Dean. There is concern that the title of 'Network Administrator' will be confusing as this is generally associated with IT-type positions. There is also lack of clarity regarding the relationship between the roles and responsibilities of the other Support/Admin positions.*		
27.1	Structure	• Question the use of EFTs as a measure to determine the size of the Network Administrator pool; contend that the responsibilities and workload of the role vary widely across the organisation and therefore a simple formula doesn't	• Business Administrator (previously titled Network Administrator) support will be allocated across the Network and Groups by the Dean Innovation and Development; the focus will be on cross-disciplinary	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		work. For example, some current PAs are involved in project work, event management and managing industry relationships. • Several recommendations that a dedicated PA position supporting the Head of Practice Pathway Group is required for every Practice Pathway Group; concern that the workload will require it and they will simply end up being added anyway at a later stage. • Recommendation that where a number of Network Administrators report to a Dean, one of them should have the role of team leader to avoid the Dean unnecessarily being involved in managing their workload • Concern about availability and location of administrative support for Pathway Groups, given the spread and geographic distribution of groups in the networks. • Lack of clarity regarding the relationship between the roles and responsibilities of the Resource Coordinators, Senior Administrator Workforce Connections and Programme Administrators •	support. It should also be noted that resources and business support should be sought from across the organisation as opposed to replicating these in each work unit. • New business and academic processes will also support the work of the new leaders and managers and will ensure they have a fair time allocation required to carry out their work. • Business process mapping will be done during the transition to clarify the relationship between the roles and responsibilities of the Business Administrators (previously Network Administrators) Resource Coordinators, Senior Administrator Workforce Connections and Programme Administrators are aligned	
28	**Disestablishment of Faculty Operations Managers**	*There is concern that the importance of this role is underestimated and that knowledge and experience will be lost. There is also concern about who will take over the FOMs key tasks and responsibilities.*		
28.1	Accountabilities	• Previous restructures have tended to underestimate the extent of academic and operational support required in the new structures. • Concern over the potential loss of knowledge and experience that the current FOMs have. Acknowledgement that the Resource Coordinators pick up some of these responsibilities. • It is unclear where all the tasks and responsibilities that the FOMs currently undertake will be transferred to, specifically in areas relating to enrolment issues, increasing EFTS and ensuring policies are up to date. No one in the	• The GMs Benefits Realisation (and resource coordinators) and changes to business processes (through the Student Services Blueprint Proposal for change) and academic services will ensure all work is covered. Careful mapping of tasks and responsibilities has been undertaken to ensure there are no gaps.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		new structure other than HOPPs will have oversight of all operational, administrative and academic quality matters.		
29	**Disestablishment of Programme & Curriculum Leaders**	*High levels of concern about the lack of understanding of the critical role CLs and PLs play in day to day operations and student success, and the impacts/risks of disestablishing these roles at both the department and organisational level.*		
29.1	Rationale	• No clear rationale for disestablishment of roles	• Mapping current tasks and responsibilities (as per position descriptions and in discussion with current PLs and CLs) to new roles and positions has been carried out to ensure all are covered. The new roles and positions will be carefully monitored and adjustments made if necessary	No change.
29.2	Importance of Current Roles & Risk of Disestablishing Them	• Mapping of existing roles over to the proposed new roles has not been sufficient. • New AL roles do not capture all of the responsibilities of PLs and CLs which has implications for day to day operations, enrolment processes, student success, pastoral care and staff work loads. • Concern that CL role varies considerably across programmes and how this will be covered by new positions • Concerns about level of engagement with current CLs and PLs including in the mapping process. • Lack of knowledge/appreciation of what CLs and PLs currently do and pivotal role they play in day to day operations and student experience. • CL and PL roles are critical, complex, highly skilled roles and removing them will negatively impact student outcomes (including success, retention and access to pastoral care), community and industry relationships, and be a risk for Unitec as a whole (including loss of institutional knowledge). • Specific programme concerns from disciplines with heavy reliance on CLs –e.g. PASA, Language Studies, Waitakere, Natural Sciences	• Mapping current tasks and responsibilities (as per position descriptions and in discussion with current PLs and CLs) to new roles and positions has been carried out to ensure all are covered. The new roles and positions will be carefully monitored and adjustments made if necessary • Also note that we will have different business processes in place for enrolment and student services. Comparisons should not made to current ways of working.	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
29.3	Timing of Disestablishment	• Some concern about losing these roles at the same time as outsourcing to Concentrix. • Concern about timing of the disestablishment of roles given Feb/March and June/July are very busy times for PLs and CLs.	• Transition arrangements will be planned to minimise impact on enrolments and teaching and learning. That being said though we will all need to work together to minimise issues for our students.	No change.
30	**Capabilities**	*Questions about the place of foundational capabilities within Unitec, including how they relate to organisational values and Te Noho Kotahitanga. Further questions about the use of foundational capabilities for selection of staff to new positions.*		
30.1	Place of Capabilities Within Unitec	• Question if foundational capabilities are equivalent to organisational values • Question how foundational capabilities relate to Te Noho Kotahitanga	• Foundational Capabilities are distinct from organisational values. Where values are about what is important to us, capabilities are more about the attributes required to work effectively in the Unitec environment – they are applicable to all Unitec staff. • The foundational capabilities were developed through a series of forums and workshops with both professional and academic staff. They were then assessed against the principles of Te Noho Kotahitanga (among other key Unitec frameworks) to ensure their alignment.	No change.
30.2	Use of Capabilities for Selection	• Question why capabilities are not incorporated in position descriptions • Suggest that use of foundational capabilities as selection criteria, in the absence of technical or behavioural criteria, is flawed	• The intention is that foundational capabilities will form part of all position descriptions. • Assessment against foundational capabilities will inform only one part of the selection process. The technical skills and knowledge contained in the person specification for each position will also be assessed through the shortlisting and interview process.	No change.
30.3	Think One Team	• Proposal references "Think One Team" and this is not well defined	• Think One Team is a collection of tools and techniques to support teams to work collaboratively. It is one element of a wider capability programme in development called "Mahi Tahi" which will support	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			leaders and teams to work as one to achieve common goals.	
31	**Academic Committees**	*Overall summary: More information is needed to clarify structure, roles and leadership required. There are concerns about the workload of committees and how they will balance the need to address both high level and functional issues. Of particular concern is committees being responsible for groups of programmes as members need to hold detailed, programme-specific knowledge to be effective in their roles. There is also feedback that the names are not appropriate.*		
31.1	Leadership, Representation & Membership	• Need clarity and detail about roles and leadership required. • Concern about Deans of Innovation and Development chairing the committees rather than staff who hold programme or discipline specific knowledge. • QABs should have Academic Leader representation from a range of disciplines.	• Board/Committee terms of reference and memberships need to be read alongside Unitec Strategies and Position Descriptions. These clarify the mix of voices needed for debating issues and making sound decisions. • The concern about Deans chairing the committees is acknowledged. Programme Framework Committees will be chaired by a Head of Practice Pathway Group; where there are more than on in a network, they will rotate. • The Boards are able to co-opt additional members as necessary for a defined period. Also, as currently with the Academic Board, key people attend as non-members to provide advice as required. Committee size needs to be managed so that effectiveness and efficiency are not compromised.	Change to Programme Framework Committee leadership: Programme Framework Committees to be chaired by a Head of Practice Pathway Group; where there are more than on in a network, they will rotate
31.2	Structure	• Not enough information about the structure of committees. • The number and combination of committees required needs addressing. • Lower level committees need to feed in to higher level committees to ensure coherent communication and attention to specific issues and details.	• Terms of reference are provided in Appendix A. Changes will be established in the Academic and Programme Management Policy. • The committee proposal was endorsed by most respondents. One anomaly relates to Bridgepoint - this will have one Programme Framework Committee that covers undergraduate and levels 1-6 programmes (as for Environmental and Animal Sciences)	Change to Programme Framework Committee structure: Bridgepoint to have one Programme Framework Committee that covers undergraduate and levels 1-6 programmes

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
				(as for Environmental and Animal Sciences)
31.3	Scope & Terms of Reference	• Concern there is a lack of understanding of what the programme committees currently do. • Concerns about programme committees being responsible for groups of programmes as PMC members need to hold detailed, programme-specific knowledge to be effective. • The QABs terms of reference should have a specific focus on the quality of programmes in relation to flexibility and interdisciplinarity. • The removal of responsibility for 'research capability and performance' from senior management bodies is concerning. • Concern about one size fits all approach as different programmes have different student and stakeholder needs. • Concerns about the work load of committees and balance of addressing high level and functional issues. • A separate Te Miro Academic Committee risks obscuring relationships between transdisciplinary courses and their destination disciplines and pathways. Need clear terms of reference to ensure clear communication and feedback channels.	• Advice from a range of people involved in committee operations was used to develop the proposal. • Programme Framework Committees include the Academic Leaders who will hold programme specific knowledge. • The QB term of reference 'Drive strategic alignment across the academic portfolio' addresses the need for specific focus on quality of programmes. • The Research Committee and associated support arrangements continue and are enhanced. Accountabilities for research and staff performance development have been included in the position descriptions of the Deans Innovation and Development and Heads of Practice Pathway Groups. • Concern about "one size fits all" is acknowledged, particularly with regards to the turnarounds needed when a programme does not fit the standard semester timeline. Terms of reference already allow for admission, enrolment and selection to be delegated. • Concerns regarding workload are acknowledged, with particular regards to making changes to programmes, and this will be monitored as new arrangements bed down.	Programme Framework Committee Terms of reference to be extended to allow delegation of the approval of grades. Boards and Programme Framework Committees to have an additional term of reference: Establish, as appropriate, a peer review process to inform Board/Committee considerations of proposals for changes to programmes
31.4	Interface with programme and academic quality admin	• Need for lower level decision making on some issues delegated outside of committees. • Concern regarding level of programme-specific knowledge required.	• The proposal stated that Programme Framework Committees will be encouraged to delegate day-to-day programme management. One delegation has already been added – see Section 31.3. It is acknowledged that further clarification is needed. • The delegations, peer review and arrangements for making decisions outside committee cycles add	Change to position description: The position description for Heads of Practice Pathway Groups to have an additional accountability under Academic Quality

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			processes that ensure appropriate knowledge is brought to bear on decisions.	Management: Establish and monitor arrangements for making day-to-day programme management decisions that need to be made outside the Programme Framework Committee meeting cycle.
31.5	Nomenclature	• The name of the QABs needs reviewing. • The names are not suitable and need to reflect that the committees discuss both high level and functional issues.	• It is acknowledged that committees deal with strategic innovation as well as more operational matters, but no suggestions were received that capture that duality. Offline suggestions have been to change the Programme Committee name to Programme Framework Committees. This seems to indicate a shift away from highly prescribed siloed degrees that do not share any courses or provide learning pathway choices for students from other disciplines. The addition of "framework" symbolises collaboration and interdisciplinary working.	Changes to nomenclature: **Qualification Alignment Boards** to be called **Qualification Boards**. **Programme Committees** to be **Programme Framework Committees**.
32	**Academic Quality**	***There are concerns about how academic quality management will operate and that continuous improvement will fall behind if the Academic Services Centre doesn't have the authority to drive it. There is also concern about performance reporting still sitting across multiple areas.***		
32.1	Continuous Improvement	• Concern that BAU continuous improvement will fall behind if the Academic Services Centre doesn't have the authority and agency to drive innovation and continuous improvement of programmes and courses.	• The requirement is that Unitec becomes more of an interconnected one team ecosystem. It is also expected that leadership will be shared. The partnership approach is made clear in the accountabilities in the position descriptions for the	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			Deans ID and HoPPs and position descriptions of the Manager ASC and Programme Development Partner.	
32.2	Academic Quality Management	• A fundamental change is being proposed to academic quality management and this needs to be fully articulated prior to the new structure being implemented. • Clarity required on how quality assurance will work in distributed programme development. • Suggested that best practice from current operations be considered in the new quality management approach e.g. staff member proportionally dedicated to ensure adherence to guidelines for assessment and course moderation. • Concern that academic quality may suffer due to the delegation of responsibilities to the HOPPs, who have a very broad portfolio. Suggest an additional Programme Partner in the Academic Service Centre (fixed term one year) to support HOPPs in programme quality responsibilities.	• This is a realignment rather than a fundamental change. Major changes may, however, arise from the phase 2 reviews and the decision-making rethink. There will be good time for process changes arising to be articulated before implementation. • Position descriptions have been crafted to be complementary, and these show how programme development is to be quality assured. Course development and renewal is less clear, and continues to be worked through with regards to the relationship between Te Puna Ako, Te Waka Urungi and Networks & Practice Pathway Groups. • The Heads of Practice Pathway Groups will be directly accountable for ensuring best practice from current operations is considered, and will be supported by Programme Leaders and Administrators, as well as the Academic Service Centre, to ensure effective wheels are not lost or reinvented. • There has been considerable discussion about the suggestion for an additional Programme Partner and it has been decided to establish only one partner position to emphasis the shift in accountability for quality. Nonetheless, it is expected that the phase 2 review of programme administration will identify opportunities for enhancing support for programme quality.	No change.
32.3	Performance Reporting	• The proposal does not address the issue of having multiple areas reporting on performance. Current concerns around this will be perpetuated if the two quality analysts reporting into the Academic Service Centre work independently of the Unitec Business Intelligence function. It is proposed that the two quality analysts report into the BI function.	• This suggestion has some merit, but it has been decided that the analysts are best located closest to where data are used. Notwithstanding that, the manager to whom positions report should not be an obstacle to working across the organisation.	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
32.4	Staff Monitoring	• Concerns on how part time lecturers will be monitored to ensure they follow NZQA and course prescriptions. How will we ensure that there will be adequate monitoring under the new model?	• This is no different to what is currently expected. The accountabilities framework that is evident in new position descriptions leaves no ambiguity about requirements.	No change
32.5	Relationships	• Te Waka Urungi needs to have strong relationships with Academic Services.	• Te Waka and Academic Services are integral parts of the Academic Development group, and will indeed work closely together. The Unitec-wide programme-course development and renewal programme will be also be strengthened by robust project management.	No change
33	*Programme Development*	*Concerns that current programme development processes are not fully equipped or adequately or appropriately resourced to support flexible, interdisciplinary pathways in line with the new direction. Some specific suggestions for new programme development were also put forward.*		
33.1	Structure	• Suggestion that the Programme Reading process be centralised as part of the Programme Development function within Academic Development; current localised process is not working.	• This is not in scope for this rethink but is being considered as part of the institute-wide programme and course development and renewal initiative	No change
33.2	New Programme Development & Renewal	• Suggestion that the new model provides opportunities for growth in new programme development within the Environmental and Animal Sciences Network, including: • Research programme in Applied Molecular Solutions • Industry-aligned majors in Bachelor of Applied Science • Postgraduate provisions to meet industry/community needs • Recommendation that the robustness of learning and teaching design (in relation to interdisciplinarity and flexibility) be a key requirement that must be observed in the New Programme Development & Programme 'Renewal' process (the ABC processes), and that Unitec establishes clear pedagogical guidelines (perhaps minimum standards) for interdisciplinary and flexible programme pathways.	• The new model is designed to encourage the very initiatives and developments identified here. • The renewal of the academic portfolio, new learning and teaching models, new Network and Practice Pathway leadership, and academic support services will interconnect to deliver robustness of teaching and learning design.	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
33.3	Resourcing	• View that the design and delivery of high quality, flexible, interdisciplinary programmes needs to be better funded and resourced to support students at key transition points. • Question how new and innovative developments will be resourced from an operational perspective under the new model (e.g. the Police Training Scheme and Mind Lab); suggestion that there be dedicated provision for project management in the Networks	• The investment in Te Waka Urungi is intended to ensure that course development and renewal is high quality and focused on the needs of students and the pathways they will or may take. Further investment is under consideration so that all courses are developed or renewed through Waka and parallel processes. • The new Benefits Realisation staff will be responsible for ensuring that resources are provided for development work and initiatives that are targetted at delivering value for stakeholders.	No change
33.4	Māori	• Concern about the lack of expertise in curriculum advice relating to Māori in Te Waka Urungi; related concern that there is an expectation that the Kaihautū will fill the gap and this would have significant workload implications for them.	• Additional positions have been created in Te Waka, with more to be added in the new year if funding is available. The recruitment of Māori is a priority.	No change
34	**Programme Administration**	*There are concerns around the structure and role accountabilities, particularly in relation to the Programme Administrators and their deployment across programmes. There are also concerns about the workload and fixed term nature of the Interim Manager Programme Administration, a question about reporting lines and concern about diminished administrative support.*		
34.1	Structure	• Concern there may be diminished administrative support to programmes. • Question as to whether the intent is to co-locate Programme Administrators as this would impact on the close relationships they have with students and academic staff. • Question about how the interface between Programme Administrators, Resource Coordinators and Senior Workforce Connectors will work. • Deployment of Programme Administrators as needed across programmes could be difficult due to the unique and programme-specific knowledge they acquire about students and academic staff requirements.	• There is no intention at this time to co-locate Programme Administrators as it is important that they remain close to students and academic staff. • In the new year the interface between Programme Administrators, Resource Coordinators and Senior Workforce Connectors will evolve as managers and staff set about establishing ways to be networked and connected. The phase 2 relook at programme and academic quality administration will also provide an opportunity to consider this. • The phase 2 relook at programme and academic quality administration will provide an opportunity to	No change

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			consider the deployment of Programme Administrators.	
34.2	Accountabilities	• Confusion as to whether Senior Programme Administrator is the same position as the Programme Administration Team Leads • Need to determine what programme administrators do. The practice varies considerably across the institute; how will this be addressed in Phase Two? • There is a suggestion to look at roles of Programme Administrators to empower them to take on some of the activities currently done by Programme Leaders (and to free up Academic Leaders in their new role).	• Programme Administration Team Leads should have been referred to as Senior Programme Administrators – this was an error in the proposal document. • The development of Phase 2 will include a thorough analysis of current programme administration practice across the organisation to inform future design. • The phase 2 relook at programme and academic quality administration will provide an opportunity to consider the role of Programme Administrators.	No change
34.3	Interim Manager	• Concerns about one FTE Interim Manager Programme Administration being insufficient to cover workload. • Question whether Interim Manager should be a permanent position and the rationale for it being fixed term. • Question about what happens when the Interim Manager position finishes. Do Senior Programme Administrators report to Executive Dean?	• One manager will be appointed so that there is coherence in the way the operation is managed. • The Interim Manager has been designated as fixed term until such time as Phase 2 design is implemented and includes final configuration of programme administration management. • A new management arrangement will be determined through the phase 2 relook at programme and academic quality administration.	No change
34.4	MindLab	• Question about how the specific situation with The Mind Lab by Unitec will be addressed and/or impacted by the proposal (Senior Programme Administrator currently seconded).	• Current resourcing to Mind Lab will remain intact and may be reviewed as part of Phase 2.	No change.
35	**Research Management**	*There is concern about how research is managed across the institution and the role it plays both strategically and operationally. There is also concern around who has accountabilities and KPIs for research beyond the proposed Research and Enterprise function. There are a number of questions and recommendations about management bodies and representation, and concerns about the role of the Research Partner and the ability of staff to undertake research due to SSRs and academic workload.*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
35.1	Research Management – General	• Overall lack of clarity as to how research is managed across the institution (beyond the Research & Enterprise function) in terms of line management, time allocation, professional development of academic staff and support for the collaborative, networked and interdisciplinary research culture that Unitec seeks to generate. • Suggestion to use the Māori name for Research & Enterprise - Tūāpapa Rangahau (literally translated as research platform). • Question about how SSRs and academic workload will allow for/impact on staff ability to undertake research. • Concern about the role of the Research Partner – supporting/advocating vs. driving/directing. Concern that the directive role could be detrimental to the achievement of quality research outcomes.	• Accountabilities for the management of research and related matters are stated in the position descriptions for the Dean Research & Enterprise, the Deans Innovation & Development, Heads of Practice Pathway Groups, and Academic Leaders. Other matters are outside the scope of the proposal, but it is important to note that the Research and Enterprise Strategy 2015-20 remains prime. • Several responses have recommended the title of Tūāpapa Rangahau and none other was received. An extension has been added in English, **Tūāpapa Rangahau, partnering research and enterprise,** to match the framing of *Te Waka Urungi, Unitec's curriculum makerspace* • The question relating to SSR and workload distribution is out of scope at this time. • The Research and Enterprise Strategy 2015-20 makes it clear that Unitec is ambitious in this space. Driving the ambition and supporting staff are not incompatible.	In the new year, the Research and Enterprise Office will become **Tūāpapa Rangahau, partnering research and enterprise**
35.2	Position of Research within Unitec	• Perception that the current proposal relegates research to a compliance based activity undertaken only to ensure Unitec has the 'license to operate' in the degree space. • Need for research to be weaved throughout the proposal/outcome document and more reflected across the model both strategically and operationally.	• The position description for Heads of Practice Pathway Groups includes 'Ensure that all degree-level programmes have achieved research productivity targets and that Research Strategy expectations are met'. The latter was inadvertently left out of the PDs for the five Deans Innovation and Development. • The need for research to be better weaved in our documentation is acknowledged, although the proposal for change was more about arrangements to enable strategy realisation rather than about strategy itself.	Change to position description: '… and that Research Strategy expectations are met' to be added to the Deans of Innovations and Development position descriptions.
35.3	Accountability	• Need for further Institutional and individual KPIs and accountabilities referring to research beyond the proposed Research & Enterprise function. The current proposal requires a very minimum level of research productivity and	• It is acknowledged that a single institutional research KPI focused on degree traffic lighting is limited. Two additional KPIs will be added. These are lifted directly from the Research Strategy.	Two institutional KPIs have been added: • Increase the number of PBRF

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		makes no reference to research quality or capability development across the organisation. Suggestion that two additional institutional KPIs be added around research quality and research engagement. • A greater level of research accountability needs to be reflected in all position descriptions. • Suggestion that the model needs to reflect that Research & Enterprise partner with academic staff and leadership to deliver on Unitec's organisational goals, and vice versa, and that clear responsibilities and accountabilities for research performance and development lie with line managers throughout the proposed institutional operating structure. • Suggestion of need for research representation and integration into decision-making at the level of Pathway Groups (to avoid the risk of "ghettoization "or isolation/downplaying of research) and that this could potentially be led by the HOPP.	• The position description for Heads of Practice Pathway Groups includes 'Ensure that all degree-level programmes have achieved research productivity targets and that Research Strategy expectations are met'. The latter was inadvertently left out of the PDs for the five Deans Innovation and Development. • Most departments already have research leaders, and it is expected that workload calculations will continue to enable this. The professoriate are well placed to provide local leadership; their status requires them to be active in 'academic leadership' and 'research excellence'.	rated staff by 5% in next round; • Increase ERI by 10% pa. Correct error in position descriptions for Deans – to include research accountability.

35.4	Management Bodies & Representation	• Unclear what new research management bodies (replacing Departmental and Faculty Research Committees) may be developed beyond reference to "research fora" which are not defined. Some suggestions include:
		  • Maintenance of a Unitec Research Committee for the development of institution-wide policy, governance, accountability & research strategy
		  • Establishment of a "Research Network" made up of research leaders across the institutional networks
		  • Provision for early career researcher representation
		• Suggestion that different classes of research funding be appropriately devolved to differentiated levels of research management/bodies (e.g. Committee; network; fora), rather than totally centralized or totally devolved.
			• In the new year, it is expected that the incoming Deans of Innovation and Development and the Dean Research and Enterprise (plus the Dean of Teaching & Learning and the Dean Teaching & Learning Mātauranga Māori) will establish themselves as a coactive and will negotiate arrangements for giving life to strategy ambitions and achieving KPIs. These suggestions will help inform their conversation.
			• The suggestion regarding research funding is out of scope for this proposal for change.
				No change.

36	**Teaching and Learning**	*There are questions about the rationale and evidence base for the new teaching and learning models including a question as to whether there is adequate recognition of the work already*		

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
		being done in this space. There are some recommendations for additional roles including a new leadership position and e-learning consultant, some questions about reporting lines and synergies within the networks, and concern about workloads and duty hour parameters. There are some specific concerns about the new models including the move away from face to face delivery, the mix of delivery, and the use of industry experts. There is also concern that the new models are based on CIS and MAP which are perceived to have had poor outcomes. There are also concerns about the need for technology, equipment and suitable spaces to support new teaching and learning models.		
36.1	Rationale and Evidence Base	• Question what evidence is there that the new teaching models are superior to the existing ones. Auckland Uni have online components but they have not been as radical as our CIS model. Is there a convincing precedent? • Concern that assumptions have been made about the quality of teaching at Unitec without any auditing of the many innovative modes of delivery and flexibility in practice at Unitec. • Question why there is a need to completely revamp the way teaching and learning is executed at Unitec when Unitec has increased its EPI performance every year for the past four years. Rather than assuming a 'blank slate' for the new way of working suggest recognising that extensive expertise and knowledge and collegial working already exist. • Question the basis of the assumption that aligning teaching and learning to the needs of industry is currently being performed inadequately. There are currently many wide ranging forms of industry connections across Unitec and across all disciplines. Question: do Unitec management and leaders clearly understand the work undertaken by staff in this area?	• In many areas there is already outstanding teaching practice that embodies established learning theories and matches international best practice. CIS provides a useful model but this is not a singular approach. • Progress with the phases of the living curriculum phases is our principal means of evaluation. When courses are developed or renewed through the Te Waka processes, sound and innovative practice will be enhanced rather than replaced. • There is no intention to adopt a 'blank slate' approach, but rather to extend and augment practices that are demonstrably innovative and effective. Progress is being made with EPI performance but these are averages that hide both poor and outstanding performance. • Market research shows that the students who come to Unitec have goals primarily concerned with getting good jobs and enhancing career prospects. The annual work-integrated survey and the annual graduate survey certainly indicate good and high levels of satisfaction in many areas. However, given that the nature of work continually and rapidly changes, we can never be complacent about how	No change.

No	Theme	Summary	Response	Changes to Proposal/ Considerations for Phase 2
			well programmes and activities match the needs of students, graduates and employers (reference KEQ3).	
36.2	Structure	• Recommend appointing a leadership role which has high level strategic understanding of systems, processes, trends and the impact on the learning and teaching environment and teachers. This position should work in partnership with or report to the Dean Teaching & Learning with specific responsibility for further development and implementation of the eLearning strategy. The Director Te Waka Urungi role is too complex and busy to pick up these responsibilities. • Suggest adding an eLearning consultant reporting to the Dean Teaching & Learning who will provide specialist advice externally to the Dean T & L, to the institution, to Te Waka Urungi, to IMS and to the eLearning Team. • Concern that the organisation chart is not transparent about the reporting lines and responsibilities of the Dean T & L MM.	• The incoming Deans of Innovation & Development will provide strategic academic leadership. They will work closely with the Dean of Teaching & Learning, Dean Teaching & Learning Mātauranga Māori, and Dean Research & Enterprise. Together, these leaders will be key to ensuring that transformation ambitions are realised through informed and impactful implementation. Unitec has rich eLearning expertise and experience to advise these leaders and champion innovative course development and delivery. • The Dean T&L MM is responsible for leading the embedding of mātauranga Māori throughout Unitec and manages three Kaihautū. The Dean reports directly to an Executive Dean.	No change.
36.3	Teaching & Learning Models	• Concern that the proposed models of Teaching and Learning are modelled on CIS and MAP both of which have very serious problems in conception and delivery resulting in high failure rates and broad student condemnation. • Concern about the general move away from face to face delivery, as many students who study primarily on campus would not cope with the more self-directed type of study which requires discipline and self-motivation some of our students do not demonstrate. • Concern about specified ratios of face to face, online, and self-directed learning. It is crucial that professional teachers be given autonomy to determine appropriate modes of relevant delivery for their subject, level and industry (e.g. caring is a critical value in nursing and this is something that cannot be learnt online). • Contention that strategic direction and leadership around eLearning is critically important for Unitec over the next 5+	• The proposed models are not based on any one foundation, and there will be no copy and paste approach to programme and course development and renewal. Pioneering ventures like the CIS and MAP always face challenges; there is only a problem if they are not attended to. • The CIS initiative highlighted challenges for some students starting out on their programme journey through on-line learning. The key learning is that for many programmes, it may be advisable to start students in flipped classroom learning which provides a spring board for both on-line and work-based learning. • There will not be one size fits all. However, giving individual teachers autonomy to make these decisions alone is at odds with wise stewardship of resources. Decisions will therefore be based on negotiation on a case by case basis.	No change.

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		years as all our programmes move to incorporating online-taught components. • Concern that the use of industry experts has caused great learning experience difficulties for our students (eg. vet clinic). Suggest providing more directed adult education courses compulsory for all work based practitioners teaching and assessing our students. • There is concern about the impact that any actual or perceived dilution of discipline integrity may have on regulatory board requirements.	• Acknowledge the criticality of strategic direction and leadership around eLearning. • All courses will enjoy development or renewal support through Te Waka or parallel processes. This will include all work-based learning courses. When developed, each course will include identification of capabilities and resources required for delivery. Development may be required. However, there are many areas where professional practitioners are already effective work-based teachers. • Before the proposal for change was finalised, all registration bodies were visited and briefed on the proposed changes. They were well received. Regulatory bodies will continue to exercise their approval and accreditation rights, and no development should proceed without acknowledging this.	
36.4	Technology/ Teaching Spaces	• Concern that we do not always have the technology or equipment to support digital projects in our learning e.g. iPads. Staff can only partly guarantee student experience, the rest has to come from the organisation. • Staff acknowledge that there is always room for improvement in teaching and learning practices, but the pressure to do more with less and problems with technology and physical facilities impact negatively on the staff's practice. Time is a significant factor, rather than resistance by staff, to using new methods or technologies. • The proposal does not address improving technology and physical facilities. Suggest a cautious approach before wholesale adoption of the popular Hub or open plan teaching and learning spaces.	• Challenges around technology and/or equipment are acknowledged. Programme and course development and the ongoing rollout of the Technology Strategy always need to be aligned. • Professional development opportunities for staff will continue to be provided to catchup and/or keep ahead of the changes driven by the digital revolution which is gathering pace. • The Strategic Property Strategy and Technology Strategy are key players in the transformation agenda. Global trends and examples of innovation suggest that caution may be neither necessary nor wise. Our own prototypes are validating this.	No change.
36.5	Workloads	• Concern that the intention to introduce more flexibility in teaching programmes signals an intent to increase workload and remove duty hour parameters.	• Work is underway to establish a standardised workload calculator. The outcome will likely be working differently rather than more.	No change.