Sector Alignment

A connected, networked organisation enabling student and graduate success.

Proposal for Change

August 2015

Aspiration statement

To be a world leader in contemporary applied learning and an agent of positive economic and social change.

Purpose statement

We enable better futures for students, communities, public and private enterprise.

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MESSAGE FROM DR RICK EDE, CHIEF EXECUTIVE

Tēnā koutou katoa

Unitec is transforming. Why? Because we know we can create something very special if we have the vision, courage, people, resources and financial sustainability we need to succeed: a Unitec that relentlessly focuses on achieving great results for our customers – students, employers and the community.

We will create a Unitec that will be a world leader in contemporary applied learning. A Unitec that will deliver outstanding results for our students, in terms of the learning experience they have with us, and the opportunities for better jobs, careers and lives that will flow from those experiences.

We have a great plan that is centred on the progressive roll-out of our new teaching and learning models over the next three to four years, complemented by new teaching and learning spaces, enhanced technology, significantly enhanced professional development, and a raft of other improvements.

We are on the journey now, with some outstanding examples of what we can achieve already delivered. Over the past three years in particular, we have regained the reputation we used to have for innovation and leadership in contemporary applied learning. Examples such as the Albany flexi-workshops, The Mind Lab by Unitec, the Centre for Interdisciplinary Scholarship, the establishment of Design and Contemporary Arts, the creation of the Bachelor of Creative Enterprise, the opening of the IBM and Concentrix Delivery Centre, and our national Police Foundation Education Programme have all captured people's attention and imagination. Now it is time to get right to the heart of what we do.

During my presentation at Kickstart last month I mentioned that we must be prepared to change anything and everything it takes to create a Unitec that is focused on success in the future. One thing that won't change, however, is our commitment to Te Noho Kotahitanga.

These two proposals for change outline significant changes in the way we do things. Both proposals signal a change from traditional, hierarchical and structure-dominated models to a collaborative, customer-driven, networked model.

The Student Services Blueprint represents a major, even radical, rethink in how we support our students during the full life cycle of their time with us. It envisages a much more converged, proactive and customer-centric approach. It focuses on outstanding service, and will be strongly technology and data enabled. The Blueprint is planned to be rolled out over three phases, with Phase One proposing the shift of some of our customer services to the Concentrix Delivery Centre.

The Sector Alignment proposal represents a significant move away from the traditional hierarchical academic structures of faculties and departments to a much more collaborative and networked model. This requires a different set of skills, capabilities and focus to the key leadership positions, and the associated academic quality and support arrangements.

While our transformation and the direction we are travelling in is not up for debate, your feedback on the specific projects like the Sector Alignment is vital to ensuring we get these changes right. And it is essential to ensuring that the changes achieve our goal of delivering consistent, customer-centric services to students and a great result for public and private enterprises and community.

I would like to acknowledge that change is difficult and at times painful. It requires us to make difficult decisions, take some chances and leave our old ways of operating behind us. With this in mind I want to assure you of my commitment to supporting you through this transition. We're investing more than ever before in training, development and wellbeing initiatives, and will also do our utmost to support those of you who don't come with us on this journey.

While I appreciate this is a stressful time, I wish to remind you of the importance of confidentiality and of conducting yourself in a professional manner. We regard these proposals as confidential to staff and their representatives. As such we expect you to exercise a duty of care to take all reasonable steps to prevent the disclosure of this document, or to attempt to use the information for any purpose other than for consultation with Unitec on the Proposals for Change. We ask that you refresh yourself with the Unitec Code of Conduct available on the staff intranet.

I would also like to take the time to acknowledge the commitment and dedication shown by our staff every day. Recent feedback from students tells us that we are already doing some things exceptionally well; our transformation is about ensuring we do everything exceptionally well.

It's a privilege to be able to lead you through this transformation. I know we can create something unique here that we can all be proud of; for our students our city and our country.

Ngā mihi nui, ngā mihi mahana,

Dr Rick Ede

Chief Executive

1. ABOUT US

Unitec aspires to be a world leader in contemporary applied learning and an agent of positive economic and social change. As the largest institute of technology in New Zealand, we have around 19,000 students each year who choose us for their higher education. Since we formed in 1976 we have enabled hundreds of thousands of students to get great jobs and fulfilling careers.

But the world of education is changing, and simply continuing to do what we do today is no longer an option. Following on from our achievements over the past few years we have the opportunity to imagine and then create a future Unitec. A Unitec that is:

- Demonstrably a world leader in applied learning, achieving outstanding outcomes for learners and equipping them for successful futures in employment or entrepreneurship.
- A magnet for talented learners because we offer an experience that is personal, accessible, real and transformative.
- A magnet for talented people – educators and industry professionals – because of the opportunities we can provide.
- Regarded by employer organisations in key sectors as a strategic talent partner because access to our students and staff enhances their performance.
- Built on our kaupapa of accessibility and equity of access for learners.

Our Wairaka campus will be at the heart of a live-learn-work-play urban precinct that is a showcase for sustainable urban development.

- Our core campus, with the Hub at the centre, will comprise ten new or completely refurbished buildings, offering highly flexible learning spaces that support collaborative working and learning.
- Our core support services will be digitally enabled and focused on customer outcomes.
- We will be interconnected with a business innovation precinct, enabling more of our students and staff to work in a blended learning-working environment.

Our high quality graduates will make a significant contribution to our communities and industries in Auckland and nationwide. We will also add value to professional and vocational work and practice through applied research with impact. Our best-in-class financial performance will mean we are able to continually reinvest in innovation, people, and keeping our offer fresh and relevant.

This Proposal for Change has been developed to help make this future Unitec a reality, and in response to the challenges we face which are outlined below.

1.1 Our challenges

As an institution we are facing a number of specific challenges to our current operating model.

These include:

- Falling enrolment numbers caused by an increasingly buoyant economy, and changing demographics
- Falling income in real terms from government funding and high, inflexible fixed costs
- Areas of outdated educational delivery, which undermine the relevance and effectiveness of our programmes

- A property portfolio that has high seismic risks, is inflexible for contemporary educational purposes and unsuitable for modern technology, as well as imposing an unsustainable financial burden on the organisation
- Technology, systems and processes that are unable to meet the needs of today's learners and require significant investment
- A legacy way of working and organising ourselves that is inflexible and unsuited to the delivery of our new learning and teaching approaches.

These challenges are set against significant disruption in education globally as technology continues to have an unprecedented impact on how we access information and how we learn. The plethora of free online courses and new teaching and learning models are just two examples of how technology is disrupting traditional approaches to education. Students are now able to learn online in their own time and technology is being used to make face-to-face learning highly engaging, collaborative and team-based. At the same time technology is also changing the way we work together creating efficiencies and fostering new ways of working.

At the same time, the expectations of governments, students and employers are changing. Our students want increasing value for money. They are seeking qualifications and experiences that will prepare them well for the world of work they enter; they want to be highly employable with qualifications that are well connected with, and recognised by, industries and communities. Governments are also seeking value and relevance from tertiary education providers. In New Zealand, this translates into graduates who can add value to industries and communities, and who can contribute to the success of our key employers. Following the Global Financial Crisis, employers are seeking graduates who can add immediate value to their workplaces. Alongside technical expertise, they're also increasingly looking for soft skills, such as teamwork, a strong work ethic, high levels of communication and the ability to work collaboratively across traditional organisational boundaries.

1.2 Our response

At Unitec we are responding to these changes by reshaping our organisation. At the core of our transformation is a commitment to providing world-class, technology-enabled learning and teaching opportunities that are aligned with industry, ensuring our graduates have the skills, capabilities and attitudes required to meet the changing needs of the workplace. To support our new learning and teaching models we also need to create new spaces for our students to learn and work, reshape the services we provide, and drastically upgrade our technology.

Unitec's change model uses a continuous improvement cycle that involves three stages: Relook, Rethink, Redesign. A Relook will normally involve a current state assessment or stocktake that may include independent research, market analysis and benchmarking.

Where a Relook identifies opportunities beyond improvements to 'business as usual', a Rethink may be undertaken to develop a change proposal for consideration. A Redesign occurs when the nature of a required change has been established.

Over the last few years, we have been utilising this continuous improvement cycle as we begin to move towards different ways of working. These early developments include:

- Designing and delivering new flexible programme frameworks and learner pathways that are highly responsive to industry needs

- Implementing contemporary teaching and learning models in innovative prototype spaces
- Ensuring our organisational services and processes are not only co-located where possible, but embedded and that we connect and collaborate across these services and processes
- Changing the ways we have traditionally engaged with industry, employers and stakeholders to derive more benefits to students from these relationships.

Many staff have been involved in these developments in different parts of our organisation, and there has been a growing appreciation of the importance and value of these ways of working.

To ensure we continue to move forward and to enable us to meet the aspirational goals of our transformation strategy, we need to be organised in ways which enable us to realise the opportunities. Early consultation with staff indicates there is growing agreement that the traditional discipline-bounded communities (departments and faculties) that have served us well to this point, are beginning to constrain our ability to take us where we want to go. There is a need to transform the role of Unitec for the 21st century anchoring it as a vital centre of innovation and collaboration to help tackle social challenges and drive economic growth.

1.3 This proposal

It is proposed that Unitec proceeds through a two-phase change process for Sector Alignment.

1.3.1 In Phase One we propose to:

- Reconfigure our current faculty and department structures and cluster disciplines into **Networks** and **Pathways and Practice Groups** which align with our major industry (employment) sectors
- Disestablish our existing faculty and academic department leadership and management model (and associated roles and positions) and establish a new networked leadership and management model (including new positions and roles) to deliver the outcomes from our transformation
- Establish a new cross-organisational framework (and positions) that ensures the investment in resources benefits stakeholders and ensures financial viability for the future.
- Establish an industry workforce development framework (and positions) to ensure Unitec develops more and deeper relationships with employers to maximise the relevance of our academic programmes and increase the opportunities for our students and graduates
- Cluster and embed into our various work components of academic support processes, including academic quality, research, and programme administration; rationalise and renew academic committees
- Integrate Language Studies and Foundation Education (Bridgepoint) into the networked model
- Integrate the FSHS Centre for Interdisciplinary Scholarship and transdisciplinary programmes into the networked model.

1.3.2 In Phase Two we propose to:

- Redesign programme and academic quality administration, timetabling, technician roles, and other faculty and department technical and administrative support, to align with the new Network model.

This document provides the context and then outlines the Proposal for Change for **Phase One**. It includes information on the positions and roles that are in scope, and on the consultation process to be followed.

2 UNITEC'S TRANSFORMATION JOURNEY – HISTORY AND CONTEXT

2.1 The Great Wave

In 2013, Unitec set up a 'Great Wave' process to investigate international trends impacting on our work, and to explore implications and set strategic priorities. The woodblock print *The Great Wave off Kanagawa* by Japanese artist Hokusai was adopted as the emblem of the investigation. The woodblock represented the terror experienced in 19th century Japan as foreign influences threatened to destabilise society.

The Unitec report on the investigation into trends noted that, 'It is already a cliché to name the context in which tertiary education finds itself as "disruptive". A plethora of reports describe the elements of instability and foreshadow turmoil.' We acknowledged that the pathway that avoids turmoil is one that turns threats into challenges. Our transformation initiatives are designed to do just that.

One of the major scene-setters for the 'Great Wave' was the 2012 Ernst & Young report *University of the Future: A thousand year old industry on the cusp of profound change*[1]. The report was based on 40 interviews with Australian leaders including 15 Vice-Chancellors, many from institutions like Unitec which offer foundation education through to postgraduate study. The report identified five key trends as 'drivers of change of this brave new world': democratisation of knowledge and access; contestability of markets and funding; digital technologies; global mobility; and integration with industry. These resonated with our own experience of shifting landscapes, and encouraged our resolve.

The UK report *An Avalanche is Coming: Higher education and the revolution ahead*[2] and follow-up global conversations have been major influences on shaping our thinking about services. The report concludes that '… the obvious strategy – steady as she goes – is doomed to fail; the one thing you don't do in the path of an avalanche is stand still!' (p.2). Of particular note is the report's warning that '... the unbundling of existing institutions becomes possible, likely or even necessary. Other means of grouping the various components become more attractive to consumers and/or more economical and efficient' (p.32). The report nonetheless ends positively: 'The potential unbundling is

[1] http://www.ey.com/Publication/vwLUAssets/University_of_the_future/$FILE/University_of_the_future_2012.pdf
[2] http://www.avalancheiscoming.com/

certainly a threat; but those who rebundle well will find they have reinvented higher education for the 21st century' (p.2).

Also in 2013, a McKinsey & Company Insights and Publications report titled *Open Online Courses are Changing Higher Education: Traditional colleges face dangers – and opportunities*[3] picks up the unbundling theme in relation to market demand. This report argues that '… In this world, students will be able to credential themselves routinely via such courses and assessments as a way to bolster their résumés. When assessors persuade employers that these credentials are reliable predictors of workplace success, employers will be in a position to act as Colorado State does today. That is, they'll have the confidence to give job candidates "credit" for work done outside the officially accredited institutions of higher education. Once this challenge to the monopoly of today's accrediting institutions begins, a big chunk of higher education may become vulnerable to the kind of disruption the music industry experienced a decade ago, as centrally controlled and distributed albums gave way, thanks to technology, to customized playlists assembled by individuals. Substitute "degrees" for "albums" and "self-selected credentials employers value" for "playlists" and you have a feel for what may lie ahead.'

The Tertiary Education Commission and the Ministry of Education are aware of the challenge to qualifications orthodoxies. Last year, they together published a paper titled *Technological Developments and Tertiary Education Delivery Models: The arrival of MOOCs, massive open on-line courses* (2014)[4]. It focused on MOOCs as one example of technology driven disruption, and noted that their 'impact could be far reaching because they can disaggregate teaching and learning processes, including assessment, and offer new services' (p.6). With regards to technology, we closely follow the annual NMC Horizon reports that monitor trends, challenges and developments in higher education by compiling the global insights of experts in the field. This year's report[5] charts a five-year horizon (2015–2019) and notes that, 'With thirteen years of research and publications, it can be regarded as the world's longest-running exploration of emerging technology trends and uptake in education' (p.1).

Of particular note for us was last year's Australian Tertiary Education NMC report[6] that identified the three top-ranked challenges facing us: low digital literacy of faculty, keeping education relevant, and scaling teaching innovations. Unitec has pockets of excellence in blended (including digital) delivery and work-integrated learning (relevance). The challenge is to leverage these to scale innovation and ensure all programmes and courses are suited to 21st century learners and deliver high value to employers and other stakeholders. This lies at the heart of our transformation agenda.

[3] www.mckinsey.com/insights

[4] http://apo.org.au/files/Resource/nzministryofeducation_thearrivalofmoocsmassiveopenonlinecourses_may_2014.pdf

[5] http://www.nmc.org/publication/nmc-horizon-report-2015-higher-education-edition/

[6] http://redarchive.nmc.org/publications

2.2 Unitec Transformation Strategy 2015–2017

2.2.1 Background

We have built a credible reputation in the education marketplace as a tertiary provider, enabled by our pedagogical strengths and a relatively diverse range of offerings. However, these offerings have tended to be located within a traditional discipline-biased silo-based approach to applied professional and vocational education. The current Unitec structure of three faculties, with embedded academic departments, has not encouraged the collaborative and outward-looking approaches we need to be successful for the future. This impacts on teaching and learning, our academic portfolio, research and our capacity for externally focused delivery.

By adhering to a rigid model many Unitec programmes have become inflexible, producing graduates who are quite often not well prepared for the workplace. A lack of flexibility is a widespread institutional feature seen in many areas, including timetabling, faculty and departmental budget models, allocation of staffing resources, inter-faculty programme and/or elective choices, teaching, career pathways for students, and the academic calendar. For example, our current focus on prescribed individual programmes can get in the way of designing learning pathways across and through disciplines, and our discipline specific committee structures means our focus is often local rather than on the entirety of the academic portfolio.

The current model often limits student choice by locking them into a rigid system of inflexible and immobile delivery methods.

It is acknowledged that teaching spaces and our outdated buildings constrain our ability to deliver contemporary learning and teaching models, and we are addressing our property portfolio as part of our transformation. Our current spaces are inflexible for contemporary educational purposes and unsuitable for modern technology, as well as imposing an unsustainable financial burden on the organisation. It is critical, if we are going to meet our aspirations, we urgently address our property portfolio. The ‘unshackling the property anchor’ workstream in the transformation strategy addresses this.

We also need to reframe the ways we engage externally. Unitec has a long history of engaging with our external stakeholders and has formed a range of very productive and important relationships. However, the rise of a global knowledge economy and major differences to the way we approach the world of work has intensified the need for new and different strategic partnerships that go well beyond traditional discrete discipline-to-discipline relationships. We need to be pioneering new and deeper partnerships if we are to ensure our sustainability over the next 20 to 30 years. We need this depth of engagement to ensure our graduates are highly employable and enterprising and are able to make a real difference in the workplace.

To achieve this we need to be immersed in, and seamlessly connected to, our communities and industries to ensure we are at the forefront of employment trends and changes within the workplace; and we must have responsive and agile internal mechanisms that enable us to quickly translate new specialisations, jobs, career pathways or professional development needs into our programme frameworks and learner pathways.

This is a big challenge that requires our partners and us to engage with each other in very different ways. We need to foster authentic strategic relationships, deep professional connections, trust and

an understanding of shared benefits that will bridge the sharp cultural divide between tertiary education and industry and our communities.

2.2.2 Our strategy

The Unitec Transformation Strategy has evolved from a range of strategy development processes over the past three years. The main drivers of the strategy include two key pillars:

- Being an outstanding education provider – developing a reputation as an exemplar of a progressive, future-orientated applied learning institute. This pillar requires us to:
  - Reconceptualise our educational services – to transform the fit between Unitec's academic portfolio and the needs of the industries and communities that we serve
  - Improve outcomes for students. This would include successful transition into better jobs, careers and lives
  - Improve the relevance and value of graduates for employers and industries aligned to NZ's future economic prosperity
  - Improve the fit between staff capability and contemporary, flexible teaching and learning models as well as utilising the capacity offered by online teaching methodologies and prototype teaching spaces.
- Being an excellent education business – developing and introducing effective externally and internally focused business options to improve Unitec's financial stability. These include:
  - Grow and diversify income generation
  - Increase resource productivity
  - Maximise the value and financial viability of property assets
  - Improve operational efficiency and effectiveness.

In 2015, we began to implement the transformation programme, which focuses on and addresses the whole-of-organisation transformation necessary to achieve our future strategic aspirations. This transformation encompasses six workstreams that have taken stock of the current institutional state and shaped strategies to be more future-aligned. These workstreams are: highly productive talent (focused on student achievement and the value of outcomes for stakeholders); reconceptualising services; reframing the workforce; unshackling the property anchor; meeting government priorities and being a better business.

The evidence base for this proposal also includes consideration of these four documents:

Industry Clusters Analysis – Sept 2014
Graduate Destination Reporting June 2013
Unitec Environmental Scan – 2014
Clusters KPIs Insights Paper – Oct 2014

These documents are available at **The Nest / Our Unitec / Unitec Strategy / Sector Alignment**

3 SECTOR ALIGNMENT PROPOSAL FOR CHANGE – PURPOSE AND MEASURES

3.1 Purpose

The key strategic purposes of this Proposal for Change are to:

- Facilitate an outside-in approach to what we do to enhance the value of outcomes for all key stakeholders, in particular our learners
- Leverage strategic stakeholder engagement to build authentic and productive partnerships to sustain the viability of our academic portfolio
- Create a collaborative leadership model to deliver alignment of our academic portfolio to meet the needs of our learners, industries and communities
- Strengthen disciplines and facilitate their working together by opening up collaborative networks and opportunities
- Realise cross-disciplinary opportunities throughout our entire programme portfolio
- Drive implementation of new teaching and learning models and associated programme and course (re)development to align closely with the transformation timeline
- Integrate academic development support into resource pools that work in co-creative partnerships with staff
- Generate opportunities to harness the creativity of an agile and talented workforce
- Enable wise stewardship of resources including targeted investment in innovation that meets stakeholder needs
- Support decision-making that transcends localised interests.

3.2 Key Performance Indicators (KPIs)

The following Key Performance Indicators (KPIs) are metrics that will be used to evaluate and measure factors that are crucial to the success of our Transformation Strategy. This Sector Alignment Proposal for Change plays a vital role in enabling achievement of these KPIs.

AREA	KEY PERFORMANCE INDICATORS
A: STUDENTS AND STAKEHOLDERS	
A1. STUDENT ACHIEVEMENT	Successful course completion for all students in 2014 was 83%. **Target 2019: > 86%**
A2. MĀORI STUDENT ACHIEVEMENT	Successful course completion for Māori students has improved from 68% in 2009 to 77% in 2014. **Target 2019: 80–86% (Parity with all students)**
A3. WORK-INTEGRATED LEARNING (only one question)	Programmes of study often or more than often included improved knowledge and skills that contributed to students' perceived employability. In September 2014, 77.4% of

AREA	KEY PERFORMANCE INDICATORS
	students perceived that their programme of study often or very often contributes to their employability. **Targets for 2015–17: 5% year-on-year increase in students perceiving work integrated learning often or very often.**
A4. STUDENT SATISFACTION NPS	Students are asked how likely they would be to recommend Unitec to their friends or family. This survey is conducted twice a year with all students. This is captured through Net Promoter Score (NPS) September 2014: 15 June 2015: 19 **Target June 2016: 25** **Target June 2017: 30** **Target: statistically significant year-on-year improvement in the NPS.**
A5. GRADUATE SATISFACTION (NPS)	Graduates are asked how likely they would be to recommend Unitec to their friends or family. This survey is conducted as part of the graduate survey in June each year. This is captured through Net Promoter Score (NPS) May 2014: 21 June 2015: 26 **Target: statistically significant year-on-year improvement in the NPS.** June 2016: 30 June 2017: 35
A6. STAKEHOLDER ENGAGEMENT AND RECOGNITION	Percentage of stakeholders who agree or strongly agree with the statement: 'Unitec is responsive to industry needs.' The survey for this indicator is currently in-field. **Target: 5% year-on-year improvement.**
A7. UNITEC BRAND	Unitec as the market's first choice was 3% in 2013 and 2014. **Target 2020: 8%**
B: CURRICULUM AND RESEARCH	

AREA	KEY PERFORMANCE INDICATORS
B1. COURSE AND PROGRAMMES	Currently there are 1634 active courses in 137 active programmes. **Course target by end 2017: 20% reduction** **Qualification target by end 2017: 20% reduction of the number of discrete qualifications at Levels 7 and above** (Note: The number of Levels 1–6 programmes is dictated by NZQA and the TRoQ review process.)
B2. LIVING CURRICULUM	It took five years (2009–2014) to reach 100% achievement of Phase 1 Living Curriculum, with almost 50% of those occurring in the final year. **Target end of 2016: all programmes achieve phase 2** **Target end 2018: all programmes achieve phase 3**
B3. TEACHING AND LEARNING MODELS	Currently course modes of delivery are heavily weighted to on-campus delivery. Implementation of the Teaching and Learning models is targeted to achieve the following average blend by 2020: **On campus: 30%** **Online: 15%** **Work-based: 20%** **Independent: 35%**
B4. RESEARCH PRODUCTIVITY AND ENTERPRISE	In 2014, 21% of all degree-level programmes were red lit, 27% amber and 52% green. Ten programmes had moved upwards (three from red to amber, one from red to green, and six from amber to green), one moved from amber to red, and one from green to red. There are five programmes that have been red for three years and two programmes have remained amber for three years. **Target 2016: 72% green** **Target 2018: 100% green**
B5: MEETING EMPLOYER REQUIREMENTS	In the annual Graduate survey, we ask 'how well does your Unitec qualification enable you to meet the requirements of your main job'?

AREA	KEY PERFORMANCE INDICATORS
	In the 2014 Graduate survey, those who said that their qualification enabled them to meet their job requirements either extremely or very well was 68%. **Actual 2015: 68%** **Target 2016: 72%** **Target 2017: 75%**
C: INSTITUTIONAL	
C1. LEADERSHIP	Percentage of permanent Unitec staff who demonstrate confidence in leadership (accessibility, good role modelling, listening to staff) through the annual staff engagement survey. Leadership in this context is defined as Executive Leadership, Directors, General Managers, Heads of Departments and Deans. Current (as at 2014): 31% **Target 2015: 35%** **Target 2016: 50%**
C2. STAFF ENGAGEMENT	Percentage of permanent Unitec staff who demonstrate engagement with Unitec's purpose (organisational direction, results, focus, mission and values, ethics, role clarity, diversity) through the annual staff engagement survey. Current (as at 2014): 68% **Target 2015: 70–80%** **Target 2016: 85%**
C3. ACADEMIC SSRS	In 2008 the academic staff student ratio (SSR) was 15.8, and, based on the Unitec Future Sustainability Project Report produced by PWC, a five-year target of 19, or preferably 20, was set. By 2013 the SSR reached only 17.7. **Target by end of 2015: 20** **(current forecast 18.2)** **Target by end of 2019: 26*** *This is an institute average not an indication of class sizes *Subject to the design and implementation of the new teaching and learning models *Contingent on the agreed staff work load models as per employment agreement

AREA	KEY PERFORMANCE INDICATORS
C4. FINANCIAL DECISION-MAKING	Greater efficiency and effectiveness in use of resources will lead to an increased (teaching) contribution margin. **Target by 2015: 51%** **Target by 2019: 58%**
C5. PERFORMANCE DEVELOPMENT	Percentage of permanent Unitec staff with a current Performance Development Plan and current annual review. Current (as at 2014): 40% **Target 2015: 60%** **Target 2016: 90%**
C6. NET PROMOTER SCORE	Likelihood of permanent Unitec staff to recommend a job at Unitec to a friend or colleague, from the annual staff engagement survey. Current (as at 2014): -38 **Target 2015: -20** **Target 2016: -10** **Target 2017: +10**

A statistically significant change means a change in the numbers that is not due to sample or population variation. That the change from one year to another is statistically significant at the 95% level of confidence.

4 CONSULTATION AND STAFF FEEDBACK TO DATE

4.1 Staff involvement and feedback

The shift towards working differently across the organisation through a clustered network-based model has been socialised with Unitec staff through a number of events and fora:

- Informal discussions at various departmental/faculty meetings through 2014
- Presentations at February 2015 Kickstart
- Q&A sessions following Kickstart open to all staff
- Focus groups specifically for Heads of Department, Administration staff, and Programme Leaders
- Regular briefings for Heads of Department and faculty leadership teams
- Update presentations to staff on the latest (high-level) thinking regarding the transformation as part of the 2014 Staff Survey Feedback
- Specific update for Programme Leaders and Curriculum Leaders in July 2015.

In addition to the above, the Executive Deans have engaged with industry partners and student leaders in discussions around the broader transformation of Unitec.

A range of key themes emerged from initial staff feedback, including:

- Staff want to clearly see how a movement to a new structure will measurably achieve the desired objectives in a way that is better than 'fixing' the status quo. Staff members particularly want to see the benefits articulated in terms of student and stakeholder outcomes
- Staff are concerned that management does not fully appreciate the risks of restructuring, and in particular, the perceived potential to:
  - Damage stakeholder relationships (and Unitec's reputation with these stakeholders)
  - Reduce institutional knowledge
  - Harm student enrolments and outcomes, and worsen the student experience.
- Staff see the potential to fix a lot of issues incrementally by changing the way funding and management is organised at local and institutional levels, with the goal of encouraging greater collaboration and entrepreneurialism at Unitec
- Staff raised concerns with the term 'cluster', including questioning why the proposed clusters did not align more closely with either the TEC's vocational pathways or the regional economic sectors.

A total of 629 comments were received on the initial clusters model that was presented at the February 2015 Kickstart and the Q&A sessions and focus groups that followed.

It was noted through this early engagement and feedback process that the staff who attended care deeply about Unitec, are very passionate about student outcomes and want to ensure a better future for the organisation. They were very concerned that their comments may be interpreted as negative; however, the groups all stated that they wanted to support the changes but felt frustrated about the process and there were limited opportunities to be heard. The attendees were invited to provide written feedback and this feedback was themed around the following areas:

- **Restructure rationale:** All groups expressed significant confusion about the rationale for the restructure and there was limited understanding of the problem the organisation is trying to

solve**.** They felt that there could be more effective ways in which to improve collaboration without going through a massive change process.

- **Engagement process:** All groups discussed what they felt was a lack of communication, openness and transparency in the engagement process to date.
- **Timing:** All groups expressed concern about the time frames and the perceived drive to rush through something this big.
- **Cluster model:** Participants requested more information about the cluster model, in particular detail about what sits beneath it (so they could understand how it would impact them), along with what is in/out of scope. Also there was a concern that there was no clarity about the leadership structure that sits above it.
- **Leadership structure:** Groups found it hard to comment on this area as they had very little clarity about these roles but there were a number of positive comments about what they might focus on. The Programme Leader and Curriculum Leader groups expressed significant concern about the impact on the Head of Department (HoD) roles, which they believe are critical.
- **Culture:** A number of groups commented on cultural issues that they felt were unlikely to be resolved through a restructure.
- **Cost-saving ideas:** Most groups commented on the potential to save money through cutting tier 2 jobs at senior levels.
- **Risks:** All groups felt that Unitec would be facing significant risks should there be a move to the cluster model as it was presented at that time.
- **Student impact:** All groups thought that not enough consideration had been given to the impact on the student population of moving to this model.
- **Admin/programme specific issues:** This group was keen to be engaged in initiatives to support any change, but they feel left out and undervalued.

At the end of this series of events, all groups expressed the desire for a feedback loop (i.e. to be given the summarised themes out of the discussions that had been undertaken).

All feedback and input has been considered in formulating the following proposed changes.

5 ENTERPRISE-WIDE NETWORKS AND CONNECTIVITY – NEW WAYS OF WORKING TOGETHER

5.1 Networked and connected organisations

In this section we propose significant organisational changes that have been designed to move Unitec towards being a connected and networked organisation.

Globally, in public and private sectors, there is a shift away from traditional hierarchical structures towards networked and connected ways of working, with leadership models which empower individuals throughout the organisation with increased agency balanced by increased accountability and responsibility.

Networked and connected organisations function according to two fundamental principles: first, they recognise that each person in the organisation can make a personal contribution to its evolution – in Unitec's case to our ambitious transformation agenda and the benefits for students, employers and community that will arise from it. Second, the organisation is energised by connections and collaborations with communication flowing freely across networks. The value of networked and connected organisations lies in the potential for enterprise-wide engagement with challenges and opportunities, and for co-creation and innovation utilising the competencies, knowledge and expertise of the entire team. In connected and networked organisations teams work as communities of practice, and work is highly engaged and visible.

Networked and connected organisations have seamless information flows from and to their external communities and stakeholders. Rather than being inward-focused, they actively seek out and respond to new opportunities and partnerships, and they continuously adapt to and collaborate with players in their external environment.

The changes proposed in this document move us towards being a networked and connected organisation. We are proposing eight seamlessly connected Networks which incorporate 16 Pathways and Practice Groups. These will function according to the principles of networked and connected organisations and the principles of Te Noho Kotahitanga – and on the notion that we are One Team.

5.2 Overview of how our proposed model will work

As a networked and connected organisation we will build productive and sustainable partnerships with new and existing industry and community partners. These relationships are essential to ensure Unitec's academic portfolio remains future-focused and viable and thereby delivers a great job for every graduate.

To grow and deepen existing industry and community relationships and to build new partnerships, it is proposed that we establish four positions of **General Manager Industry Workforce Development**. These General Managers will be our industry and community connectors (our eyes and ears on the ground); they will build strong stakeholder partnerships and will be strategically immersed in employment sectors to map and translate trends and shifts in practice including changes in workforce arrangements and trends in self-employment. They will also seek out openings for tactical initiatives; for example, identifying opportunities for work-integrated learning and for graduate employment. Each General Manager will be loosely assigned across our five major employment

sectors; they will work in close collaboration with each other to ensure we take an ecosystem approach to supporting economic and social development, and identifying cross-sector and interdisciplinary opportunities. They will work seamlessly with the Networks and also with staff in Planning and Market Insights, Marketing, Business Development, and Research and Enterprise.

As we receive information flows and data from the General Managers Industry Workforce Development, we will need flexible frameworks and agile staff ready to convert needs and opportunities by adapting existing, or creating new, learning pathways, products and services. The five proposed **Deans of Innovation and Development** will play a key role in making this happen. In collaboration with Network colleagues, Academic Development teams and the Project Management Office, they will lead and drive programme design, development and renewal, enable approval and accreditation requirements to be met, and ensure new products and practices are embedded and adopted in the Networks and are evaluated for continuous improvement. They will thus be accountable for the ongoing viability and credibility of Unitec's academic portfolio and related products and services. As well as being Network leaders, the Deans Innovation and Development will work closely with the Deans of Research and Enterprise, Teaching and Learning, and Teaching and Learning (Mātauranga Māori), and with the proposed senior managers who will implement the Student Services Blueprint. They will champion the principles and practice of a connected and networked organisation as they engage with and lead staff through the transformation agenda. The General Manager Benefits Realisation in Student Services (proposed new position in the Student Services Blueprint Proposal for Change) will work with the Deans Innovation and Development to ensure delivery of KPIs for student success and retention.

The General Managers Industry Workforce Development and the Deans Innovation and Development will work closely with three **General Managers Benefits Realisation** as a strategic, highly connected team. The General Managers Benefits Realisation will be accountable for ensuring that investments in new developments and transformation projects deliver agreed benefits for external stakeholders and students. These General Managers will devise strategies and processes necessary to realise benefits and they will optimise planning to reduce waste and determine acceptable levels of resource, risk, cost, quality and time. The ways of working transcend the Academic Networks into the Services area. The General Managers Benefits Realisation will work closely with the General Manager Decision Support, General Manager People and Culture, Strategic Property Project Director, IMS Operations General Manager, Director Facilities Management and the General Manager Benefits Realisation in Student Services (proposed new position in the Student Services Blueprint Proposal for Change) to ensure delivery of organisational KPIs through the efficient use of resources. They will be accountable for Network revenue and expenditure budgets and, in collaboration with the Deans Innovation and Development and the Heads of Pathways and Practice, for ensuring there are viable staff-to-student ratios and fair and equitable staff workloads.

The 16 proposed **Heads of Pathways and Practice** will be at the forefront of learning, teaching and research. They will each lead a Pathways and Practice Group and will ensure the principles of a connected and networked organisation are upheld. They will promote interdisciplinary ways of working and will assume a major responsibility for academic quality in collaboration with the Academic Service Centre. They will work closely with the Deans Innovation and Development to ensure new programme frameworks and learning pathways responsive to student needs are embedded and enabled. They will also be responsible to ensure new learning and teaching models are adopted and evaluated. The Head of Pathways and Practice, where appropriate, will maintain robust and productive relationships with relevant industry or professional bodies.

They will engage with the General Managers Benefits Realisation to make sure that resource investments in programme and course delivery and in new developments and services in the Pathways and Practice Groups realise expected benefits.

Proposed new **Academic Leaders** will manage the day-to-day delivery and quality of the programme(s) for which they are responsible, including monitoring, measuring and evaluating the student experience, managing academic staff who facilitate the programme(s), and optimising the use of allocated resources. They will contribute to the transformative vision and strategic goals of Unitec by being active participants within decision-making processes, by embedding new learning and teaching models, and by promoting new programme frameworks and learning pathways for students. The Academic Leader, where appropriate, will maintain robust and productive relationships with relevant industry or professional bodies.

5.2.1 Summary

The new ways of working across the organisation will require collaborative and co-creative engagements that transcend Networks and individual enterprise-wide services. Together, leader-managers will be required to drive achievement of the KPIs related to our critical success factors: highly employable and enterprising lifelong learners, engaged and inspired staff equipped with capabilities for our future, and a financially sustainable Unitec. The ecosystem of a networked and connected organisation will thus enable us to deliver on our purpose to enable better futures for our students, for organisations, and for communities.

Naku te rourou nau te rourou ka ora ai te iwi
With your basket and my basket the people will live

6 PROPOSED CHANGES – NEW ORGANISATIONAL STRUCTURE AND ASSOCIATED POSITIONS AND ROLES – PHASE ONE

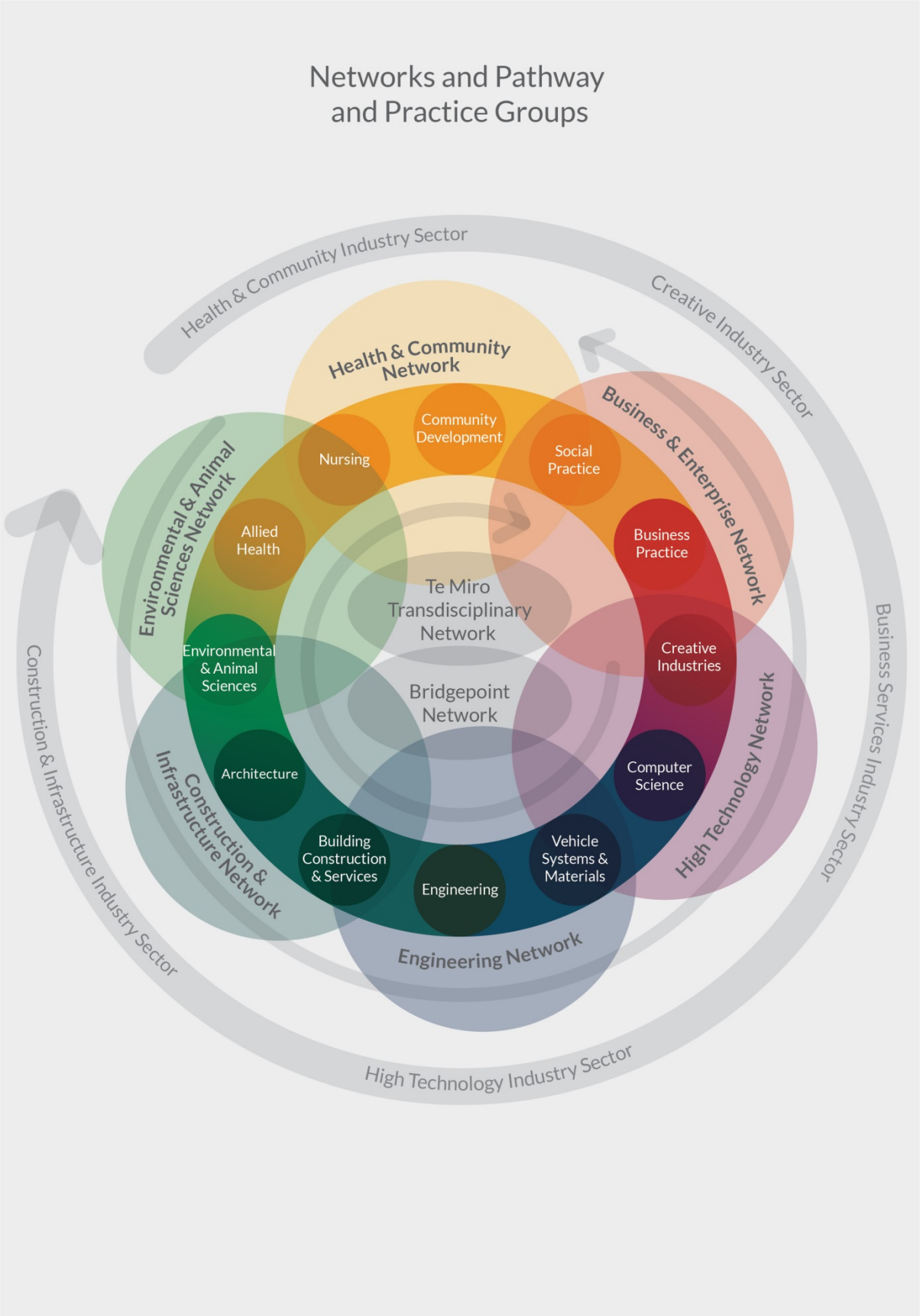
In **Phase One** it is proposed that we reconfigure our current faculty and department structures, and cluster disciplines into **Networks** and **Pathways and Practice Groups** that align with our major industry (employment) sectors. We propose to disestablish the existing leadership and management model and establish a new shared and networked leadership model, which will include a range of new roles and positions, to align with leadership and management requirements of the **Networks** and **Pathways and Practice Groups**.

We propose to establish industry workforce development management positions to enable us to leverage strategic and productive stakeholder partnerships. Aligned with this we will establish benefits realisation management positions to enable us to meet the targets and milestones of our transformation agenda.

We propose to cluster and embed various components of academic support processes, including academic quality, research and academic services, into the way we work; and we propose to redefine academic committee structures and decision-making.

Following on from previous work we propose to align Language Studies and Foundation Education (Bridgepoint) and other related activities into a new Bridgepoint Network. We also propose to bring together the Centre for Interdisciplinary Scholarship (CIS) and other transdisciplinary programmes from across Unitec into a new Transdisciplinary Network.

If the proposed structure is implemented, a number of current leadership and management roles and positions will become surplus to requirements. However, the creation of a number of new positions and roles is proposed, which may be filled by existing staff. Most faculty and department academic positions are proposed to remain unchanged.


Networks and Pathway and Practice Groups
Health & Community Industry Sector
Creative Industry Sector
Business Services Industry Sector
High Technology Industry Sector
Construction & Infrastructure Industry Sector
Health & Community Network
Community Development
Nursing
Social Practice
Business & Enterprise Network
Environmental & Animal Sciences Network
Allied Health
Business Practice
Te Miro Transdisciplinary Network
Environmental & Animal Sciences
Creative Industries
Bridgepoint Network
Architecture
Computer Science
Construction & Infrastructure Network
High Technology Network
Building Construction & Services
Vehicle Systems & Materials
Engineering
Engineering Network

6.1 Organisational Structures

6.1.2 It is proposed that we create six Networks

- **Health and Community Network**
- **Environmental and Animal Sciences Network**
- **Engineering Network**
- **Construction and Infrastructure Network**
- **Business and Enterprise Network**
- **High Technology Network**

6.1.3 It is proposed that we create two further Networks that have specialised functions

- **Bridgepoint Network**
- **Te Miro – Transdisciplinary Network**

6.1.4 It is proposed that we create 16 Pathways and Practice Groups, which are aligned with and overseen by the Networks as follows:

Health and Community Network

Pathways and Practice Groups are:

- Allied Health (incorporating Medical Imaging; Osteopathy; and the BHSD)
- Nursing (incorporating Nursing)
- Community Development (incorporating Sport; Education; and existing Department of Community and Health Services disciplines and services excluding Medical Imaging, Osteopathy and BHSD)
- Social Practice (incorporating Social Practice)

Environmental and Animal Sciences Network

Pathways and Practice Groups are:

- Environmental and Animal Sciences (incorporating existing Natural Sciences disciplines)

Engineering Network

Pathways and Practice Groups are:

- Engineering (incorporating Civil and Electrical/Electronic Engineering)
- Vehicle Systems and Materials (incorporating Transport Technology; Marine)

Construction and Infrastructure Network

Pathways and Practice Groups are:

- Architecture (incorporating Architecture; Landscape Architecture)
- Building Construction and Services (incorporating Construction, Building Technology, Plumbing and Gasfitting)

Business and Enterprise Network

Pathways and Practice Groups are:

- Business Practice (incorporating Management and Marketing, Communications; Accounting and Finance)
- Creative Industries (incorporating Design and Contemporary Arts; Performing and Screen Arts)

High Technology Network

Pathways and Practice Groups are:

- Computer Science (incorporating Computing)

Bridgepoint Network – Language Studies and Bridging and Foundation Education

Pathways and Practice Groups are:

- Bridging Education (incorporating Foundation Education)
- Language Studies (incorporating Language Studies)

(Bridgepoint will also incorporate Free4U and IELTS Testing.)

Te Miro – Transdisciplinary Network

Pathways and Practice Groups are:

- Undergraduate
- Postgraduate

(Te Miro will incorporate Te Kura Whanui – CIS and its current offerings and other significant cross-institutional core and shared courses, programme frameworks and learner pathways.)

Refer to proposed organisation charts in Appendix B for more detail.

The changes to structures, positions and roles outlined in this section are proposed as organisational arrangements that will enable us to accelerate student and graduate satisfaction and achievement, and enhance the value of outcomes for external stakeholders. Our transformation agenda – including the Living Curriculum, new learning and teaching models, Te Waka Urungi and course development, and our new research and enterprise strategy – are all related to but are not part of this Proposal for Change. They will all continue, with pace.

6.2 Academic leadership and administrative support

Proposed new positions and roles have been designed to enable a seamless transition to Unitec's new ways of working in a post-transformation state. Roles in innovation and development, industry workforce development, benefits realisation, pathways and practice, and academic leadership will work in close collaboration with other senior leaders across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

These proposed new roles and positions will be responsible for a broad range of outcomes, linked to the transformation strategy.

Refer to the draft position descriptions in Appendix C.

6.2.1 Dean Innovation and Development (3 positions)

The **Dean Innovation and Development (3 positions)** is a strategic position and 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. Through Network leadership they will engage and guide staff through the transformation agenda to ensure excellence and continuous improvement in learning, teaching and research.

The Dean Innovation and Development, in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, will be responsible for ensuring the ongoing viability and credibility of Unitec's academic portfolio and related products and services. They will be highly responsive to external workforce development demands from industries, communities and external stakeholders – with an emphasis on converting these demands to new and changing programme frameworks, learning pathways, and products and services. They will utilise a business case approach to drive viability testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

6.2.2 Dean Innovation and Development Te Miro – Transdisciplinary Network (1 position)

The **Dean Innovation and Development Te Miro – Transdisciplinary Network (1 position)** will provide leadership in learning, teaching and research excellence and 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.

The Dean will lead Te Miro to ensure the ongoing excellence, viability and quality of its undergraduate and postgraduate programmes and courses, all of which will transcend traditional discipline and industry boundaries. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Pathways and Practice Groups so that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholders.

The Dean will work in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, and will utilise a business case approach to drive viability testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

6.2.3 Dean Innovation and Development – Bridgepoint (1 position)

The **Dean Innovation and Development – Bridgepoint (1 position)** will provide leadership in learning, teaching and research excellence and 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.

The Dean will lead Bridgepoint to ensure the ongoing excellence, viability and quality of its language studies, bridging and foundation programmes and courses. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Pathways and Practice Groups to ensure that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholder.

The Dean will be responsible for leading the design and implementation of learning pathways into and out of Bridgepoint and ensuring they are viable and efficient and maximise students' aspirations to achieve the job or career of their choice. The Dean will also be responsible for establishing and leading innovative external relationships with stakeholders in our communities to ensure that the learning pathways remain innovative and future-focused.

6.2.4 General Manager Industry Workforce Development (4 positions)

The **General Manager Industry Workforce Development (4 positions)** 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.

The General Manager Industry Workforce Development is responsible for creating an industries engagement framework to enable us to build productive, sustainable relationships with new and existing industry and community partners and key stakeholders. These relationships will be highly productive and will enable us to identify employment (including self-employment) trends and develop and maintain the intelligence needed to ensure Unitec's academic portfolio remains future-focused and viable. The General Manager will also identify other opportunities that might benefit Unitec and its stakeholders, for example work-integrated learning opportunities and graduate employment opportunities.

They will work collaboratively with internal stakeholders including the Deans Innovation and Development and the General Managers Benefits Realisation to ensure that industry partners and key stakeholders' needs are translated into early stage innovation projects, utilising a Better Business Case approach. They will ensure industry partners and key stakeholders collaborate in the subsequent development and delivery of products and services and in the measurement of stakeholder satisfaction.

6.2.5 General Manager Benefits Realisation (3 positions)

The **General Manager Benefits Realisation (3 positions)** 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.

The General Manager, in collaboration with the Deans Innovation and Development, will be accountable for the Networks' revenue and expenditure budgets and will plan, organise and manage resources and processes so the benefits arising from change and transformation projects across the Networks and the wider organisation are achieved. They will identify the investment outcomes and define quantitative benefit measures of existing and new programmes, products and services. This will include measures for staff-to-student ratios and staff workload plans.

The General Manager Benefits Realisation will devise strategies, processes and approaches necessary to realise the benefits and they will optimise planning to reduce waste and ensure acceptable levels of resource, risk, cost, quality and time. They will review the impact of interventions and use insights to improve strategies to ensure the sustainability of benefits and approaches.

6.2.6 Head of Pathways and Practice (16 positions)

The **Head of Pathways and Practice (16 positions)** will work collaboratively across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

The Head of Pathways and Practice will lead a discipline-based Pathways and Practice Group to deliver high student achievement outcomes and excellence in learning, teaching, applied research and enterprise of high value to key stakeholders. They will promote interdisciplinary ways of working and will assume major responsibilities for programme quality in collaboration with Academic Services.

In partnership with the Academic Service Centre, the Head of Pathways and Practice will drive innovation and the continuous improvement of programmes and courses and their quality assurance, and will ensure that Unitec's academic portfolio is vibrant and world class, and exceeds organisational and regulatory requirements and student and employer expectations.

In collaboration with the Deans Innovation and Development and General Managers Industry Workforce Development, they will ensure the viability of programme frameworks and learning pathways in their Pathways and Practice Group, and will adopt, embed and evaluate new developments and services. They will engage with the General Managers Benefits Realisation to ensure that resource investments in course delivery, and in new developments and services in the Pathways and Practice Group realise expected/required benefits.

6.2.7 Academic Leaders

The **Academic Leaders** will manage the day-to-day delivery and quality of the programme/s for which they are responsible, including monitoring, measuring and evaluating the student experience, managing academic staff who facilitate the programme/s, and ensuring adequate resource allocation. They will contribute to the transformative vision and strategic goals of Unitec by being an active participant within decision-making processes, through embedding of new learning and teaching models, and by promoting new programme frameworks and learning pathways for students. The Academic Leader, where appropriate, will maintain robust and productive relationships with relevant industry bodies.

6.2.8 Network Administrators (14 positions)

The **Network Administrators (14 positions)** will provide efficient and effective administrative support to the Networks and will be allocated to Pathways and Practice Groups by the Deans Innovation and Development. They will also provide administrative support for a range of Network activities as required (e.g. coordination of staff professional development, tracking staff research activities, coordination of induction processes for new staff, etc.). They will add value to Unitec by strategically managing their assigned portfolio of work in collaboration with the Dean Innovation and Development.

7 PROPOSED CHANGES – ACADEMIC DEVELOPMENT

7.1 History

Arrangements put in place in 2009 saw academic development support for staff located and managed centrally *and* in each of the three faculties. There have been recent shifts towards integration. For over a year, the CIB Research Office has been co-located with the Research and Enterprise Office in Penman House. More recently, the three Faculty Quality Offices and the Academic Service Centre have moved into shared spaces in Building 111 and have a shared leadership arrangement.

The most forward-looking integration has occurred where the Dean of Teaching and Learning Mātauranga Māori and the three Kaihautu now share a single office, with the Kaihautu managed by the Dean instead of by three separate faculty managers. This team is a strong and coordinated resource that can target institutional priorities as well as provide embedded support for local initiatives.

7.2 Proposal

It is proposed that all academic development support be integrated into talent resource pools that work in co-creative partnerships with each other and with staff in the Networks. As supported in several Relook submissions, the group will adopt the 'Think One Team' approach. This approach envisions nimble, connected teams that align, collaborate and learn.

7.2.1 The Groups

7.2.1.1 Research and Enterprise

It is proposed that the support services currently provided by the Research and Enterprise Office and by Faculty Research Offices be integrated. One Relook submission proposed dropping the name 'office' and scoped the work as that of a 'Research [including Postgraduate Student Research] and Enterprise Service Unit for Unitec'. While the intent is agreed, the title is unwieldy and we invite feedback on a suitable name.

The submission also distinguished between 'win' and 'deliver' support. The former is focused on winning new funds for Research and for Enterprise (being activity related to research but not research itself (e.g. consulting, IP development), with the latter focused on research integrity and performance. These suggestions have influenced the positions that have been drafted.

The leader-manager will be the current Dean of Research and Enterprise, whose position description will require minor amendments. Three new Research Partner positions are being proposed. The positions of administrators and advisors are not affected by the proposal but their Position Descriptions may require minor adjustments. It is proposed that a Team Leader role be established to manage administrators and advisors. It is proposed that this will be a two-year fixed-term renewable role and will be drawn from the existing pool of administrative and advisor positions (i.e. no additional FTE).

7.2.1.2 Programme Administration

It is proposed that Programme Administration becomes part of the Academic Development Group. Programme Administrators will continue to work within Networks but will be integrated into a single team that can be deployed across Unitec as opportunities and needs arise.

Any further changes to Programme Administration will be proposed as part of Phase Two. An Interim Manager Programme Administration position will be established. The position-holder will make recommendations about programme administration needs in the light of organisational redesigns and will manage the implementation of any agreed changes.

7.2.1.3 Academic Services

It is proposed that Heads of Pathways and Practice will assume major responsibilities for programme quality. It is therefore proposed that current Faculty Quality Manager positions and Deputy Executive Dean quality roles become surplus to requirements and are not replaced.

It is proposed that the Academic Service Centre Manager extends responsibility for supporting academic leader-managers across Unitec to drive innovation and continuous improvement of programmes and courses and their quality assurance. It is proposed that one new position, Programme Development Partner, be established to support this work as a cross-pollinating connector.

Existing administrators and analysts in the Faculty Quality Offices will join the Academic Service Centre. Any further changes affecting these staff will be proposed as part of Phase Two. In the meantime, it is proposed that a Team Leader role be established to manage the administrators and analysts. It is proposed that this will be a two-year fixed-term renewable role and will be drawn from the existing pool of administrative and advisor positions (i.e. no additional FTE).

7.2.1.4 Te Waka Urungi

Unitec's Curriculum Makerspace, originally called The Production House, was established in May 2015. Te Waka Urungi will continue to be part of the Academic Development Group.

7.2.1.5 Teaching and Learning

The advisory work of Te Puna Ako will continue to be generally focused on teacher capability development, with Te Waka Urungi specialising in course development as a fixed-term operation until the end of 2017. It is proposed that institutional and faculty staff responsible for timetabling be integrated into a single team within Te Puna Ako.

The position descriptions of the Dean of Teaching and Learning and the Manager Te Puna Ako will require minor amendments, with the latter more affected by the proposal for implementation of the Blueprint for Student Services than by this Proposal for Change.

7.2.1.6 Mātauranga Māori

No change to the Dean Teaching and Learning Matauranga Māori and Kaihautu arrangement is included in this Proposal for Change. However, the position of Dean may be affected in Phase Two implementation of the Student Services Blueprint, specifically in considerations concerning the proposed Priority Groups Centre of Excellence – see Blueprint document.

7.2.1.7 Library

The Library transformation started in 2014, and in 2017 the library will converge with implementation of the Blueprint for Student Services.

7.2.1.8 e-Learning

The development of blended learning including e-Learning infrastructure and capacity has become a new priority for Unitec. Some Relook submissions suggested the establishment of a Director e-Learning position, but the Rethink conclusion is that "direction" rather than a director is required. It is also concluded that the work of the Director of Te Waka Urungi will help clarify direction, so at this point no additional position or role is being proposed.

7.2.2 Academic decision-making

It is proposed that a new academic committee structure is implemented on 1 February 2016. In scope for disestablishment are:

- all current Programme Committees except Postgraduate Programme Committees, and
- Faculty Academic Committees.

7.2.2.1 Programme Committees

Proposed new structure – starting 1 February 2016
It is proposed that each of the eight Networks will usually have two **PROGRAMME COMMITTEES**, one covering each of:

- Qualifications at Levels 1–6 that have been subject to a TRoQ process.
- Undergraduate degrees and Level 7 graduate certificates and diplomas.

The foundational model for this is the committee structure that was established in 2014 in the Faculty of Social and Health Sciences.

It is proposed that a single Programme Committee will cover the programmes assigned to Bridgepoint, and one Programme Committee will have responsibility for shared undergraduate transdisciplinary courses.

	Undergraduate	**Levels 1–6 TRoQ**
Health and Community	One committee	One committee
Environmental and Animal Sciences	One committee	
Engineering	One committee	One Committee
Construction and Infrastructure	One committee	One committee
Business and Enterprise	One committee	One committee
High Technology	One committee	

Bridgepoint	No committee	One committee
Te Miro – Transdisciplinary	One committee for shared undergraduate transdisciplinary courses	No committee

It is proposed that current Postgraduate Programme Committees will remain in place until (approximately) September 2016 when they will be merged into a single cross-Unitec Postgraduate Programme Committee. This will be timed to fit the *Committee and Decision-Making Relook* – see below.

The Postgraduate Programme Committees that will remain until September 2016 cover:

- Current postgraduate programmes in Social and Health Sciences
- Master of Business
- Master of Computing
- Doctor of Computing
- Master of Communications
- Master of Design by Project
- Master of Landscape Architecture by Project
- Master of Architecture (Professional)
- Master of Architecture by Project.

Mergers may occur before September 2016.

The terms of reference for all Programme Committees will be very similar to those currently stated in the Academic Management Policy with two additions:

- Establishing strategic alignments between programmes and facilitating the sharing of processes and resources across programmes and courses
- Delivering continuous improvement as evidence-based action planning and execution, with particular attention given to responsiveness to stakeholder feedback.

Each Programme Committee will be encouraged to delegate day-to-day programme management to discipline-based fora, while retaining others – for example, overseeing quality assurance arrangements and actions arising, and approving C (Committee) and recommending F (Faculty/Board) changes. The Programme Committee will monitor consistency in the decision-making. They also focus on teaching and learning initiatives, and curriculum and strategic alignment.

These committees will usually be chaired by a Head of Pathways and Practice on an annual rotating basis.

Full proposed terms of reference and committee membership are provided in the track-changes pages in Appendix A.

7.2.2.2 Qualification Alignment Boards

It is proposed that **QUALIFICATION ALIGNMENT BOARDS** (QABs) be established (to replace existing Faculty Academic Committees), one covering each of:

- Qualifications at Levels 1–6 that have been subject to a TRoQ process
- Undergraduate degrees and Level 7 graduate certificates and diplomas

- Postgraduate qualifications.

The need for a Postgraduate Board may change when the single Postgraduate Programme Committee is established in September 2016.

The foundational model for this is the Boards of Studies model that was in place 2004–2008. All Deans of Innovation and Development will be members of these Boards, whereas in the previous model only Programme Leaders were members.

Programme Committees will report to the Qualification Alignment Boards, and the Boards will report to the Academic Board.

The terms of reference for the QABs will be the same as currently stated in the Academic Management Policy for Faculty Academic Committees with five additions:

- Ensuring that qualification graduate profiles are current and that graduate capabilities are highly valued by external stakeholders
- Having a 'controlled watch' process for close scrutiny of programmes where the standard of performance is at risk or unacceptable
- Driving strategic alignment across the academic portfolio
- Facilitating collaborative arrangements including programme mergers and facilitating wise stewardship of resources
- Determining arrangements where more than one Programme Committee may bear responsibility for a particular programme.

Note that the requirement of Faculty Academic Committees to 'promote research capability and performance within the Faculty' has not been transferred to the Qualification Boards. Instead, research fora will be established. These will engage in two-way conversations with the Unitec Research Committee but will not report to or be sub-committees of that committee.

For the first two years, each Qualification Alignment Board will be chaired by an Executive Dean.

Full proposed terms of reference and board membership are provided in the track-changes pages in Appendix A.

7.2.2.3 Research including postgraduate research

One Relook submission offered a rationale and detailed suggestions for renewal of the postgraduate ecology and for replacing existing research committees with an integrated Unitec Research Ethics and Postgraduate Framework. It is proposed that these suggestions be taken up with the new Network leadership early in 2016, with a view to making decisions for implementation starting in September 2016.

7.2.2.4 Committee and decision-making relook – Autumn 2016

Organisations are increasingly acknowledging the need for lean management and for decision-making processes that are responsive and agile. There is some truth in the saying that 'A committee is a group that keeps minutes and loses hours'. It is therefore proposed that in the New Year, the members of the new committees and the wider Unitec community will take a Relook at committees and decision-making, with a view to contributing to a Rethink that could lead to a Redesign for implementation in September 2016.

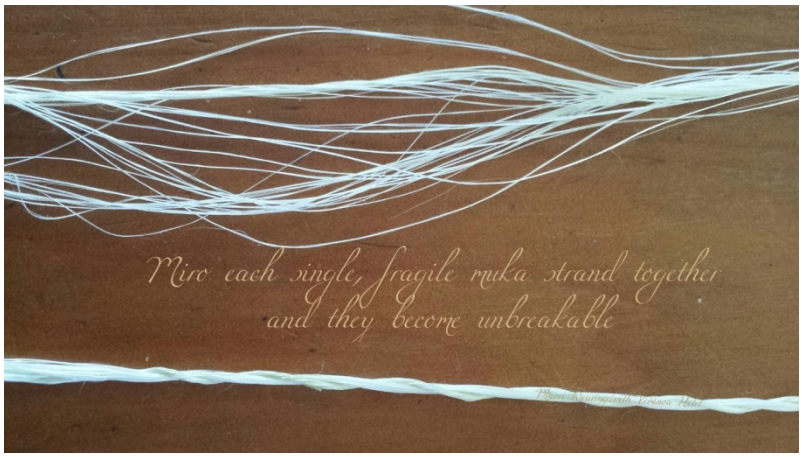
7.3 Te Miro – Transdisciplinary Network

Across a range of institutions, from the highly specialised and academic to the entirely pragmatic and practical, there is emerging recognition that complex contemporary problems require solutions that cannot be found in one place, and that have potential for both innovation and new practices. These can be delivered by bringing disciplines together in partnership. Our lives, our workplaces, and the challenges that our modern world faces are deeply multi-faceted. The everyday tasks we engage in draw upon multiple systems of knowledge, and multiple ways of understanding what is required to succeed and remain successful in areas deemed to be important for economies and communities, and for personal wellbeing.

Transdisciplinarity aims at the unity of knowledge beyond disciplines. It concerns what is at once between the disciplines, across the different disciplines, and beyond all disciplines. The Doctorate of Professional Practice (DProf) is a transdisciplinary programme. Underpinning the DProf is the story of Tāne's journey to obtain the Three Baskets of Knowledge for humankind:

- *Te kete Aronui* is the basket that holds knowledge of what we see before us
- *Te kete Tuauri* is the basket that contains knowledge that is in the dark, or knowledge that we build out of our processes and relationships
- *Te kete Tuaatea* is the basket that holds knowledge beyond space and time, beyond our contemporary experiences, and can be experienced through rituals and contemplation.

The kete provide a knowledge framework that is an alternative to the discipline construct. It enables us to work across and beyond the disciplines in new ways. For that reason, we are proposing to establish a networked space for programmes that cross the employment sectors and we are proposing to call it **Te Miro** – the plying of many strands to make one strong cord. In proposing this, we acknowledge the advice we have received from Veranoa Hetet, an eminent Māori weaver and granddaughter of Dame Rangimarie Hetet who gifted Unitec the harakeke that is part of our marae complex. Veranoa has given us permission to use this representation of Miro.



It is proposed that Te Miro will host all transdisciplinary **postgraduate** programmes (e.g. Master of Applied Practice (MAP), Master of Creative Practice, Doctor of Professional Practice) and those postgraduate courses that are multi- and transdisciplinary. Specialist courses will be managed within the appropriate Network. For the Professional Accounting specialisation in the MAP, for example, it is proposed that discipline specific courses will be delivered in the Business and Enterprise Network, and students will also join shared courses within Te Miro.

Some shared courses will have all-purpose content, whereas others will include 'kete' of discipline-specific materials and/or activities.

It is proposed that multi- and transdisciplinary **undergraduate** programmes will be managed in the appropriate Networks, and those that are multi- and transdisciplinary (both now and in the future) will be hosted by Te Miro. These include the Health and Social Sciences courses currently delivered in the CIS. The first year courses of the Bachelor of Creative Enterprise will be delivered in Te Miro, and others by the Business and Enterprise Network. It is proposed that moving the Kaupapa Māori courses to Te Miro be considered as part of Phase Two.

Initial arrangements are expected to expand as courses are renewed through Te Waka Urungi and the potential for course sharing grows.

It is proposed that Te Miro be led by a Dean of Innovation and Development with a permanent core of academic staff with associated specialists from practice. As part of the 'Living Job' initiative, staff will be able to work in Te Miro full- or part-time on secondment. Where appropriate, staff will work simultaneously in both Te Miro and a Network. The operating model of Te Miro will be based on the pioneering work of the CIS.

7.4 Bridgepoint Network

The Department of Language Studies and Foundation Education will align into a Network called Bridgepoint. This alignment was decided in a Relook, Rethink and Redesign process in 2014. The alignment will create opportunities and encourage innovation by combining the significant expertise and experience from two major disciplines to enable Unitec to become a leader in English language studies, bridging and foundation education.

Bridgepoint's guiding principle will be to greatly expand student aspirations by widening their choices and thus creating a clear 'line of sight' between their entry point and their career and life goals. It will create contemporary and coherent student learning pathways in English language learning and foundation and bridging education directly from communities and secondary school into pre-degree programmes, into undergraduate education and beyond. Its aspiration will be to provide an increasing stream of well-prepared ready-to-succeed students into Unitec programmes and courses and enable others to go on to other fulfilling life experiences.

The Bridgepoint team will be able to quickly adapt to the changing needs of education frameworks and learner pathways both externally and within Unitec. Authentic and seamless relationships will be forged with disciplines in the Networks to ensure learning pathways are viable and meaningful to students. Externally, the many opportunities available will be exploited and innovative solutions designed and embedded.

Bridgepoint will provide a centre of excellence in the provision of English language studies and English language testing. It will deliver New Zealand English language qualifications at sub-degree level and will engage deeply with the other Networks to create innovative solutions to ensure the success of students who require English language learning. Ongoing authentic and responsive engagement with relevant communities and stakeholders will be critical to its success in this area.

Bridgepoint will redefine the way we engage with our secondary schools. In particular, through the proposed West Auckland Senior College secondary/tertiary alignment project. The outcome of this development will see a seamless secondary/tertiary transition for students through the collaborative delivery of the NCEA curriculum based on the Vocational Pathways framework. Unitec will become

the major tertiary partner in this West Auckland Senior College initiative, along with as many as six major secondary schools in West Auckland.

Bridgepoint will develop an enhanced international value proposition and increasingly build its international reputation and thus student numbers.

7.4 Summary

Design purpose	**Summary of proposed actions**
• Facilitate an outside-in approach to what Unitec does to enhance the value of outcomes for key stakeholders including learners	We define success as highly employable and enterprising lifelong learners Authentic customer-centricity will be evidenced in job descriptions and in our behaviour Accountabilities and KPIs will be used to drive a performance culture focused on achievement, outcomes and impact Leader-managers will foster a One Team approach to work – align, collaborate, learn We will build sustainable partnerships with stakeholders to ensure the academic portfolio is future-focused and viable Our programmes will be distinctively technology-enabled and work-integrated, and will champion innovation We will adopt an investment approach to the use of resources and will measure the realisation of benefits Support services will partner with academic and practice-based staff to drive continuous improvement and development Disciplines will continue to co-create knowledge at the forefront of practice and will network in multi- and transdisciplinary ways to realise opportunities at the intersections Committees and boards will adopt cross-portfolio approaches to development and renewal In 2016 a Relook will explore ways for decision-making processes to be more responsive and agile.
• Strengthen disciplines and their working together by opening up collaborative opportunities	
• Enable timely realisation of cross-disciplinary opportunities at an institutional level	
• Leverage strategic stakeholder engagement to expand and deepen career-related learning	
• Drive implementation of new teaching and learning models and associated programme and course (re)development to align closely with transformation timeline	
• Integrate academic development support into resource pools that work in co-creative partnerships with staff	
• Promote flexible processes to empower an agile workforce	
• Optimise specialised and shared leadership that stimulates working as communities of practice	
• Enable wise stewardship of resources including targeted investment in innovation that meets stakeholder needs	
• Support decision-making that transcends localised interests	

8 POTENTIAL IMPACT ON POSITIONS AND ROLES

Key features of the proposed two-phased change:

8.1 Current state

- Three faculties
- 23 academic departments
- A range of leadership and management positions and roles that support the functions of faculties and departments
- A range of administrative positions that support the functions of faculties and departments
- Multiple committees at faculty, department and programme level
- Dispersed as well as centralised academic and research activity.

8.1.1 Proposed Phase One changes

- Reconfigure our current faculty and department structures and cluster disciplines into **Networks** and **Pathways and Practice Groups** which align with our major industry (employment) sectors
- Disestablish our existing faculty and academic department leadership and management model and establish a new collaborative networked leadership and management model (including new positions and roles) to deliver our transformation strategy
- Establish a cross-organisational framework (and positions) to ensure our investment in resources benefits Unitec's stakeholders and enables us to meet the targets and milestones of our transformation strategy
- Establish an industry workforce development framework (and positions) to ensure we leverage strategic stakeholder engagement to sustain the viability of our academic portfolio.
- Cluster and embed various components of academic support processes, including academic quality, research, academic services; and the rationalisation and renewal of academic committees
- Integrate Language Studies and Foundation Education (Bridgepoint) into the clustered Network model
- Integrate the FSHS Centre for Interdisciplinary Scholarship and transdisciplinary programmes into the clustered Network model.

It is proposed that a number of new positions and roles be created and that a number of current positions and roles become surplus to future requirements in the proposed new structure. This has the potential to create a staff surplus situation.

The proposed Phase One organisational charts are attached in Appendix B.

Position descriptions for the proposed new positions and roles are attached as Appendix C.

8.1.2 Proposed Phase Two changes

- Relook at programme and academic quality administration
- Relook at academic committee decision-making
- Relook at timetabling

- Relook at technician roles and other department-specific technical support and administrative support.

This proposal outlines the **Phase One** proposed changes for consultation and feedback. Phase Two will constitute further proposals for change to be issued for consultation.

8.2 Positions and roles proposed to be surplus to requirements/needs

Roles: (Note: Incumbents will revert to substantive academic positions).

- 18 X Heads of Department
- Associate Head of Department – Language Studies
- Associate Head of Department – Department of Community and Health Services
- Associate Dean Strategic Development TBE
- Associate Dean Academic Development SHS
- Associate Dean International Education SHS
- Associate Dean Centre for Interdisciplinary Scholarship SHS
- 2 X Co-Heads Centre for Interdisciplinary Scholarship SHS
- Associate Dean Research SHS
- Head of Projects and Innovation SHS
- Deputy Executive Dean CIB
- Academic Leader – Language Studies
- Curriculum Leaders
- Programme Leaders* [become surplus to requirements end of Semester 1, 2016]

*Note: It is proposed that Programme Leader roles become surplus to requirements as part of Phase One. However, to ease the impact of changes on programme delivery and student experience, existing Programme Leader roles have been extended until the end of Semester One, 2016. To accommodate the new academic leadership positions, there will be some changes to the tasks of Programme Leaders during the transition, and these will be discussed with individual staff members. New Academic Leader roles will be recruited through internal advertising in Semester One, 2016 and there will be a period of transition with all Academic Leader roles operational from beginning of Semester Two, 2016.

Positions:

- Academic Director, Bridgepoint – Foundation Education
- Department and Special Projects Manager (TBE)
- Faculty Academic Quality Manager TBE (vacant)
- Academic Quality Manager CIB
- 6 X Faculty Operations Managers
- Operations Administrator (currently vacant)
- 19 Departmental PA/Administrators (18.2 FTE); Personal Assistants
  - Note: There are currently 19 Departmental PA/Administrators and Personal Assistants (including the PA to Deputy Executive Dean CIB). In the proposed new structure there will be 14 new administrative support positions (Network Administrators). An evaluation of the accountabilities of the existing PA/Administrators and Personal Assistants and the proposed new Network Administrator positions indicates that they are significantly similar and it is therefore proposed that the 14 new positions are

initially ring-fenced for existing PA/Administrators to apply for through a contestable internal selection process.

- Executive Admin Manager DoMM
- Director, Campus Development

These positions are deemed to be surplus to requirements because, with the proposed disestablishment of the faculty structure, these positions do not exist in the proposed new structure as many of the accountabilities of these positions have been redirected into various proposed new positions.

8.3 Proposed new positions and roles

Proposed new permanent positions: Evaluation of these positions indicates that these are new positions not currently being performed and as such it is proposed that they are advertised externally as well as internally. All those in roles and positions that are surplus to requirements are welcome to apply.

- 4 x General Manager Industry Workforce Development
- 3 x General Manager Benefits Realisation
- 3 x Dean Innovation and Development (Networks)
- 1 x Dean Innovation and Development (Bridgepoint)
- 1 x Dean Innovation and Development (Te Miro – Transdisciplinary Network)
- 16 x Head of Pathways and Practice
- 1 x Interim Manager Programme Administration (fixed-term for 12 months)
- 3 x Research Partners
  - Note: An evaluation of the accountabilities of the existing Associate Dean Research and Enterprise CIB and the proposed new Research Partner position indicates that the two positions are significantly similar and it is therefore proposed that the current Associate Dean Research and Enterprise CIB is redeployed into one of these new positions.
- 1 x Programme Development Partner
- 3 x Resource Coordinators
- 3 x Senior Administrator Workforce Connections
- 14 x Network Administrators

As noted above, it is also proposed that there will be 14 new administrative support positions (Network Administrators) which have been evaluated as significantly similar to existing Departmental PA/Personal Assistant positions. It is therefore proposed that the 14 positions are filled by existing PA/Administrators through a contestable internal selection process.

Proposed new roles: (Note: these are roles and incumbents will have substantive academic positions.)

- Academic Leaders (from beginning of Semester Two, 2016 – see *Note above)
- Quality Administration Team Lead (0.3 FTE) to be filled by one of the current Quality support staff
- Research Administration Team Lead (0.3 FTE) to be filled by one of the current Research support staff.

8.4 Proposed changes impacting others

Position title changes

- Research and Knowledge Transfer Coordinator to change to Research Administrator
- Associate Dean Research and Enterprise CIB to change to Research Partner
  - **Note:** An evaluation of the accountabilities of the existing Associate Dean Research and Enterprise CIB and the proposed new Research Partner position indicates that the two positions are significantly similar and it is therefore proposed that the current Associate Dean Research and Enterprise CIB is redeployed into one of the Research Partner positions.
- Faculty Academic Quality Administrators to change to Quality Administrators

Reporting line changes (Departments/Faculties)

- Faculty Operations Administrators to report to Manager Timetabling (Te Puna Ako)
- Programme Leaders (for Semester One, 2016) and faculty academic staff who are currently reporting to a Faculty Head of Department or Executive Dean to report to a Head of Pathways and Practice
- Faculty academic staff currently reporting to Programme Leaders will report to Academic Leaders when these new roles come into effect at the beginning of Semester Two, 2016
- Faculty Academic Quality Advisors, Analysts and Administrators will be embedded into Academic Development
- Faculty Academic Quality Administrators to report to Team Lead Quality Administration (new role) within Academic Development
- Technicians and Technical support staff (various) who currently report to a Faculty Head of Department or a Faculty Operations Manager to report to a Head of Pathways and Practice
- Other departmental professional staff currently reporting to a Faculty Head of Department or a Faculty Operations Manager to report to a Head of Pathways and Practice
- Faculty Research Administration staff to report centrally into Research and Enterprise

Positions with some position description changes:

- Academic Timetabling Manager (Te Puna Ako)
- Dean Research and Enterprise
- Associate Dean Research and Enterprise CIB
- Manager Academic Service Centre
- Operations Administrators

Positions unaffected in Phase One that may be reviewed in Phase Two

Please note that some existing academic departmental positions are unaffected in Phase One but may be reviewed in Phase Two. These include:

- Academic Resources Manager (Architecture)
- Project Coordinator (Computing)
- Technology Centre Coordinator (Communication Studies)
- Administration Assistant (Management and Marketing)
- Business Engagement Manager (Management and Marketing)
- Supported Learning Administrator (Social and Health Sciences)
- Administrator (Education)

- Administrator (Language Studies)
- Student Advisor x 3 (Language Studies)
- Student Advisor/Team Leader (Language Studies)
- Language Learning Centre Administrator (Language Studies)
- Receptionist/Student Advisor (Language Studies)
- IELTS Administrator (IELTS Testing)
- Administrative Assistant (IELTS Testing)
- Receptionist (Osteopathy)
- Practice Manager (Osteopathy)
- Community Relations Coordinator (Social Practice)
- Student and Administration Support (Social Practice)
- Technicians
- Senior technicians
- IT Resource Coordinator (Computing)
- Research Assistant (Accounting and Finance)
- Web Technologist (Computing)
- Technical Support (Computing)
- Desktop Publisher (Architecture)
- Computer Systems Manager (Construction)

8.5 Secondments

There are a number of staff who are currently seconded from potentially impacted positions. Staff who have been seconded from a potentially impacted position will have been notified of the potential impact to their substantive position. Each of these secondment arrangements will be assessed when an outcome is decided and if amendments to the secondment arrangements are deemed necessary, we will engage with the staff involved to discuss the impact. Where secondments end before the outcome is made, staff will return to their substantive positions.

9 IMPLEMENTATION PLAN

The purpose of this plan is to set out the proposed approach and timeline for managing the implementation of the structural changes arising from the Proposal for Change should the proposal proceed. This is to inform employees and other stakeholders of the various options that will be applied to manage any staff surplus. This process is consistent with all employment agreements applying to affected employees.

9.1 Who does this plan apply to?

This approach applies to 'affected' employees, being those employees who fill positions and roles that are confirmed as surplus to requirements/needs. Employees who currently fill 'roles' that are affected will revert to their substantive positions unless they apply for and are successful for any of the new positions and roles that are created.

This includes permanent employees, i.e.:

- Permanent full-time and proportional employees
- Permanent employees currently on all forms of leave, including leave without pay and parental leave, as well as employees who are currently seconded to other positions but their permanent substantive position is impacted by the proposed changes
- Secondments from potentially impacted positions.

Fixed-term (temporary or limited tenure), hourly paid or casual employees are not covered by this approach even though roles or tasks they currently perform may be affected. In this case the relevant provisions of their employment agreement will apply.

Employees in positions not confirmed as surplus (those reconfirmed into their positions or who are impacted by reporting line changes or position title changes only) are not covered by this approach.

9.2 Options

The following options apply to employees whose positions are declared as surplus to requirements/needs:

- Attrition, or the normal process of staff turnover where an employee resigns
- Redeployment, where an employee is successful in obtaining an alternative position within Unitec, including within the new structure, such that their employment does not terminate and they do not receive a severance payment
- Enhanced early retirement, where an eligible employee elects to be paid the money available under the severance option according to the conditions of the employee's superannuation scheme to make up the actual super annuity payable
- Severance, where an employee is paid their severance payment calculated in accordance with their employment agreement
- Expressions of interest will be invited for voluntary redundancy from current HODs and Associate Deans as an alternate to reverting to their substantive position. Acceptance of any expression of interest will be at Unitec's discretion and subject to business needs.
- Voluntary redundancy will be offered in the first instance to the Faculty PA/Administration staff in order to minimise the number of forced redundancies. This is applicable because the

number of similar positions in the proposed new structure is less than the current number of staff.

The above options which are mutually exclusive continue to be available to any employee whose position has been declared surplus until their last day of employment.

9.3 Attrition

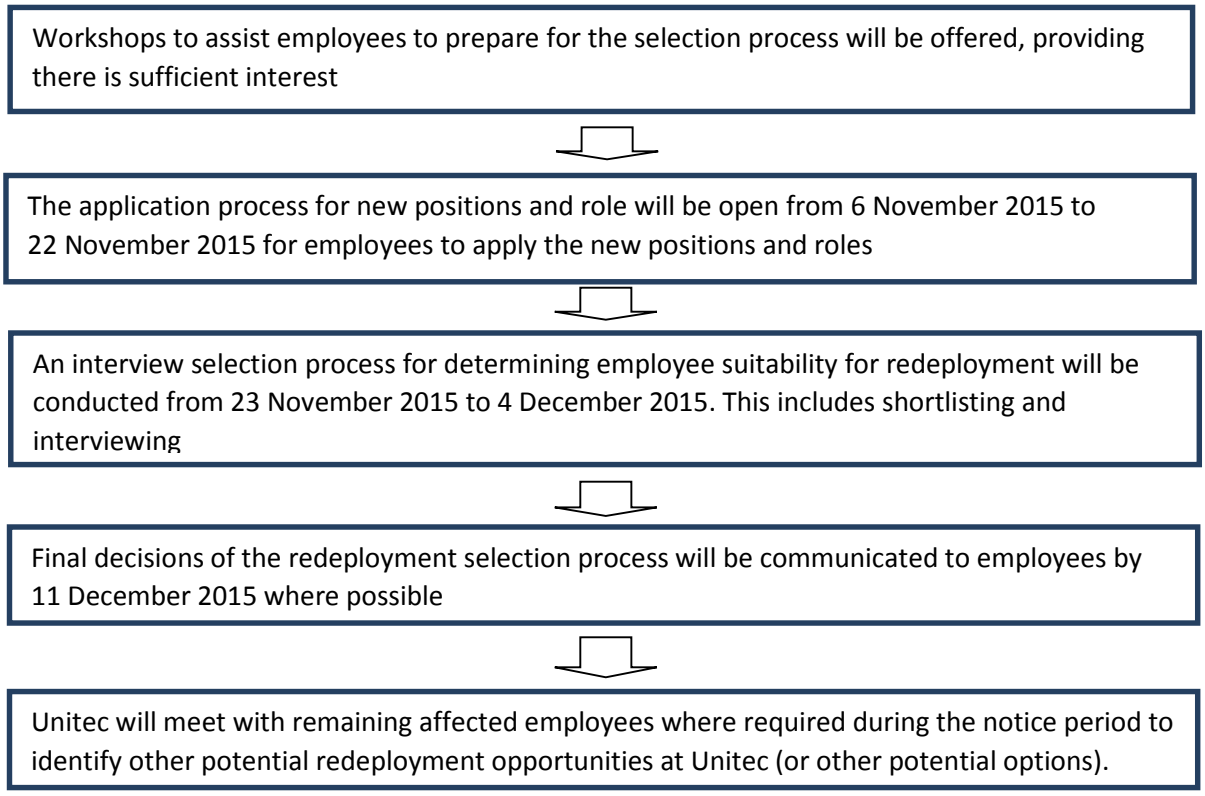
As an option, attrition has been considered and found to not be viable for implementing the required changes due to the nature of some specific positions and the relatively low staff turnover rates in the impacted areas. In instances where employees do choose to resign during this change process, consideration of additional options will not be required and they will not be entitled to a severance payment.

9.4 Redeployment

The option of redeployment is to place affected employees into suitable alternative positions while ensuring that Unitec meets its statutory responsibility under the State Sector Act to appoint the best person for the job.

A suitable alternative position is one that involves duties that are not unreasonable taking into account the employee's skills, knowledge, attributes, qualifications and experience, and where the employee could reasonably be expected to effectively carry out those duties with a reasonable amount of training and development.

A proposed timeline is presented in Section 9.9 of this document, and the following high-level steps and time frames will be followed for affected employees who would like to be considered for redeployment to an alternative position within the new proposed structure:



Please note: For the ring-fenced positions (the proposed new 14 ✕Network Administrators) there will be the following additional step in the process: preliminary outcomes of the redeployment selection process will be communicated to employees by 7 December 2015 where possible. Staff will be given an opportunity to respond to the preliminary decision before final decisions are made.

The above steps are outlined in more detail below.

9.4.1 Redeployment application process (ring-fenced positions)

Employees whose positions are confirmed as surplus will be provided with information on how to be considered for redeployment.

To assist with redeployment opportunities the 14 x **Network Administrator** positions are proposed to be initially ring fenced, or held, for specific affected permanent employees currently in similar permanent positions. This includes the following positions:

- Faculty and department PAs/Administrators (excluding those listed in Section 8.4 under the heading 'Positions unaffected in Phase One that may be reviewed in Phase 2')
- Personal Assistant (PASA)
- Personal Assistant to Deputy Executive Dean CIB

The redeployment application process for these positions includes:

- Affected employees listed above will be considered for the Network Administrator positions unless they opt out and express an interest in voluntary redundancy. Refer to the section 9.2 on options.
- Affected employees are requested to complete and submit an updated CV and cover letter to Clare Kitching, Talent Acquisition Consultant, Unitec Institute of Technology. Clare's contact details are ckitching@unitec.ac.nz

The Executive Deans will determine the selection panel. Membership of each panel will include a Human Resources staff member who will provide advice on the selection process and documentation. Applicants will be advised of the panel membership prior to their interview taking place.

The selection process will include:

- Interviews being conducted by the appropriate selection panel
- The selection panel will then assess employees against the selection criteria based on the CV and interviews and will make recommendations for redeployment. The panel may also seek further information from nominated referees or the employee's manager. This may be done by an individual member on behalf of the panel
- The proposed selection criteria are Unitec's Foundational Capabilities set out in 9.4.3 below as well as: administrative proficiency (including Office computing applications such as word processing, spreadsheet, presentation software such as PowerPoint and email); organisational skills; communication skills – both written and verbal.

Once the Executive Dean (the Chair of the selection panel) has approved final recommendations the formal offers of redeployment will be made to individuals. This will be done as soon as decisions are made, and where possible, by 11 December 2015. Where this is not possible, employees will be notified of a revised date.

Employees who are offered a new alternative position but do not accept the offer will still receive their severance payment. However, once an offer is accepted for an alternative position, but the employee subsequently changes their mind, then they will not be eligible for a severance payment.

If an employee is redeployed to a position with a lower salary, where applicable with the employee's employment agreement, an equalisation allowance will be paid in accordance with that agreement.

If an employee does not accept a position offered to them, then an offer(s) may be made to any other impacted employee or external applicants may instead be invited to apply where there are insufficient number of affected employees remaining to fill the required number of new positions.

9.4.2 Selection process for positions and roles open to the general internal and external market

All other positions will be filled by the best available candidate through a fully contestable process open to the external market as well as all Unitec staff as required by the State Sectors Act. The proposed new role of Academic Leader will be recruited through an internal process.

All of these positions will be advertised on Unitec's website, Seek and in any other media deemed relevant or may be assigned to recruitment agencies to manage for us. Unitec staff and the general market will be able to apply through the advertised channels for these positions. Selection will be based on the application letter, CV, interview, reference check plus any additional requirements as determined by the interview panel. Second interviews may apply for some of the positions. The time frames are expected to be the same as those set out in Section 9.9 below.

For those staff who remain affected after the recruitment and selection process has been completed will be entitled to the options set out in Section 9.2 above.

9.4.3 Selection criteria for all positions and roles

Selection criteria for the positions and roles will be based on all applicants being assessed through their application, a structured interview and referee checks (plus any additional requirements as determined by the interview panel) against their proven ability to demonstrate the attributes at a level appropriate to the position they are applying for. The assessment will be *largely* based on the criteria set out below in Unitec's Foundational Capabilities. (Note: not all attribute bullet points below relate to every position and the various sections will receive different weightings for different positions.) Some position specific assessment not covered by Unitec's Foundational Capabilities may also apply where applicable.

Unitec's Foundational Capabilities

Attribute	**Weighting**
Mana *We are committed to upholding Unitec's values in the pursuit of our organisational vision and goals. We exercise our personal power to advocate appropriately in the best interests of the organisation*. **Passion for the Kaupapa** • Advocates for Unitec's kaupapa • Demonstrates pride to work at Unitec • Passionate about learning and the success of our students • Inspired to make Unitec a better place. **Courage** • Acts with courage, in the best interests of Unitec and in support of our people • Confidently takes action when required • Admits mistakes and learns from failure • Faces up to people and situational problems directly. **Honesty and integrity** • Leads by example • Acts and treats other consistently • Follows through on promises and commitments • Maintains confidences and is discreet when necessary • Models our core values.	TBC per position
Growth *We embrace evidence-based action planning and execution and continuously strive to redefine our standards of excellence.* **Credibility** • Practice and knowledge is current and continuously improving • Sought out by others to contribute insight, opinions, knowledge, experience. **Reflective and responsive**	TBC per position

Attribute	Weighting
• Open, responsive and adapts well in dynamic environments • Open to feedback from all corners and able to adapt in response • Self-reflective and self-aware • Aware of their value and knows when to step forward or back as the situation requires. **Innovation and creativity** • Discovers and develops creative solutions to solve problems and implement new ideas • Pushes boundaries and challenges assumptions • Uses initiative to actively seek opportunities for continuous improvement and development.	
Drive *We are a student-centred organisation. We demonstrate internal motivation for high performance and exceeding customer expectations.* **Energy** • Resilient and exhibits determined resolve in the face of obstacles and uncertainty • Brings energy and enthusiasm to their work • Make things happen. **Customer-centric** • Puts customers at the centre of everything they do • Establishes, manages and consistently meets agreed customer expectations • Understand how their work in their role contributes to student success. **Delivery and accountability** • Develops plan and systems to meet goals • Uses evidence to make informed judgments • Owns outcomes of decisions and actions. • Delivers what has been agreed • Manages people and/or performance effectively.	TBC per position
Collaboration *We actively work together. We effectively support the success of our people in the pursuit of Unitec's vision and goals.* **Relationships** • Is mindful and respectful of others • Communicates effectively, engaging, sharing and focusing on issues	TBC per position

Attribute	Weighting
• Manages difficult relationships effectively. **Teamwork** • Contributes positively to teams to achieve shared goals • Creates open, safe environments in which others can be successful • Builds strong and engaged teams • Values diversity and leverages these strengths in teams. **Partnering** • Acknowledgment and application of *Te Noho Kotahitanga* in collaboration • Builds collaborative interdisciplinary networks to achieve shared goals • Explores opportunities to develop industry partners.	
Direction *We accept change as a constant. We are passionate about Unitec's vision and effectively bring others on board in the pursuit of our strategic imperatives.* **Vision and Purpose** • Creates compelling vision for their team or work area • Translates the overall vision for Unitec into a meaningful story • Links work to the 'big picture' context • Identifies a common purpose within their team. **Change advocate** • Actively embraces change and responds positively to efforts for progress • Assists others to overcome resistance to change • Instills energy for change in others. **Inspires others** • Exhibits personal leadership that inspires others to reach their potential • Actively creates opportunities for others to learn and grow • Provides appropriate and meaningful feedback and encouragement.	TBC per position

9.5 Early enhanced retirement

Where this is provided for in an affected employee's employment agreement, the employee may elect to take early enhanced retirement as an alternative to severance (redundancy). Early enhanced retirement enables an eligible employee to be paid the money available under the severance option which may, if the employee desires, be used according to the conditions of the superannuation scheme of which the employee is a member to make up the actual super annuity payable.

If early enhanced retirement is agreed with the affected employee, then this will be confirmed in writing.

9.6 Severance

If none of the aforementioned options are agreed, then the affected employee's applicable notice period will be completed (notice will have been given at the same time as the surplus staffing situation is confirmed on 6 November 2015). Where a longer notice period is preferred for operational transition reasons, this may be agreed between Unitec and the affected employee.

During the notice period, Unitec and the employee may consider any opportunities for other options that may arise. If an affected employee is appointed to another position within Unitec or another option outlined in this document is agreed, then the employee will no longer be paid severance.

Where an affected employee has not been appointed to another position within Unitec during the notice period and no other option is agreed, severance compensation will be paid at the end of the notice period in accordance with the affected employee's employment agreement.

9.7 Consultation process

All staff are invited to take time to read the proposal and submit feedback via the channels listed below. Staff are invited to provide feedback on all aspects of the proposed Phase One changes.

All feedback will be considered fully prior to the preparation and presentation of the final document. You are entitled to seek advice and/or representation in relation to this proposal and your feedback, including from your union if you are a union member.

Once a final decision is made on the proposed staff surplus situation, then affected employees will be notified, together with their unions if applicable.

If during this period you would like to access the Employee Assistance Programme, please feel free to contact them on 0800 327 669.

The proposal and proposed position descriptions for the new positions set out in the proposal are available at **The Nest / Our Unitec / Unitec Strategy / Sector Alignment.**

Please note that we will also be inviting feedback from students through the consultation period.

9.8 Questions during consultation

	If you want to ASK QUESTIONS
Where/how?	Go to: http://bit.do/UnitecConsultationTool Simply follow the prompts
Description	For questions about: 1. Development process. 2. Consultation process. 3. What will happen next? 4. Timelines. 5. Terminology used in the proposal. 6. Your options.

9.9 Providing feedback

	If you want to GIVE FEEDBACK
Where/how?	Go to: http://bit.do/UnitecConsultationTool Simply follow the prompts.
Description	Feedback on any aspect of the proposed model. If you disagree with elements of the model, your feedback should outline what you think could enhance, improve or be an alternative to the proposed model. If you agree with elements of the model, your feedback can still outline what you think could enhance or improve the proposed model. You can answer individually or as a group.

You are entitled to seek advice about this proposal and your feedback and to bring a support person or representative to any feedback meetings that you have.

All feedback must be received by close of business 6 September 2015.

9.10 Proposed timeline

Action	Date
Proposal to staff	7 August 2015
Staff consultation	7 August – 6 September 2015 (calendar month)
Feedback received and considered	4 September – 30 October 2015
Final document presented to staff	6 November 2015
Implementation • Redeployment workshops	Week commencing 9 November 2015
• Application process	6 November – 22 November 2015
• Shortlist and interviews	23 November – 4 December 2015
• Interview selection process (including referee checks)	4 December – 5 December 2015
• Preliminary outcomes of the redeployment selection process fed back to applicants (*for ring-fenced positions only*)	7 December 2015
• Opportunity for staff to respond to preliminary outcomes of their redeployment application (*for ring-fenced positions only*)	7 December – 9 December 2015
• Final decisions of the redeployment selection process fed back to applicants (*for ring-fenced positions only*)	11 December 2015

Note: External recruitment time frames may extend beyond the above dates.

10. APPENDICES

APPENDIX A: ACADEMIC MANAGEMENT POLICY

Appendix A1: Academic Management Policy – Draft Rework with tracked changes

Academic Management Policy
DRAFT REWORK

ACADEMIC COMMITTEES – POWERS, FUNCTIONS, MEMBERSHIP

General

There shall be established:

a) an Academic Board of Unitec which shall be responsible to Council;
b) a Standing Committee which shall be responsible to the Academic Board;
c) an Academic Board Appeals Committee which shall be responsible to the Academic Board;
d) a Research Ethics Committee which shall be responsible to Council through the Academic Board and which shall have power to report directly to Council;
e) a Research Committee which shall be responsible to the Academic Board;
f) ~~Faculty Academic Committees~~ Qualification Boards which shall be responsible to the Academic Board – one for each of three Qualification Categories: ~~p~~Postgraduate Q~~q~~ualifications, U~~u~~ndergraduate Q~~q~~ualifications, and levels 1-6 New Zealand Q~~q~~ualifications~~;~~
g) from time to time, an ~~Faculty~~ Academic Appeals Committee for each ~~Faculty~~ Qualification Category which shall be responsible to the relevant ~~Faculty Academic Committee~~Qualification Board;
h) a Programme~~(s)~~ Committee for every ~~Programme or~~ group of Programmes, which shall be responsible to the relevant ~~Faculty Academic Committee~~ Qualification Board for that ~~Programme or~~ group of Programmes;
i) a Postgraduate Research and Scholarships Committee which shall be responsible to the Academic Board; and
j) a Learning and Teaching Committee which shall be responsible to the Academic Board.

F~~aculty Academic Committees~~Qualification Alignment Boards

1) There shall be three ~~Faculty Academic Committees~~ Qualification Boards each of which shall be responsible to the Academic Board for:
   a) maintaining and reporting on the academic standards of all Approved Programmes and Courses assigned to the ~~Faculty~~ Board in accordance with the Quality Management System
   b) ensuring that qualification graduate profiles are current and that graduate capabilities are highly valued by external stakeholders

c) ; ~~and~~ having a 'controlled watch' process for close scrutiny of programmes where the standard of performance is at risk or unacceptable

d) driving strategic alignment across the academic portfolio

e) facilitating collaborative arrangements including programme mergers and facilitating wise stewardship of resources

~~j)~~

overseeing the implementation of approved recommendations and decisions of the Academic Board and the other ~~academic~~ committees of Unitec ~~which~~ as applicable~~y to the Faculty~~;

p~~romoting research capability and performance within the Faculty;~~

receiving the minutes of meetings of relevant Programme(s) Committees ~~within the Faculty~~ and overseeing the activities of these committees;

determining arrangements where more than one Programme Committee may bear responsibility for a particular programme

evaluating Programme proposals for new Programmes and major changes to Programmes, including the regulations for the new Programme and making recommendations about such proposals to the Academic Board;

receiving and discussing the Programme review reports and endorsing the responses and proposed actions ~~of a Department or Programme Committee~~ in relation to these;

receiving and discussing the monitoring reports of Programmes accredited by external agencies and endorsing the responses and proposed actions ~~of a Department or Programme Committee~~ in relation to these;

approving Programme regulations and Programme regulation schedules for Approved Programmes, and any changes to them;

approving, monitoring and reviewing Short Courses and their delivery;

evaluating and approving proposals for field/subfield accreditation;

establishing subcommittees to advise and make recommendations to the ~~Faculty Academic Committee~~ Qualification Board on such matters as it considers necessary for its efficient and effective operation; and

doing any other matter required or permitted by this statute, or as otherwise authorised by the Academic Board.

Membership of each ~~Faculty Academic Committee~~ Qualification Board shall be determined annually and shall comprise:

a) t~~he~~ an Executive Dean ~~of the Faculty~~ who shall be chair;

A~~ssociate Dean(s) of the Faculty (where appointed)~~ two GMs Industry Workforce Development;

one GM Benefits Realisation

the Dean, Teaching and Learning or his/her delegate;

a Library Manager or his/her delegate;

t~~he Heads of Department within the Faculty~~(usually) all Deans of Innovation and Development

two Students studying in Programmes within the ~~Faculty~~Qualification Category, nominated annually by the Unitec Student Council;

the Unitec Student President and one student nominated annually by the Student Council;

~~the Faculty~~ a Kaih~~a-o~~tu;

additional members of staff co-opted by the ~~Faculty Academic Committee~~ Qualification Board as necessary for a defined period.

Programme(s) Committees

1) Each Programme~~(s)~~ Committee shall be responsible to the relevant ~~Faculty Academic Committee~~ Qualification Board for maintaining ~~ensuring that the~~ the currency of graduate profiles, ~~are current and~~ ensuring that curriculaum ~~is~~ are continually developed and maintained and ~~is~~ are relevant to the approved objectives of the Programme~~(s)~~, and ~~to encouraging~~ for enabling student retention, success and academic progress. In addition, each Programme~~(s)~~ Committee shall be responsible to the ~~Faculty Academic Committee~~ relevant Qualification Board for:

   a) ensuring that the Programme regulations and relevant sections of this statute are implemented;

   ensuring that the formal requirements of the Programme~~(s)~~ and ~~its~~ their Courses are communicated in written form to students;

   establishing and applying appropriate procedures for the admission, enrolment and selection of Students to the Programme; and may delegate this authority in accordance with s222(2) of the Act provided that such delegation is in writing and signed by at least two members of the Programme~~(s)~~ Committee. Such delegations should be recorded in the Programme ~~(s)~~ Committee minutes;

   considering and approving applications for Credit Recognition ~~for Course(s)~~;

   excluding a Student from any Course for which it is responsible, including off-site practical or work experience;

   ensuring that the quality assurance processes of all Courses for which it is responsible comply with the Quality Management System

   ensuring the Programme~~(s) is/~~are regularly evaluated and include~~/s~~ provision for Student Course evaluations and external peer review;

   ~~e~~stablishing strategic alignments between programmes and facilitating the sharing of processes and resources across programmes and courses

   ensuring the maintenance of required standards of Assessment and grading of Students including setting up an efficient system for Assessment and its moderation;

   approving the suspension or extension of a regulation where a Student on a postgraduate degree Programme is prevented by ill health or other cause from completing requirements within the maximum period of registration;

   delivering continuous improvement as evidence-based action planning and execution, with particular attention given to responsiveness to stakeholder feedback;

   approving ~~the~~ annual Programme report~~(s)~~;

   formally approving Students' passes and grades for Courses other than Level 9 or 10 theses, Dissertations or research projects and any subsequent amendments to passes or grades;

   ensuring the fair treatment of Students in the awarding of Credits;

   ensuring Student records are correctly maintained in accordance with Unitec's policies and procedures;

   recommending to the Academic Board the award of Qualifications for Students who have met the requirements for the award of a Qualification set out in the Programme's regulations;

   establishing subcommittees to advise and make recommendations to the Programme~~(s)~~ Committee on such matters as it considers necessary for its efficient and effective operation; and

any other matter required or permitted by this statute, or as otherwise authorised by a Faculty Academic Committee.

Membership of a Programme~~(s)~~ Committee shall be approved by ~~the~~ an Executive ~~Faculty~~ Dean and shall comprise the following:

a) t~~he Programme Leader and/or Curriculum Leader~~relevant Deans of Innovation and Development, one of whom shall be Chair;

a~~ny~~ Heads of Discipline and Academic Leaders ~~Department, or their delegates,~~ who have responsibility for a significant number of Courses offered in the Programme~~(s)~~;

one or more academic staff members who have a major teaching involvement in the Programme~~(s)~~;

a Matauranga Māori champion

an elected Student representative enrolled in the Programme(s);

additional members appointed by the Executive ~~Faculty~~ Dean as necessary;

a GM Benefits Realisation~~Faculty Operations Manager or their delegate~~; and

additional members co-opted by the Programme(s) Committee as necessary for a defined period.

The Chair shall be appointed by ~~the~~ an Executive ~~Faculty~~ Dean.

Appendix A2: Industry Clusters Analysis – Sept 2014

Appendix A3: Graduate Destination Reporting –June 2013

Appendix A3: Unitec Environmental Scan – 2014

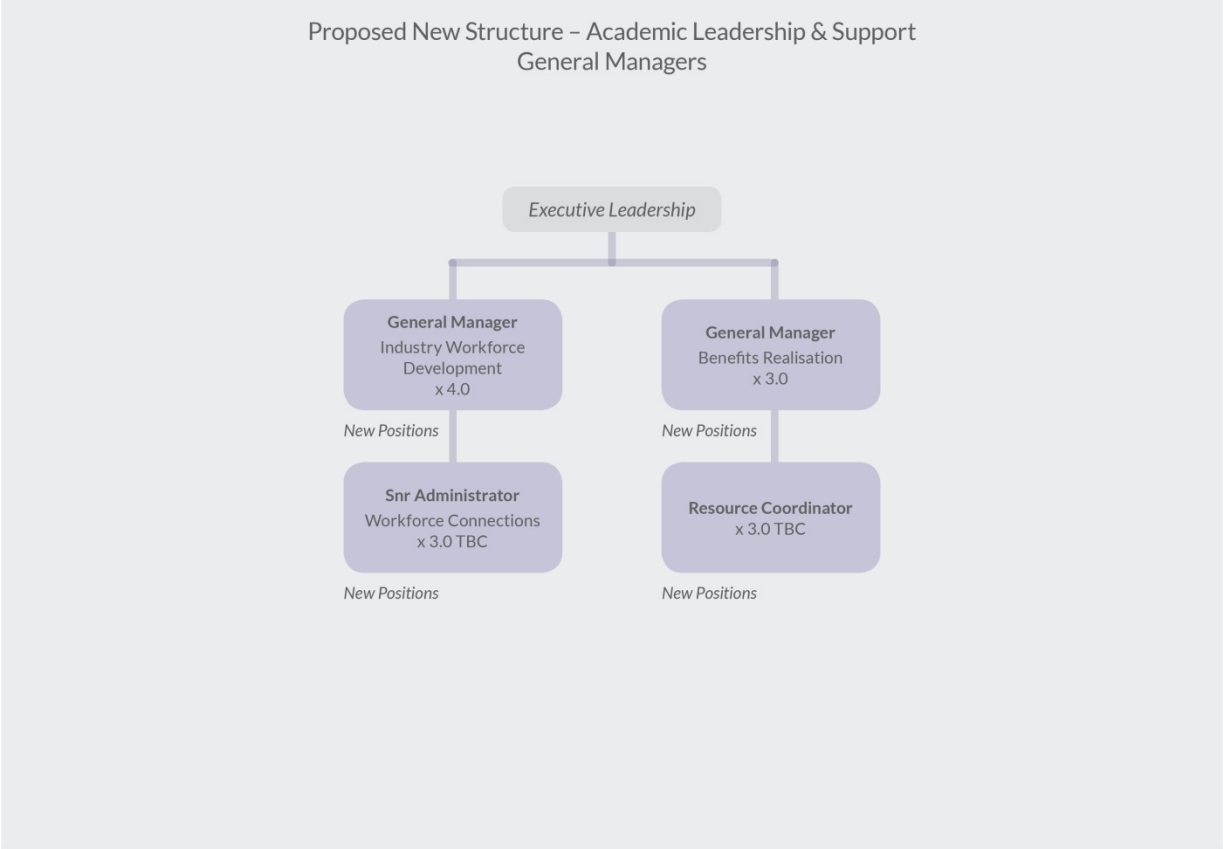
Appendix A4: Clusters KPIs Insights Paper – Oct 2014

Appendices A2 to A4 can be found at: The Nest / Our Unitec / Unitec Strategy / Sector Alignment

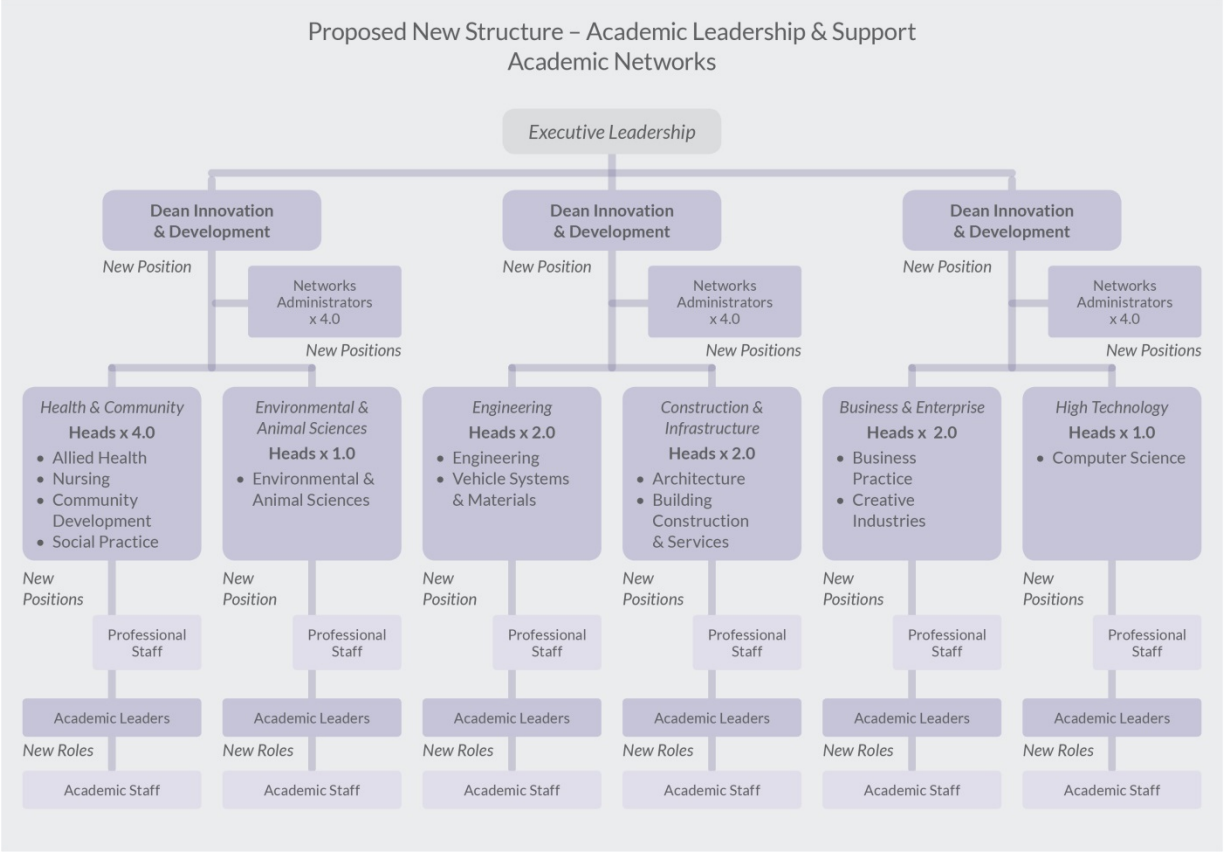
APPENDIX B: PROPOSED ORGANISATIONAL STRUCTURES

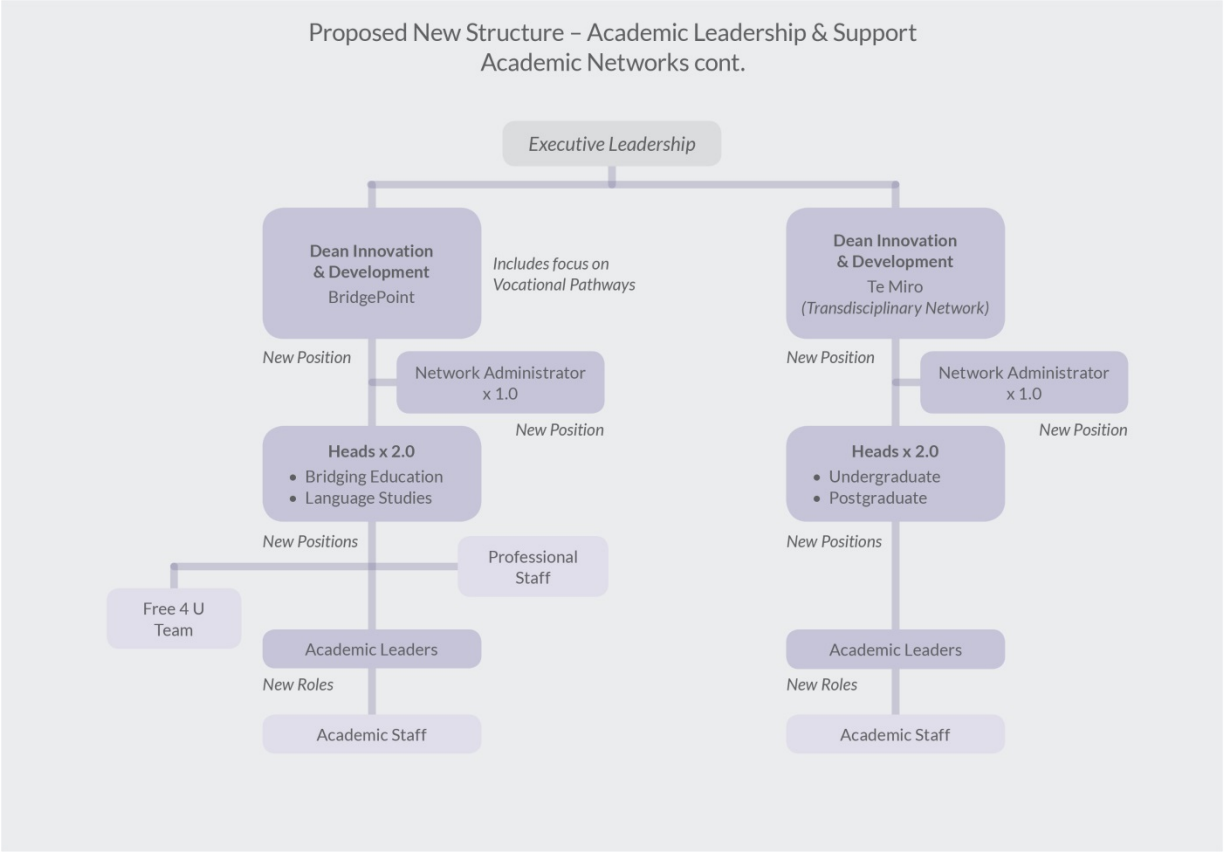
Academic Leadership and Support

General Managers

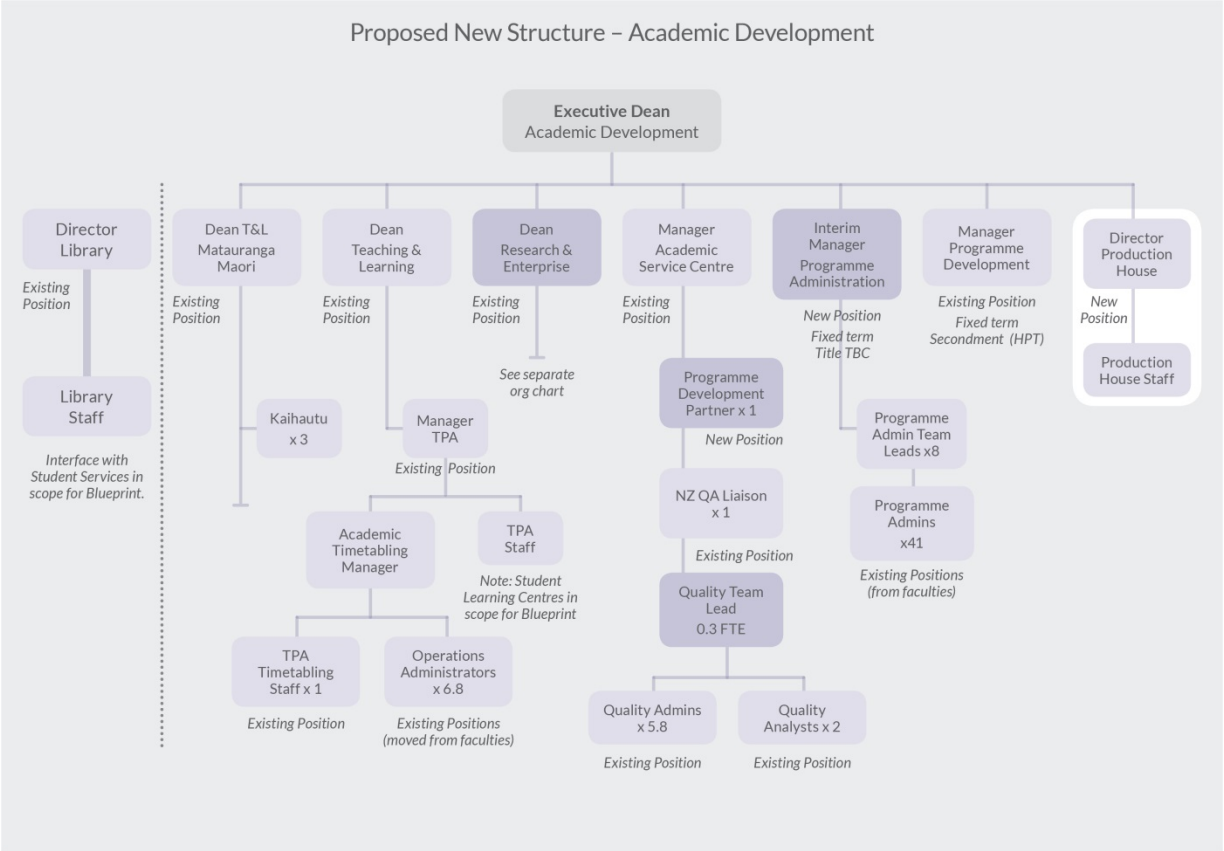


Academic Networks

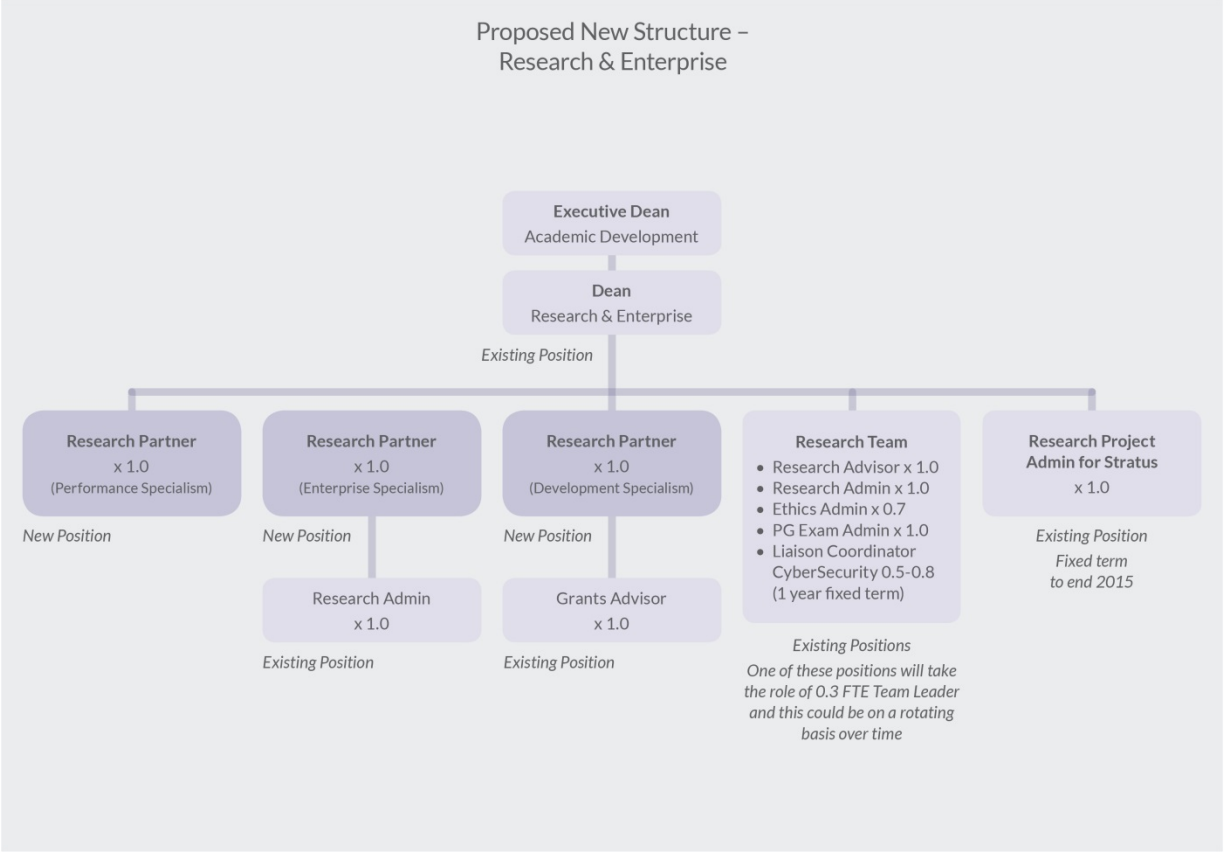



Proposed New Structure – Academic Leadership & Support
Academic Networks cont.
Executive Leadership
Dean Innovation & Development
BridgePoint
Includes focus on Vocational Pathways
New Position
Network Administrator x 1.0
New Position
Heads x 2.0
• Bridging Education
• Language Studies
New Positions
Professional Staff
Free 4 U Team
Academic Leaders
New Roles
Academic Staff
Dean Innovation & Development
Te Miro
(Transdisciplinary Network)
New Position
Network Administrator x 1.0
New Position
Heads x 2.0
• Undergraduate
• Postgraduate
New Positions
Academic Leaders
New Roles
Academic Staff

Academic Development



Academic Development – Research and Enterprise



APPENDIX C: POSITION DESCRIPTIONS FOR PROPOSED NEW POSITIONS AND POSITIONS WHERE SIGNIFICANT POSITION DESCRIPTION CHANGES ARE SUGGESTED

General Manager Benefits Realisation

Reporting to: Executive Leadership
Direct Report/s: Resource Co-ordinator

Position Purpose

The General Manager Benefits Realisation 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.

The General Manager, in collaboration with the Deans Innovation and Development, will be accountable for the Networks' revenue and expenditure budgets and will plan, organise and manage resources and processes so the benefits arising from change and transformation projects across the Networks and the wider organisation are achieved. They will identify the investment outcomes and define quantitative benefit measures of existing and new programmes, products and services. This will include measures for staff to student ratios and staff workload plans.

The General Manager Benefits Realisation will devise strategies, processes and approaches necessary to realise the benefits and they will optimise planning to reduce waste and ensure acceptable levels of resource, risk, cost, quality and time. They will review the impact of interventions and use insights to improve strategies to ensure the sustainability of benefits and approaches.

Position Accountabilities

Position *outcomes* arising from these accountabilities will be established depending on organisational priorities for any given review period.

Accountable for Organisation wide

- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.

Mutual Accountability

- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.

Prime Accountability

- **Course and Programmes**
  Ensure all courses and programmes are financially viable.

- **Financial Decision-Making**
  Ensure the Sectors/Network operates within Budget including revenue and contribution targets.
- **Projects**
  Ensure all projects realise financial and non-financial benefits.
- **Planning and Portfolio Management**
  Allocation of resources for projects.

Contributing to Accountability

- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Senior management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- A track record of sound financial management including financial literacy and strong budgeting capability.
- Demonstrated experience in successfully managing and leading a team.
- Project management experience.
- Understanding of the need for sound business practices/operations and quality assurance skills.
- Appropriate tertiary qualification.

Financial Authority

Budget owner:
Yes ($....k)
Delegated Financial Authority as per Unitec's Delegations Policy:
Yes
Responsible for new employee hire:
Yes – in collaboration with the Dean Innovation and Development and Executive Dean
Number of Direct Reports:
TBA
Responsible for contract staff, and/or coaching, training of others:
Yes

General Manager Industry Workforce Development

Reporting to: ELT
Direct Report/s: Senior Administrator – Workforce Connections

Position Purpose

The **General Manager Industry Workforce Development (4 positions)** 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.

The General Manager Industry Workforce Development is responsible for creating an industries engagement framework to enable us to build productive, sustainable relationships with new and existing industry and community partners and key stakeholders. These relationships will be highly productive and will enable us to identify employment (including self-employment) trends and develop and maintain the intelligence needed to ensure Unitec's academic portfolio remains future-focused and viable. The General Manager will also identify other opportunities that might benefit Unitec and its stakeholders, for example work-integrated learning opportunities and graduate employment opportunities.

They will work collaboratively with internal stakeholders including the Deans Innovation and Development and the General Managers Benefits Realisation to ensure that industry partners and key stakeholders needs are translated into early stage innovation projects; utilising a better business case approach. They will ensure industry partners and key stakeholders collaborate in the subsequent development and delivery of products and services and in the measurement of stakeholder satisfaction.

Position Accountabilities

Position *outcomes* arising from these accountabilities will be established depending on organisational priorities for any given review period.

Accountable for Organisation-Wide

- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry, needs which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Mutual Accountability

- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.

Prime Accountability

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.

- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.

Contributing to Accountability

- **Student Employability**
  Ensure that Unitec students believe that their programme is developing their capabilities in line with their future employment aspirations.
- **Research Productivity and Enterprise**
  Ensure that all degree-level programmes have achieved Research productivity targets.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.
- **Projects**
  Ensure all projects realise financial and non-financial benefits.

Person Specification

- Senior management experience and proven ability to work effectively and collaboratively as part of a senior team.
- Evidence of industry and community credibility and a strong reputation as an inspirational leader in the commercial or educational sector.
- Excellent interpersonal and communication skills with the ability to work effectively across commercial and educational environments.
- Demonstrated expertise and innovation in stakeholder engagement with a clear understanding of necessary balance between the educational objectives and the alignment with industry needs.
- Knowledge of and experience with stakeholders and target markets of a tertiary institute.
- A dynamic, solution-oriented and creative approach to working across a complex organisation.
- Appropriate tertiary qualification.

Financial Authority

Budget owner:
Yes ($....k)
Delegated Financial Authority as per Unitec's Delegations Policy:
Yes
Responsible for new employee hire:
Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports:
TBA
Responsible for contract staff, and/or coaching, training of others:
Yes

Dean Innovation and Development – Networks

Reporting to: ELT
Direct Report/s: Head of Pathways and Practice, Network Administrator

Position Purpose

The **Dean Innovation and Development (3 positions)** is a strategic position and 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. Through Network leadership they will engage and guide staff through the transformation agenda to ensure excellence and continuous improvement in learning, teaching and research.

The Dean Innovation and Development, in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, will be responsible for ensuring the ongoing viability and credibility of Unitec's academic portfolio and related products and services. They will be highly responsive to external workforce development demands from industries, communities and external stakeholders; with an emphasis on converting these demands to new and changing programme frameworks, learning pathways, and products and services. They will utilise a business case approach to drive viability testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

Position Accountabilities

Position outcomes from the below accountabilities will change depending on organisational priorities.

Mutual Accountability

- **Portfolio Viability**
  Ensure the ongoing viability and credibility of Unitec's academic portfolio and related products and services.
- **Leadership**
  Demonstrate leadership capability to ensure staff confidence in the leadership.

Prime Accountability

- **Student Achievement**
  Ensure student success and retention for all programmes delivered within the sector continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensures Māori student success and retention rates continue to improve for all courses delivered within the sector and meet the targets set.
- **Student Employability**
  Ensure Unitec programme offerings are highly relevant and develop student capabilities in line with their future employment aspirations.
- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**

Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements

- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity and Enterprise**
  Ensure that all degree-level programmes have achieved Research productivity targets.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Projects**
  Ensure all projects realise financial and non-financial benefits.
- **Staff Capability**
  Ensure the sector has the staff capabilities to deliver current and future needs of their programmes.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.
- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed targeted SSR.
- **Financial Decision-Making**
  Ensure the Sectors/Network operates within Budget including revenue and contribution targets.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Doctoral qualification preferred. A minimum of a master's degree.
- Highly regarded in an industry sector with experience in building productive partnerships and collaborations.
- Senior leadership and management experience and proven capacity to work effectively and collaboratively as part of a senior team.

- In-depth knowledge of a relevant industry sector and experience in determining future workforce needs.
- Ability to translate workforce needs into qualification frameworks.
- Proven experience in leading major change initiatives in large organisations.
- Understanding of the importance of innovative industry-based or applied research and the need to build a strong research culture.
- Sound financial management including financial literacy and strong budgeting capability

Financial Authority

Budget owner:
Yes ($....k)
Delegated Financial Authority as per Unitec's Delegations Policy:
Yes
Responsible for new employee hire:
Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports:
TBA
Responsible for contract staff, and/or coaching, training of others:
Yes

Dean Innovation and Development – Bridgepoint

Reporting To: Executive Leadership

Position Purpose

The **Dean Innovation and Development – Bridgepoint** will provide leadership in learning, teaching and research excellence and 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.

The Dean will lead Bridgepoint to ensure the ongoing excellence, viability and quality of its language studies, bridging and foundation programmes and courses. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Pathways and Practice Groups to ensure that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholder.

The Dean will be responsible for leading the design and implementation of learning pathways into and out of Bridgepoint and ensuring they are viable and efficient and maximise students' aspirations to achieve the job or career of their choice. The Dean will also be responsible for establishing and leading innovative external relationships with stakeholders in our communities to ensure that the learning pathways remain innovative and future-focused.

Position Accountabilities

Position outcomes from the below accountabilities will change depending on organisational priorities.

Mutual Accountability

- **Portfolio Viability**
  Ensure the ongoing viability and credibility of Unitec's academic portfolio and related products and services.
- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.

Prime Accountability

- **Student Achievement**
  Ensures student success and retention for all programmes delivered within Bridgepoint continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensures Māori students success and retention rates continue to improve for all courses delivered within Bridgepoint and meet the targets set.
- **Student Employability**
  Ensure that Unitec students believe that their programme is developing their capabilities in line with their future employment aspirations.
- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements.
- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity and Enterprise**
  Ensure that all degree-level programmes have achieved Research productivity targets.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Projects**
  Ensure all projects realise financial and non-financial benefit.
- **Staff Capability**
  Ensure the sector has the staff capabilities to deliver current and future needs of their programmes.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.

- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.
- **Financial Decision-Making**
  Ensure the Sectors/Network operates within Budget including revenue and contribution targets.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs, which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Doctoral qualification preferred. A minimum of a master's degree.
- Highly regarded in an industry sector with experience in building productive partnerships and collaborations.
- Senior leadership and management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- In depth knowledge of a relevant industry sector and experience in determining future workforce needs.
- Ability to translate workforce needs into qualification frameworks.
- Proven experience in leading major change initiatives in large organisations.
- Understanding of the importance of innovative industry-based or applied research and building a strong research culture.
- Sound financial management including financial literacy and strong budgeting capability.

Financial Authority

Budget owner:
Yes ($....k)
Delegated Financial Authority as per Unitec's Delegations Policy:
Yes
Responsible for new employee hire:
Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports:
TBA
Responsible for contract staff, and/or coaching, training of others:
Yes

Dean Innovation and Development – Te Miro Transdisciplinary Network

Reporting to: ELT

Direct Report/s: Administrator, Programme Leaders

Position Purpose

The **Dean Innovation and Development Te Miro – Transdisciplinary Network (1 position)** will provide leadership in learning, teaching and research excellence and 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.

The Dean will lead Te Miro to ensure the ongoing excellence, viability and quality of its undergraduate and postgraduate programmes and courses, all of which will transcend traditional discipline and industry boundaries. This will require high levels of persuasive and collaborative engagement with colleagues in the Networks and Pathways and Practice Groups so that programmes and courses are seamlessly connected across Unitec and with the relevant industry or community stakeholders.

The Dean will work in close collaboration with General Managers Industry Workforce Development and General Managers Benefits Realisation, and will utilise a business case approach to drive viability testing, design, development, approval and accreditation processes for new innovations and ensure the developments and products are firmly adopted, embedded and evaluated.

Position Accountabilities

Position outcomes from the below accountabilities will change depending on organisational priorities.

Mutual Accountability

- **Portfolio Viability**
  Ensure the ongoing viability and credibility of Unitec's academic portfolio and related products and services.
- **Leadership**
  Demonstrating leadership capability to ensure staff confidence in the leadership.

Prime Accountability

- **Student Achievement**
  Ensures student success and retention for all programmes delivered within the transdisciplinary centre continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensures Māori students success and retention rates continue to improve for all courses delivered within transdisciplinary centre and meet the targets set.
- **Student Employability**
  Ensure that Unitec students believe that their programme is developing their capabilities in line with their future career and employment aspirations.
- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**

Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements.

- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity and Enterprise**
  Ensure that all degree-level programmes have achieved Research productivity targets.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Projects**
  Ensure all projects realise financial and non-financial benefits.
- **Staff Capability**
  Ensure the sector has the staff capabilities to deliver current and future needs of their programmes.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Graduate Employability**
  Ensure graduates believe that their qualification enables them to meet employer requirements.
- **Stakeholder Engagement and Recognition – Industry and Community**
  Ensure that Unitec has strong integrated institutional relationships with industry partners and community (including iwi) groups.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.
- **Financial Decision-Making**
  Ensure the Sectors/Network operates within Budget including revenue and contribution targets.
- **Alignment of Programme Portfolio**
  Ensures Unitec's programme portfolio is aligned with Auckland regional industry needs which is then reflected in investment plan mix of provision.
- **Monitoring of Investment Plan Mix of Provision**
  Monitor and where necessary reprioritise the mix of provision in response to changing industry requirements.

Person Specification

- Doctoral qualification preferred. A minimum of a master's degree.
- Highly regarded in an industry sector with experience in building productive partnerships and collaborations.
- Senior leadership and management experience and proven capacity to work effectively and collaboratively as part of a senior team.

- In-depth knowledge of a relevant industry sector and experience in determining future workforce needs.
- Ability to translate workforce needs into qualification frameworks.
- Proven experience in leading major change initiatives in large organisations.
- Understanding of the importance of innovative industry-based or applied research and building a strong research culture.
- Sound financial management including financial literacy and strong budgeting capability.

Financial Authority

Budget owner:
Yes ($....k)
Delegated Financial Authority as per Unitec's Delegations Policy:
Yes
Responsible for new employee hire:
Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports:
TBA
Responsible for contract staff, and/or coaching, training of others:
Yes

Head of Pathways and Practice

Reporting to: Dean Innovation and Development
Direct Reports: Academic Leaders

Position Purpose

The **Head of Pathways and Practice (16 positions)** will work collaboratively across the organisation to deliver the change required to realise the transformative vision and strategic goals of Unitec.

The Head of Pathways and Practice will lead a discipline Pathways and Practice Group to deliver high student achievement outcomes and excellence in learning, teaching, applied research and enterprise of high value to key stakeholders. They will promote interdisciplinary ways of working and will assume major responsibilities for programme quality in collaboration with Academic Services.

In partnership with the Academic Service Centre, the Head of Pathways and Practice will drive innovation and the continuous improvement of programmes and courses and their quality assurance, and will ensure that Unitec's academic portfolio is vibrant and world class, and exceeds organisational and regulatory requirements and student and employer expectations.

In collaboration with the Deans Innovation and Development and General Managers Industry Workforce Development, they will ensure the viability of programme frameworks and learning pathways in their Pathways and Practice Group, and will adopt, embed and evaluate new developments and services. They will engage with the General Managers Benefits Realisation to ensure that resource investments in course delivery, and in new developments and services in the Pathways and Practice Group realise expected/required benefits.

Position Accountabilities

Position outcomes from the below accountabilities will change depending on organisational priorities**.**

Prime Accountability

- **Student Achievement**
  Ensure student success and retention continues to improve and meets the EPI targets set.
- **Māori Student Achievement**
  Ensure Māori student success and retention rates continue to improve and meet the targets set.
- **Student Employability**
  Ensure that Unitec students' are developing their capabilities in line with their future employment aspirations.
- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec has strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements.
- **Teaching and Learning Models**
  Ensure all learning pathways and their courses implement the agreed new Teaching and Learning model/s.
- **Academic Quality Management**
  Ensure that system requirements for program development, delivery, ongoing evaluation and review are met.
- Maintain ongoing records of evidence-based action-planning and execution, and produce programme evaluation reports periodically, as required.
- **Research and Enterprise**
  Ensure that all degree-level programmes have achieved Research productivity targets and that Research Strategy expectations are met.
- **Teaching Currency/Capability**
  Ensure that students are being taught in ways that are effective for them.
- **Performance Development**
  Ensure all staff are well managed including having a current performance development plan and current annual review in place, and meeting professional development expectations/requirements.

Contributing to the following accountabilities

- **Employer Requirements**
  Ensure that the industry requirements are met by the Unitec graduates.
- **Leadership**
  Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.
- **Academic SSRS**
  Ensure all programmes deliver to their annual agreed target SSR.

Person Specification

- Relevant tertiary qualification to a postgraduate level and is a critical thinker.
- Senior management experience and proven capacity to work effectively and collaboratively as part of a senior team.
- Demonstrated experience in successfully managing and leading a team .
- Deep working knowledge of quality systems and the life cycles of academic programmes.
- Demonstrated innovator.
- A track record in all or most of the following:
  - Academic credibility in a discipline area relevant to the learning pathway
  - Academic quality management
  - Scholarly research in at least one of the relevant discipline areas
  - Teaching excellence
  - Staff management
  - Effective leadership and management of change
  - Establishment and maintenance of industry and professional partnerships
  - Successful knowledge transfer
  - Successful development of a strong research culture and of teaching excellence in relevant disciplines
  - Sound financial management including financial literacy and strong budgeting capability
  - Engagement with and understanding of tertiary funding systems.

Financial Authority

Budget owner:
Yes ($....k)
Delegated Financial Authority as per Unitec's Delegations Policy:
Yes
Responsible for new employee hire:
Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports:
TBA
Responsible for contract staff, and/or coaching, training of others:
Yes

Academic Leader

Reporting to: Head of Learning Pathways
Direct Reports: Teaching staff

Role Purpose

The **Academic Leaders** will manage the day-to-day delivery and quality of the programme/s for which they are responsible, including monitoring, measuring and evaluating the student experience, managing academic staff who facilitate the programme/s, and ensuring adequate resource allocation. They will contribute to the transformative vision and strategic goals of Unitec by being an active participant within decision-making processes, through embedding of new

learning and teaching models, and by promoting new programme frameworks and learning pathways for students. The Academic Leader, where appropriate, will maintain robust and productive relationships with relevant industry bodies.

Role Accountabilities

Position *outcomes* arising from these accountabilities will be established depending on organisational priorities for any given review period.

Prime Accountability

- **Stakeholder Engagement and Recognition – Professional Bodies**
  Ensure that Unitec's programmes are informed by strong integrated institutional relationships with professional bodies.
- **Course and Programmes**
  Ensure all programmes have achieved their Phase 2 and Phase 3 Living Curriculum requirements.
- **Teaching and Learning Models**
  Ensure all programmes and their courses implement the new Teaching and Learning model/s.
- **Research Productivity and Enterprise**
  Ensure that all degree-level programmes have achieved Research productivity targets.
- **Teaching Currency/Capability**
  Ensure that students are being taught in a way that is effective for them.
- **Performance Development**
  Ensure staff capabilities match the needs of the programmes through well-managed professional development and performance plans.

Academic Leaders could have responsibility in relation to student admission, enrolment, interviews for programmes, student misconduct and grade appeals. These responsibilities may change depending on programme needs.

Contributing to the following accountabilities

Leadership
Contribute to building leadership capability at Unitec to ensure staff confidence in the leadership.

Person Specification

- Strong academic leadership skills.
- Broad understanding of academic fields.
- Vision and creativity with respect to programme design, standards and development.
- Strong commitment to academic integrity.
- A genuine interest in faculty, staff and students and their personal growth and development.

Financial Authority

Budget owner:
Yes ($....k)
Delegated Financial Authority as per Unitec's Delegations Policy:
Yes
Responsible for new employee hire:
Yes – in collaboration with the GM Benefits Realisation and Executive Dean
Number of Direct Reports:
TBA
Responsible for contract staff, and/or coaching, training of others:
Yes

Network Administrator

Reporting to: Dean Innovation and Development

Position Purpose

The **Network Administrators (14 positions)** will provide efficient and effective administrative support to the Networks and will be allocated to Pathways and Practice Groups by the Deans Innovation and Development. They will also provide administrative support for a range of Network activities as required (e.g. coordination of staff professional development, tracking staff research activities, coordination of induction processes for new staff, etc.) They will add value to Unitec by strategically managing their assigned portfolio of work in collaboration with the Dean Innovation and Development.

Position Outcomes

Assistance to Dean Innovation and Development

- Provide timely, efficient high-level administrative and secretarial services for Dean Innovation and Development including minute taking and related administrative support to meetings, workshops, seminars and related forums as required.
- Provide timely, effective diary management by prioritising and organising meetings with internal and external stakeholders including managing conflicting demands.
- Prepare as required and ensure that all outgoing correspondence, reports, submissions and briefings submitted by the Dean Innovation and Development conforms to Unitec's style, format and content protocols.
- Collect and disseminate information in a timely and accurate manner on behalf of the Dean Innovation and Development ensuring the highest levels of confidentiality.
- Develop and maintain effective communication networks and working relationships internally and with key external stakeholder organisations to facilitate the exchange of information within and outside the sector.
- Follow up where required any communication and correspondence outcomes bringing any issues to the attention of the Dean Innovation and Development, as appropriate.
- Ensure all documentation prepared for HR and Payroll-related work, e.g. recruiting, part-time academic staff appointments, guest lecturers, etc., is completed correctly, signed off by the correct authority and processed in a timely way.

- Deal confidently, courteously and sensitively with clients on behalf of the Dean Innovation and Development.

Function Management

- Coordinate domestic and overseas conference travel, insurance and accommodation arrangements, ensuring compliance with relevant Unitec policy and practice.
- Organise meetings, workshops, seminars and related forums including arranging attendance of participants, venues, transport and catering where appropriate, including distributing relevant documentation.

General Departmental Administration

- Establish and implement best practice processes and systems relating to administrative functions undertaken.
- Assist in the monitoring and recording of professional development of staff within the sector
- Ensure induction processes for new staff are coordinated efficiently and within time frames, organising phones, computer hard- and software, signage, badges, business cards, where appropriate.
- If required, review and record all staff leave, redirecting to the Dean Innovation and Development for action and follow up, as required.
- Ensure filing is kept up-to-date and record-keeping systems are established and maintained within agreed standards (this includes general filing and staff personal files retained by the Dean Innovation and Development).
- Assist with facilities and timetable management if required.
- Assist with financial matters including invoicing, procurement, preparation of budgets, monitoring expenditure, purchase orders, internal requisitions, journals, records and filing.
- Access student information from PeopleSoft as required in order to assist the Dean Innovation and Development.
- Carry out general administrative tasks to contribute to the smooth running of the sector, e.g. distribution of mail, logging jobs, ordering and distribution of stationery, maintenance of sector records, etc.

Person Specification*Essential:*

- A minimum of three years' experience in a high-level administration and personal assistant role
- Extensive experience in providing support and assistance at a senior level
- Extensive experience in organising seminars and meetings, including preparation and distribution of documentation
- Experience of maintaining a budget, processing purchase orders appropriately and monitoring expenditure
- Advanced skills in Office computing applications including word processing, spreadsheet, presentation software such as PowerPoint and email
- The ability to compose and present correspondence of a non-specialist nature

Desirable:

- Ability to develop effective systems and processes
- Good report writing skills: able to take minutes and prepare reports

Financial Authority

Delegated Financial Authority:
$1,500.00

Resource Co-ordinator

Reporting to: General Manager Benefits Realisation

Position Purpose

The Resource Co-ordinator will assist the General Manager Benefits Realisation in the planning, organising and managing of resources and processes within a sector/s so the potential benefits arising from transformation projects and change across the sector/s are actually achieved

Position Outcomes

- Participate in the development and implementation of annual operational and strategic plans with the GM Benefits Realisation
- Assist in the development and implementation of all Benefits Realisation policies and procedures.
- Support the development of transformation project business cases as appropriate
- Analyse transformation business case requests and ensure compliance to all policies and procedures have been adhered to.
- Vet reports and presentations produced by other members of staff for and/or on behalf of the GM Benefits Realisation to ensure professional standard and readability.
- Prepare logs of all transformation business case requests and track progress and reports.
- Collate resources prior to all meetings and prepare documents for General Manager Benefits Realisation
- Work with relevant managers to ensure that all follow-up activity/actions from project related meetings and ad-hoc events are progressed satisfactorily, including the amendment/updating of any relevant plans or other documents.
- Oversee all budget administration activities (e.g. ordering, invoicing, entering, running reports, drill down, monitoring, journals, etc.) and budget management and financial reporting requirements.
- Coordinate with Deans Innovation Development, Head of Programmes and Project Managers to maintain record of all resources and its availability and analyse all backlogs to ensure delivery of project resource within required time frame.

- Maintain integrity of all data through standard processes and collaborate with management within a Sector/s to assist in the forecasting of all resource requirements of sector/s and special projects.
- Research and reporting for sector/s and special projects including options analysis and workload modelling.
- Reporting on FTEs, EFTs, EERs and SSRs for a sector/s to the GM Benefits Realisation
- Oversee all budget administration activities and budget monitoring to the GM Benefits Realisation.
- Prioritise and manage multiple and changing demands based on a firm grasp of business strategy and implementation. Identify high risk and urgent needs and deal with appropriately.
- Maintain online database and ensure maximisation of all resources.
- Coordinate requests to recruit and contracts for service.
- Ensure all documentation prepared for contracts for service is completed correctly, signed off by the correct authority and processed in a timely way.
- Provide relevant reporting for Deans Innovation and Development and Heads of Programmes.
- Approve expenditure as per delegated authority.

Person Specification

At least three years' experience in a relevant field, e.g. business studies, finance, administration, information management or information technology.

Essential

- Relevant tertiary qualification
- Demonstrated experience in the use of Microsoft Office products including, Excel, Word, Outlook and PowerPoint
- Experience in a project support role in either an administrative or project support capacity
- Proven experience in designing and implementing effective administrative business processes
- Evidence of analytical and reporting skills including workload modelling
- A keen eye for detail and the ability to develop reports, research and create presentations to a high professional standard
- Evidence of problem-solving and use of initiative
- Ability to work to objectives and tight timescales
- Ability to be part of a team
- Flexibility to work in a changing environment
- Have excellent communication and presentation skills
- Strong interpersonal skills with the ability to manage conflict and work effectively with ambiguity.

Desirable

- Experience in the use of Microsoft Project and MS Access
- Experience of having worked on a Prince2 led project
- Experience with PeopleSoft.

Financial Authority

Delegated Financial Authority:
$5,000.00

Senior Administrator Workforce Connections

Reporting to – General Manager Industry Workforce Development

Position Purpose

The Senior Administrator – Workforce Connections will provide administrative support to the GM Industry Workforce Development to ensure Unitec's academic portfolio remains future-focused and viable. The Senior Administrator – Workforce Connections will take responsibility for establishing and maintaining a number of systems, processes and relationship networks within the wider organisation and externally with industry and the community. The Senior Administrator

– Workforce Connections will add value to Unitec by strategically managing their assigned portfolio of work in collaboration with the GM Industry Workforce Development.

Position Outcomes

- Undertake research to support the GM Industry Workforce Development in identifying new opportunities with industry partners and key stakeholders.
- Support the GM Industry Workforce Development in keeping abreast of industry and community changes in terms of workforce development and graduate employment.
- Assemble proposals including workforce intelligence for new investment projects and academic portfolio renewal.
- Develop and maintain knowledge of priority sectors, market trends and routes to market for improved effectiveness.
- Support GM Industry Workforce Development in activities such as preparing for and supporting events, industry visits and meetings.
- Develop a network of operational contacts that will support the work of the GM Industry Workforce Development.
- Provide support in accurately maintaining the organisations CRM system, completing visit reports on behalf of the GM Industry Workforce Development.

Person Specification

Essential

- At least three years' experience in a relevant field
- Relevant tertiary qualification
- Demonstrated experience in the use of Microsoft Office products including, Excel, Word, Outlook and PowerPoint
- Experience in a business development support role in either an administrative or project support capacity
- Proven experience in designing and implementing effective administrative business processes
- Evidence of analytical and reporting skills
- A keen eye for detail and the ability to develop reports, research and create presentations to a high professional standard
- Evidence of problem-solving and use of initiative
- Ability to work to objectives and tight timescales
- Ability to be part of a team
- Flexibility to work in a changing environment
- Have excellent communication and presentation skills
- Strong interpersonal skills with the ability to manage conflict and work effectively with ambiguity.

Desirable

- Experience in the use of Microsoft Project and MS Access
- Experience of having worked on a Prince2 led project

- Experience with PeopleSoft.

Financial Authority

Delegated Financial Authority:
$1,500.00

Interim Manager – Programme Administration

Fixed term, one year (to December 2016)

Reporting to – Executive Leadership

Position Purpose

This position exists to lead a team of administrators to provide effective and efficient support for programmes across the institute. The position holder will make recommendations about programme administration needs in the light of organisational changes and will manage the implementation of agreed changes.

Position Outcomes

- To contribute actively to implementation of Unitec's transformation agenda
- To participate in institutional decision-making
- To map and make recommendations about programme administration needs in the light of organisational redesigns and in phased changes that follow
- To oversee the implementation of transition arrangements for the efficient and effective administrative support for programmes throughout Unitec
- To identify and pursue opportunities for system innovation
- To be a connector and continually enhance interfaces within and between the team and other Unitec service/support providers for synergistic productivity
- To ensure effective communication within the team and with the wider Unitec community
- To lead, manage and inspire staff
- To manage a budget and associated resources
- To identify risks and assist with the development and implementation of appropriate mitigations
- To troubleshoot and investigate matters of concern.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a successful leader-manager who is results-oriented
- Has a working knowledge of quality systems and the life cycles of academic programmes
- Is comfortable with disruptive change, and exercises care for the wellbeing of all those involved
- Has capability to analyse systems and identify opportunities for innovation

- Is effective in communicating complex matters across multi-media channels
- Has capability to coordinate the management of big projects
- Is technologically savvy
- Is an innovator
- Has a tertiary degree and is a critical thinker.

Programme Development Partner

Reporting to: Manager Academic Service Centre

Position Purpose

This position exists to help ensure that Unitec's academic portfolio is vibrant and world class, and exceeds organisational and regulatory requirements and student and employer expectations. The position holder will be a 'cross-pollinating' connector who through partnership will help to drive innovation and the continuous improvement of programmes and courses and their quality assurance.

Position Outcomes

- To partner with Heads of Pathways and Practice to ensure system requirements for programme development, delivery, ongoing evaluation and review are met
- To provide advocacy and support for evidence-based action planning and execution, particularly responsiveness to stakeholder feedback
- To support programme decision-making processes including committees
- To identify and pursue opportunities for system innovation and for creating internal synergies
- To identify risks and assist with the development and implementation of appropriate mitigations
- To trouble-shoot and investigate matters of concern
- To be available for deployment in project-based teams working in new environments outside traditional management hierarchies.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Has a deep working knowledge of quality systems and the life cycles of academic programmes
- Is results-oriented
- Is effective in communicating complex matters across multi-media channels
- Takes a partnership approach to negotiating system-based solutions to problems
- Has capability to manage major projects
- Is a digital native or immigrant with citizen status
- Is an innovator
- Has a tertiary degree and is a critical thinker.

Research Partner

Reporting to: Dean Research and Enterprise

Position Purpose

The position holders will be 'cross-pollinating' connectors who through partnership will drive and support research and enterprise initiatives across Unitec. Together with the Dean, they will provide advocacy and collaborative support for the achievement of ambitious, institutional targets, and for ensuring that Unitec's applied research is impactful and is highly valued by external stakeholders.

Each will provide and facilitate research and enterprise support for a portfolio of academic leader-managers and their staff, such that all academic groups have a research partner. Each will also provide a specialised cross-portfolio leadership and management service – Enterprise, Development, Research Performance.

Position Outcomes

- To be the research partner for a portfolio of Heads of Pathways and Practice and their staff
- To provide advocacy and support for and advice on Unitec's research and enterprise agenda
- To contribute within their portfolio to research decision-making and evaluation, including support for committee processes
- To be a connector who realises opportunities for synergistic research productivity
- To foster and model innovation and collaboration
- To ensure delivery on commitments to and expectations of internal and external partners and stakeholders
- To identify risks and assist with the development and implementation of appropriate mitigations
- To troubleshoot and investigate matters of concern.

Specialist Outcomes

Research Enterprise

- to collaborate with the GMs Industry Workforce Development to develop and sustain long-term institutional relationships with private sector, business, and community organisations
- to coordinate the securing of opportunities including partnerships and joint ventures for research and consultancy
- to identify and secure IP and commercialisation opportunities for external and internal stakeholders.

Research Development

- to coordinate the development and sustaining of long-term institutional relationships with the public sector, government agencies, and iwi

- to champion increasing external research funding by overseeing the planning and writing of research grants, and the negotiation of externally funded scholarships and grants
- to support the establishment and operation of externally-funded cross-institutional research projects.

Research Performance

- to champion best practice in the management of research projects
- to manage internal research funding processes
- to monitor Unitec's research performance and productivity
- to identify and pursue opportunities for innovation in the research and enterprise system including reporting.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a collaborative leader-manager who is results-oriented
- Is a highly effective communicator in different professional contexts
- Has a history of collaborating with people from diverse backgrounds and with varying levels of expertise to undertake and complete projects
- Has worked successfully in research and enterprise crossing academia and industry
- Has capability in research project management and particular expertise in one or more areas such as research funding, grant application development, system innovation, performance monitoring, IP and commercialisation, research partnerships and joint ventures, research communications, research quality assurance, and research policy development
- Has a tertiary degree and is a critical thinker
- Is an innovator with an entrepreneurial bent.

Administration Team Leader:

Academic Service Centre

Fixed term for only one year during which decisions will be made about organisational fit, this to align with the review of programme administration.

Reporting to: Manager Academic Service Centre

Position Purpose

This role exists to help ensure that the administration and analysis functions of the Academic Service Centre are integrated into the team's work plan with flexibility to adjust priorities as and when needs arise.

This is a 0.3 role, fixed for one year and renewable, with the remainder of the staff member's usual work being that of their substantive position.

Role Outcomes

- To manage and support the administration and analysis staff in the Academic Service Centre.
- To identify and pursue opportunities for system innovation and for creating synergies across Unitec.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a confident in leadership roles and is results-oriented
- is able to negotiate system-based solutions to problems
- Is an effective communicator
- Is an innovator.

Administration Team Leader:

Research and Enterprise

Fixed term for only one year during which decisions will be made about organisational fit, this to align with the review of programme administration.

Reporting to: Dean Research and Enterprise

Position Purpose

This role exists to help ensure that the administration and analysis functions of the Research and Enterprse Centre are integrated into the team's work plan with flexibility to adjust priorities as and when needs arise.

This is a 0.3 role, fixed for one year and renewable, with the remainder of the staff member's usual work being that of their substantive position.

Role Outcomes

- To manage and support the administration and advisor staff in the Research and Enterprise Centre.
- To identify and pursue opportunities for system innovation and for creating synergies across Unitec.

Person Specification

The successful applicant will be able to demonstrate that s/he:

- Is a confident in leadership roles and is results-oriented
- is able to negotiate system-based solutions to problems
- Is an effective communicator
- Is an innovator.

Proposed adjustments to existing position descriptions with tracked changes

Dean Research and Enterprise

Proposed adjustments to Dean's JD

The purpose of the Dean Research is:

- To provide strategic academic leadership of research that is applied and contributes to the business development of Unitec, partners and clients
- To promote the on-going development of a collaborative institutional research culture that is externally engaged and grounded in practice
- To lead and manage a team of 'cross-pollinating' connectors and administrators who through partnership drive and support research and enterprise initiatives across Unitec
- To oversee the development and implementation of the institutional Rresearch Sstrategyies and research policies
- To oversee the institution's research management and reporting processes
- To oversee the processes related to the supervision, examination, and quality assurance of postgraduate student research.

Key Areas	Key Responsibilities
Strategy	Provide advice to the Executive Leadership Team and to other Unitec leaders Dean Academic Development, Faculty Executive Deans, Executive Director Business Development, Academic Board and the Leadership Team on the institutional Rresearch Sstrategiesy and on research policies
	Contribute actively to implementation of Unitec's transformation agenda and participate in institutional decision-making Contribute actively to the development and implementation of Unitec's Strategic Framework and the Business Development Strategy
	Monitor and report on the implementation of agreed the institutional research strategyies and policies and on associated initiatives
	Provide strategic input into postgraduate programme developments

Key Areas	Key Responsibilities
Planning	Maximise ways to increase Unitec's research performance as measured by the PBRF and maximise external research income
Leadership	Develop and implement an operational plan for the Research and Enterprise Office ~~and Postgraduate Centre~~
	Promote the on-going development of a collaborative institutional research culture that is externally engaged and grounded in practice
	Chair the Unitec Research Committee

MANAGER ACADEMIC SERVICE CENTRE

Position Purpose

- To guide the Academic Service Centre, which is responsible for:
  - Ensuring that Unitec's responses to the requirements mandated by external approval, accreditation and audit bodies are implemented across the institution
  - Being an active connector between internal service groups to enable whole-of-organisation problem-solving and continuous improvement across both academic and operational spheres
  - Providing advice and administrative services that support the consistent application of the Quality Management System across Unitec.
- To contribute in the implementation of the Unitec ~~Strategic Framework~~ transformation agenda by:
  - Leading the institution in innovative and efficient quality management ~~administration~~ practice through proactive and solutions-focussed collaboration
  - Supporting leader-managers across the ~~wider a~~Academic ~~Development~~ networks in their endeavours to continually refresh academic provision and initiatives
  - Being available for deployment in project-based teams that will, where appropriate, apply capability in new environments and outside of traditional management hierarchies.

Key Position Responsibilities

Key Areas	Key Responsibilities
Institutional Leadership	Lead on-going improvement of the Academic Quality Management System of policies and guidelines to ensure it is current and comprehensive, incorporates expectations of the Unitec Strategic Framework including Teaching & Learning and Research Strategies, ~~drives policy/guideline review~~, and is innovative in content and form
	Support academic leader-managers across Unitec to drive innovation and continuous improvement of programmes and courses and their quality assurance
	Identify opportunities and recommend solutions for reducing process clutter where appropriate, and lead agreed initiatives
	Propose institutional initiatives to develop '~~evaluative questioning~~evidence-based action planning and execution' (aka self-assessment) as an embedded cultural practice, and lead agreed initiatives
Academic Support Services	Coordinate the provision of agreed, centralised support services related to the quality management system of academic policy and processes ~~(eg secretariat services to Academic Board, recording of programme information, updating PeopleSoft, etc)~~
	Build effective relationships and liaise appropriately with external approval, accreditation and academic audit bodies
	Provide the Executive Leadership, ~~Dean Academic Development~~, Dean Teaching & Learning, Dean Teaching and Learning (Matauranga Maori) and Dean Research with appropriate and timely advice on academic policies and processes

Key Areas	Key Responsibilities
	~~Liaise effectively with Faculty Academic Quality Managers to ensure the application of Academic Quality Assurance Systems and academic policies and procedures in the faculties is consistent and aligned with institutional objectives~~
	Provide interpretive advice to ~~Faculty Academic Quality~~ academic leader-m~~M~~anagers enable them to advise and help staff ~~in their faculties~~ on: • academic policies and processes and on their creative application • how to realise ideas for programmes and related changes through institutional systems • drafting new or revised provisions in their programme regulations ~~When required by the Faculty Academic Quality Managers, provide such advice directly to faculty staff as appropriate~~
	Enable effective programme development, approval, monitoring and review
	Provide support for academic audit activities
	Investigate academic issues and produce reports on these
	Provide the institution with further academic support services, as negotiated with the Executive Dean Academic Development
	Manage the Academic Service Centre Advisors, ~~and~~ Administrators and Analysts.

ACADEMIC TIMETABLING MANAGER

Position Title	Academic Timetabling Manager

Grade and/or Salary Range	
Date	July 2015
Department	Te Puna Ako
Reporting To	Manager Te Puna Ako
Reporting Positions	~~One~~ ~~Seven~~Eight direct reports

	Academic	x	Allied		Management

Position Purpose

The overall purpose of the Timetabling Manager's position is to provide Unitec with a coherent, comprehensive timetable structure and process that accommodates a wide range of interrelated factors – academic and operational. This purpose also includes the development of strategic approaches and initiatives that articulate with the institution's strategy, guiding principles and key outcomes. This includes:

- EnsurIng that timetables for programmes, courses and examinations are optimised for suitability and utility, and are in compliance with the Unitec's Academic Timetabling Procedures and corporate as well as academic departments' objectives
- Constructing timetables, including those for examinations, using software tools such as Scientia Enterprise (Timetabling) and Syllabus Plus and physical space Facilities Management (FM) systems for programmes and courses, including examinations offered at Unitec
- Taking a leading role in determining current usage and planning for optimising future space requirements and use at Unitec without compromising integrity and coherence of academic programmes
- Ensuring that timetabling and conduct of examinations are in accordance with Unitec's Academic Statute and Examinations Policy

Key Position Responsibilities

Key Areas	Key Responsibilities
Strategy	Ensure Timetabling Office operational plans are aligned with Unitec's Organisational Strategy
	Contribute to the strategic planning for Te Puna Ako
Planning	Develop and implement annual operational plans for the Timetabling Office
	Identify with Manager Te Puna Ako training issues regarding timetabling support and examination procedures
	To assist in determining current usage and planning for optimising future space requirements and use at Unitec without compromising integrity and coherence of academic programmes
	Assist in projects to explore potential of centralised management of academic space, including geographical zoning, to minimise staff and student travel times and maximise future space utilisation.
Leadership	Provide support and direction to Timetabling Team by assisting them understand the needs of the organisation and mobilising them to achieve organisational outcomes.
	To ensure that timetables are optimised for suitability and utility, and are in compliance with the Unitec's Academic Timetabling Procedures and corporate as well as academic departments' objectives
	Participate as a member of the Te Puna Ako Leadership team
	In collaboration with Facilities Management, develop strategic plans around ongoing and future space utilisation across all campuses.

Key Areas	Key Responsibilities
Human Resources	Ensure new staff are inducted into Unitec as per Unitec's Procedures.
Operational Management	In collaboration with academic departments, provide an effective and efficient programme, course and examinations timetabling service.
	Assist ~~staff in academic departments~~Operation Administrators to construct timetables that accommodate ~~department's~~ Networks requirements and meet conditions of compliance with Unitec's Academic Timetabling Procedures.
	Establish and maintain strong links and effective communication amongst networks required to implement effective timetabling campus wide involving: Te Puna Ako academic advisors, academic staff, ~~Faculty~~ Operation Administrators and FM staff
	To construct timetables, including those for examinations, using software tools such as Scientia Enterprise (Timetabling) and physical space Facilities Management systems for programmes and courses, including examinations offered at Unitec
	Ensure data entry into Scientia Enterprise software is accurate and efficient so that timetabling requests are actioned in a timely fashion by Timetabling Staff.
	Liaise with ~~Faculty~~ Operations Administrators and ~~assist~~ ensure ~~academic departments to~~ the production~~e~~ of timetables which optimise the utilisation of current space.
Additional Key Areas	Initiate and participate in the training of direct reporting staff, in the use of Scientia Enterprise and PeopleSoft Link software, and other software programmes, as appropriate.

Key Areas	Key Responsibilities
To ensure that timetabling and conduct of examinations are in accordance with Unitec's Academic Statute and Policy and Procedures.	Ensure that the conduct of examinations organised by academic departments is co-ordinated centrally but implemented through academic department-based examination supervisors and invigilators and meets Academic Statute and Policy and Procedures of Unitec.
	Maintain Syllabus Plus database of examination invigilators as allocated by academic departments
Performance and Development Management	Manage own individual performance and development in accordance with the Unitec Performance and Development Management Policy
Health and Safety	Manage individual performance of all direct reports in accordance with the Unitec Performance and Development Management Policy
Commitment to Unitec Values	Carry out your employee and position responsibilities as set out in Unitec's Health and Safety Policy and Procedures
	Demonstrate a willingness to commit to the values of Te Noho Kotahitanga
	Demonstrate adherence to the Unitec Code of Conduct, and all other Unitec policies and codes of practice
Other Tasks/Projects	Work in accordance with Unitec's objectives and strategic plans
	Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager

Proposed adjustments to Manager's JD

	Investigate academic issues and produce reports on these
	Provide the institution with further academic support services, as negotiated with the Executive Dean Academic Development
	Manage the Academic Service Centre Advisors, ~~and~~ Administrators and Analysts.

OPERATIONS ADMINISTRATOR

Position Title	Operations Administrator
Grade and/or Salary Range	Grade 3
Date	July 2015
~~Faculty~~	~~TBA~~
Reporting To	~~Faculty Operations~~Academic Timetabling Manager
Reporting Positions	none

☐ Academic ☑ Allied ☐ Management

Position Purpose

- ~~To provide an efficient and effective operational administration~~timetabling ~~service to the Faculty Operations Manager~~designated portfolio ~~in a range of pivotal areas, including, but not limited to:~~

- ~~Timetabling~~
- ~~Asset management~~
- ~~Facilities management~~
- ~~IT Admin~~
- ~~Budget Administration Support~~

~~Each faculty will have one or more~~The Operations Administrator ~~who~~ will work ~~closely~~ collaboratively with each other and the ~~Faculty~~ Academic Timetabling ~~Operations~~ Manager~~s~~ to provide ~~essential~~ operational timetabling ~~and administrative~~services ~~needs of the Faculty on a shared basis~~ for their designated portfolio as well as across other portfolios as required. ~~The Operations Administrators.~~

~~The~~ A ~~allocation of responsibilities to each of the positions will be determined by the Executive Dean of each Faculty upon appointment and~~designated portflio may change from time to time.

Key Position Responsibilities

Key Areas	Key Responsibilities
Planning	• Manage the Faculty's classroom teaching and workshop/studio facilities and co-ordinate booking systems efficiently to maximise use • Develop and implement plans for managing periods of peak facilities usage, including negotiation with academic staff, whilst seeking to minimise the impact.

Key Areas	Key Responsibilities
Timetable Co-ordination	• Establish systems to synchronize all timetabling requirements (including exam timetables) to meet the specific needs of all programmes in the ~~Faculty~~allocated portfolio, and ensure space is utilised effectively. • ~~Be the Faculty contact person~~Liaise with the Academic Timetabling Manager in respect of all timetabling issues and be responsible for negotiating ~~with Te Puna Ako~~ to effect a satisfactory outcome of conflicting requirements. • Make one-off room bookings as required, acting in the best interests of the ~~Institute and Faculty~~designated portfolio. • In collaboration d~~D~~evelop and implement robust timetabling procedures and ensure these are updated and adhered to.
Operational Management	• Work with Programme Leaders and Faculty Operations Manager recording and tracking information relating to the Work Load model for academic staff
~~**Assets and Facilities**~~ ~~Administration~~	• ~~Provide administrative service to the Faculty Operations Manager regarding all matters relating to Capital Expenditure~~ • ~~Maintain and keep regularly updated, an accurate record of information technology owned or leased by the Faculty and organise of replacement of leased assets, in accordance with Unitec's processes~~ • ~~Manage the office accommodation requirements for staff, including IT set up for new staff~~ • ~~Support the Faculty Operations Manager with issues relating to Health and Safety and security within the Faculty~~ • ~~Assist with the collation of requests for Minor Capital Works~~ • ~~Create and maintain an up to date Faculty Asset database (non-IT)~~
~~Financial Administration~~	• ~~Provide a centralised service for the Faculty for all spending related to capital equipment, keeping accurate records and communicating outcomes as required~~ • ~~Provide administrative support to the Faculty Operations Manager with budget preparation and creating summary reports as required.~~ • ~~Identify and report any potential issues which may impact on departmental / faculty budgets.~~

Key Areas	Key Responsibilities
Performance and Development Management	• Manage own individual performance and development in accordance with the Unitec Performance and Development Management Policy
Health and Safety	• Carry out your employee and position responsibilities as set out in Unitec's Health and Safety Policy and Procedures
Commitment to Unitec Values	• Demonstrate a willingness to commit to the values of Te Noho Kotahitanga • Demonstrate adherence to the Unitec Code of Conduct, and all other Unitec policies and codes of practice • Work in accordance with Unitec's objectives and strategic plans
Other Tasks/Projects	• Achieve other task/project related goals and performance objectives as assigned by and agreed with your Manager

Position Contacts and Relationships

Internal	External	Committees/Groups
Dean Teaching & Learning	Australasian Examinations Network	Support Groups
Manager Te Puna Ako and wider team	Australasian Syllabus Plus Users Group	Campus Planning Committees
Academic ~~Departments~~ Networks (HO~~P~~PPs~~D'~~s, ~~Administration Managers~~, Programme ~~Directors~~ Leaders ~~& Faculty Operations Administrators)~~		

Information Technology (especially the IS Group)		
~~Faculty~~ Deans Innovation and Development		
Facilities Management		
Student Services		