TERTIARY EDUCATION UNION
Te Hautū Kahurangi o Aotearoa

TEU (Unitec branch) paper for the Unitec Council
2 November 2015

The TEU (Unitec branch) would like to again thank publicly Lee Mathias, Chair of the Unitec Council, for agreeing to continue an ongoing dialogue with TEU members.

Research and practical experience show that in strategic planning and change it is crucial that staff are actively involved from the start if an institution is to make sound decisions that will be implemented effectively

There is a rigorous and inclusive change process followed which includes involving staff in many stages of the change.

Both the Sector Alignment and the Blueprint change projects provided many opportunities for staff to provide input into the design of the new operating models.

This includes but not limited to, for Sector Alignment:

- *Informal discussions at various faculty/departmental meetings through 2014*
- *Presentations at 2015 Kickstart*
- *Q & A sessions following Kickstart open to all staff*
- *Focus groups, specifically for Heads of Departments, Administration staff and Programme Leaders*
- *Regular briefings for Heads of Departments and Faculty Leadership Teams*
- *Update presentations to staff on the latest (high-level) thinking as part of the 2014 staff survey feedback*
- *Specific update for Programme Leaders and Curriculum Leaders in July 2015*

For Blueprint:

- *Meetings with various Unitec staff, specifically Student Services to identify issues and opportunities*
- *Identifying issues and opportunities with service department leaders – 'The Student Think Tank'*
- *Presentations to staff and Mt Albert and Waitakere*
- *Clarification of issues and opportunities with a cross section of staff from service teams in scope*
- *Stakeholder engagement exercise involving 65 staff members*
- *Stakeholder with students regarding mode of communication*
- *Inclusion of a range of staff and students in the development of the design and process development*

More details of engagement with staff, can be seen on pg.61- 64 Blueprint and pg.19 Sector Alignment Proposals for Change.

Given the lack of confidence in senior management (which has been demonstrated in staff surveys and in submissions on the proposed changes which included comments on how poorly senior managers have handled change in the past) it is crucial that there be open lines of communication with those in governance roles at Unitec.

The Executive Leadership team continue to address feedback given through the staff surveys and will do so again when the results of the current survey are released.

It is acknowledged that change can be disruptive, especially to staff that have been significantly impacted, this does not mean however that the process undertaken has been flawed. The change process followed by Unitec is robust and underpinned by research and theory in this field.

Staff are committed to working with council and senior managers to ensure the best outcomes for students, communities, and employers both in the short and long term. TEU members believe that Unitec senior management need to be given support, supervision and guidance to undertake change in such ways that staff are brought along with the changes; and at a pace that will allow change to bed in.

The incremental changes made to date have not delivered the outcomes required and there has been a decision by the Executive Leadership Team, supported by Council, that achieving the desired outcomes requires transformational change.

As noted above, there are many opportunities for staff to be involved in the design of change projects at each stage of the process. Each change project has a change team assigned to it with a focus on:

- *understanding roles and responsibilities of positions and staff;*
- *current processes and mapping future state processes;*
- *the impact on staff and their well-being; and*
- *the implementation of change*

This focus provides a strong basis for transition and for the 'bedding in' of change.

In this short presentation we cannot give all of the answers for Unitec's future operations, but we do propose some ways of working that will ensure any changes made here will work for staff, students, communities, and employers.

Introduction

"Our senior managers proposed a major restructuring and we've given detailed feedback. Now we are working to make sure that our plans for Unitec are taken into account fully, in order to deliver the best for students, and of course for us as staff."
Sid Aksoy, TEU Unitec Branch President

In this first presentation to the Unitec Council TEU members will provide an overview of the areas for change and improvement we think should be the focus of the coming years at our institution.

Having again considered the wide range of contributions from TEU members around the sector realignment plans for Unitec and the Blueprint, we believe it is timely to summarise the direction staff believe the institution should be heading to ensure we remain a strong and dynamic team into the future.

TEU members' vision for Unitec is one that places students, teaching and learning, and communities at the centre.

Unitec's vision, as expressed in its Strategic Plan is one that places students, teaching and learning, communities including industry and enterprises at the centre.

At the core of this transformation is a commitment to providing world class, technology enabled, learning and teaching opportunities that are aligned with industry. This will ensure our graduates have the skills, capabilities and attributes required to meet the changing needs of employers.
To support our new learning and teaching models we need to create technology enabled spaces for our students to learn and work, streamline the services we provide, and drastically upgrade our technology.

From our students we have also received clear indication that we need to change. Their feedback has been consistent over the last 6 years that we need to become more organised, more consistent, and put up fewer barriers.

We have included in our written presentation quotes from the Unitec staff who spoke at a highly successful meeting in the hub last Thursday (October 29), as these demonstrate the passion and knowledge which we think is crucial if Unitec's council and senior managers are to make the right decisions about the proposed changes set out in the Sector Alignment and Blueprint.

The importance of retaining student services in-house
As those working closely with students, communities, and industries, we are absolutely convinced that Unitec must keep student services in-house and not to contract out these services which are vital for student well-being and success.

Academic and support staff currently work together to ensure that students are receiving all that is needed for them to succeed. These connections and collaborative working models take time to develop, and are achieved by hiring permanent and committed teams of professional staff. International models of out-sourcing of student support give rise to concerns that a very precarious workforce would be hired to carry out student support roles, and that their lack of institutional knowledge and connections to the academic team would be detrimental to students.

There is no evidence supplied to support the above statement "International models of out-sourcing of student support give rise to concerns that a very precarious workforce would be hired to carry out student support roles". Throughout the relook stage, the project team and Executive sponsor investigated outsourcing models both in Australia and New Zealand speaking both to service providers and tertiary organisations regarding their experiences. There was nothing to suggest that the outsourcing model was flawed.

The outsourcing tasks are predominantly administrative and will be the first point of contact. Specialised staff will remain in-house and students will be referred onto them for specialist support.

It is acknowledged that loss of staff, and the institutional knowledge they have is a significant risk to any organisation, whether this is through organisational restructures or regular staff turnover. Subsequently one of the key activities that is underway now is to document current and future processes and store them in a central knowledge management system. This work is underway now to ensure it is in place prior to the changes being implemented.

There will be no reduction of students' ability to connect face to face with staff in the new model. Relationships are a primary 'enhancement factor' that impact positively on student persistence and sense of belonging. As such we will be looking for ways to optimise this further, not remove it.

Keeping student services in-house will ensure that specialist needs of students overall and groups of students are met. In particular, we think close connections between support and academic staff is central to delivering a strong teaching and learning platform that properly recognises and implements Unitec's partnership agreement Te Noho Kotahitanga.

"Outsourcing core student services at Unitec poses real threats, including the threat of the services costing the institution much more than keeping trained professionals on the staff here."
Caroline Malthus, TEU Unitec Branch

There is no evidence to support the above statement "....poses real threats, including the threat of services costing the institution much more than keeping trained professionals on the staff here". Our in depth financial analysis and modelling suggests otherwise. There was no feedback received that presented or highlighted any possible changes to the data (quality of service, operational efficiency and the economic business case and risk management) or aspects of the business relationship with Concentrix that has significantly changed the underlying rationale for outsourcing to Concentrix. The option put forward in the Proposal for Change, that is to outsource to Concentrix, is still considered to be the preferred option because of the Concentrix ability to implement and provide services for Unitec students in short time frames, their ability to meet the fluctuating service resource demands and ability to achieve the required cost reductions.

Māori are partners in Unitec's future

As staff and members of the union we are committed to Te Tiriti o Waitangi and to models of teaching and learning which fully recognise the unique place of Māori as tangata whenua and the rights and responsibilities that flow from a Tiriti partnership relationship.

Given this commitment and the importance of considering the changing demographics of New Zealand, we want to see genuine opportunities for active involvement of Iwi, Māori staff, students, and whānau in decision-making at Unitec.

We are committed as staff to making Te Noho Kotahitanga a reality rather than empty rhetoric. To do this we need strong leadership from Council and senior managers about the importance of Māori voice, world-views, and practices on an ongoing basis.

The development of curriculum and modes of teaching that ensure Māori student retention and success must include consulting widely with and taking the advice of Māori including iwi, staff, students, Māori graduates and Māori business and organisations that employ graduates.

"It's crucial that Māori views are properly taken into consideration, and that Te Ao Māori wraps around decision-making. Otherwise we won't be doing the best by students and iwi."
Susan Watene, TEU Tumu Awhina

The Executive Leadership Team is committed to working with Māori staff in partnership to ensure that the Guiding Principles of Te Noho Kotahitanga are embraced and embedded in our ways of working together. We have been engaged in thinking around Māori Leadership at Unitec this year and working with the Dean Teaching and Learning, Mātauranga Māori and the Director, Maia, a brief was developed for Wally Penetito to speak with staff and stakeholders to help us answer the question:

How effective are governance and management in supporting Māori educational achievement?

Both proposals for change received a lot of feedback around the position of Māori staff, services, teaching and learning and research. The multiple viewpoints of staff have been read and taken on board and the ELT have also attended a presentation given by a group of Māori staff on 'what was not in the proposals'. All this feedback is being considered, and to find the best solutions more time is needed to understand how this and the other elements all weave together. This will include a number of engagements with staff to co-create the future way of operating.

There is as always, an ongoing commitment to the Maori Success Strategy and Pasifika Strategy to meet the needs of our students.

The importance of leadership roles

Programme leaders, Curriculum leaders and HODs are both discipline advocates and academic leaders and these staff are crucial to the future success of Unitec. The proposed changes put forward by senior management with regard to academic leadership roles fail to recognise the amount of critical work that needs to be done by these leaders.

The position descriptions for the new roles have been developed by mapping the responsibilities of all existing roles. There have also been conversations with Programme Leaders and checking of responsibilities with some current incumbents.

In order to help develop a sound leadership approach for Unitec, we suggest the project team shadow HODs, programme leaders and curriculum leaders for a week during the teaching semester to identify the range of work that they do. This would help develop the sound understanding that is currently lacking of how these roles are vital contributors to student success and the viability of Unitec as an institution.

If there is to be a change in the roles and positions heading up academic units, there must be work done to ensure workloads are sustainable, that specialised programme knowledge can be retained, and ensure any leaders have a strong understanding of the day-to-day operations of the unit or department.

"Programme leaders & Curriculum leaders, together with teachers, are the interface of teaching and learning at Unitec. By removing PLs & CLs there is a risk that academic quality control as well as the day to day running of programmes will be compromised."
Judi Simpson, Unitec TEU member

We also see a strong opportunity to develop more collegial and effective modes of engaging and operating at Unitec. Currently there is a real separation between senior management and academic staff which results in staff talking in separate groups, and much talking past each other. Communication between senior management and academic staff is consistently reported as poor and this needs to be addressed. A good organisational change proposal would reduce the separation between senior managers and other staff, building a strong and robust culture of collegiality, academic and pedagogical debate and distributed leadership.

Both proposals are premised on collaborative and networked ways of working. This will be supported by avenues of communication both formal, such as programme committees and informal avenues such as communities of practice.

We are keen to work closely with senior management to find ways to involve academics and support staff into decision-making structures so that their voices are fully represented. Stronger policies, processes, and modes of working will occur if the knowledge and expertise of staff is fully integrated into the decision-making at Unitec.

Getting the right leadership in place is vital. In particular it is considered that Unitec would benefit from a wider range of more specialist skills around industry engagement, academic leadership and resource management, and the proposed operating model will deliver this.

There will be a comprehensive professional development programme for all new leaders. The Knowledge Management System will contain programme specific information to allow all staff to provide consistent information. Currently, the dependency on individuals' results in inconsistent information and delays and presents a risk to the organization should staff move on.

The proposed structure moves away from silo based Departments with single point decision making to multifunctional leadership teams comprising Deans, GMs and HOPPs. This encourages wider engagement and broader consideration of different perspectives in decision making. In addition to this operational structure, cross-institute communities of practice for all Deans, all GMs etc will be operating and they will pull in the other functional GMs including GM Decision Support and GM People and Culture to consider ways of taking advantage of cross-institute opportunities and promote connected ways of working.

There currently exists regular meetings with both TIASA and TEU and these will continue as long as both parties agree. Staff engagement plans have been designed for the development of phase 2 of both projects.

A distributed leadership model and one which places high trust in staff will provide significant dividends for Unitec as an institution and its students. Research clearly shows that professionals work best under high-trust models of management and organisation. Unfortunately there is a misguided and poorly evidenced based approach in the proposed sector alignment and blueprint documents that there is a need for costly and time consuming monitoring and control systems. Any positive future for Unitec will be one where monitoring, control and evaluation is kept to a minimum - so that there is a positive working climate in which staff responsibility and autonomy is recognised and supported.

The proposals include KPI's for positions in the new structure. These KPI's are consistent with our Educational Performance Indicator commitments in the Investment Plan and the Maori Success Strategy and Pacifika Strategy. There is a difference between trust and reporting achievement. A project is currently underway to provide the required reporting in a cost and time efficient manner.

Distributed leadership would also recognise the importance of having managers who are closely connected to the teams they are leading. Institutional knowledge and industry specific knowledge for the areas of expertise Unitec staff specialise in is necessary for strongly functioning programmes. As such it is important to have integrated programme leaders and heads of department, who are working side-by-side with the academic and support teams.

There is a need to improve the culture of debate, critique and discussion at Unitec. There is a general sense of lack of trust or faith in current management with many comments about lack of consultation and sudden changes that seem driven by little more than impulse. Added to this Unitec as an institution over the last years has been very poor at learning from its mistakes - with the senior management team appearing to support a culture where dissent, disagreement or criticism is silenced rather than used. A new culture of open inquiry, debate, and review is crucial for the success of Unitec staff and students in the future. One of the tests for future relationships will be how fully management and council deal with the strong and consistent critiques of both the sector alignment and blueprint.

The strategic plan clearly defines the direction for the future of Unitec. This direction has been communicated on many occasions with staff and each of the past, current and future proposed changes is clearly aligned with this direction.
Both the current change projects had been in the development stage for many months. The discussions with staff regarding the Blueprint have been ongoing for almost 2 years and the

Sector Alignment discussions have been ongoing for over 12 months.

Change projects are evaluated and the lessons learnt taken into the next project, this will continue to be the case, evaluating both the process of change and monitoring achievement of the desired outcomes.

Management has stated that Programme leaders and Curriculum leaders will become 'surplus to requirements'. Yet no one from management, nor anyone representing management, has actually sat down with PLs and CLs to find out what we do on a daily basis. Therefore saying we are 'surplus to requirements' is a statement utterly devoid of any real meaning. PLs and CLs not only oversee the academic aspects of their respective programmes, but also provide the necessary pastoral support and academic and career counselling that students appreciate so much. That is part of the reason students love studying at Unitec. PLs and CLs are experts in their respective fields. They understand how to best educate our students and prepare them for work. Management's approach is simply not evidence based - rather it is a reckless approach that will endanger the continued viability of our programmes.
Wei Loo, Unitec TEU member

See above comment on roles of PL's and CL's.

Well-resourced teaching
There is always room for improvement in the way an institution operates and in the teaching and learning approaches taken by staff. What is important for the long-term stability of Unitec is to build on areas of strength. There are a number of well-functioning areas in Unitec with strong results for students, communities, and business. We would like to work collaboratively with the Council and senior managers to identify best practice and to find ways to share this best practice.

The proposals as they currently stand represent a high risk strategy of completely rearranging all departments, even those that are well functioning. There is a very real danger of damaging the very areas of Unitec that most contribute to its reputation for excellence. A more considered approach, which will improve Unitec's teaching and learning, is to build on our strengths and learn from the areas of Unitec that are already high performing.

There is no intention to abandon practices that are demonstrably focused on delivering outcomes that will continue to be valued by stakeholders, although the way these are organised may change to optimise opportunities. The proposal for change for Sector Alignment is about creating collaborative and networked ways of working. The new HoPPs will work in a shared leadership and management model with GMs Benefits Realisation and Industry Workforce Development, Academic Services and Deans Innovation and Development. The proposal is phased, however to achieve collaborative networked ways of working requires all current departments to be operating similarly under the same structure. The changes being implemented do not intend to ignore good practice already operating in some areas.

With regard to the emphasis on changes needed due to technological advancement technology is a tool and should never determine our teaching and learning approaches. Purported efficiency gains from technology need to be carefully balanced against what is known to be best teaching practice.

Technology is a tool that supports teaching and learning and our services to students.
It should be noted that new teaching and learning models are not about removing face-to-face interaction; they provide a balanced approach across multiple mode of delivery that moves away from "one-size-fits-all".

As staff we are committed to finding the right mix of teacher facilitated learning, self-directed learning, on-line and blended learning modes, and one-on-one instruction and advice. We are also committed to ensuring decisions that determine curriculum and modes of teaching and learning are

based on the efficient delivery of sound pedagogy rather than just financial drivers or swings of fashion in teaching.

The learning and teaching models adopted by Unitec were developed through extensive research and engagement with staff. They are published in the booklet Learning and Teaching at Unitec Institute of Technology, which also includes sections on curriculum characteristics and principles of learning and teaching. The models themselves were not subject to financial scrutiny prior to being adopted and it is rejected that they are a product of 'fashion'. Decisions about individual courses are made in relation to student need and pedagogical integrity, and are informed, as always, by resource considerations.

As an institution committed to quality vocational education and training, a strong commitment to maintaining face-to-face delivery is crucial, many staff have commented that while this is important overall, it is particularly critical for Maori.

There can never be one-size that fits all because needs vary, but as a very general principle it is acknowledged that face-to-face learning experiences in flipped classrooms provide a strong platform from which to launch both on-line and work-based learning. It needs to be noted nonetheless that off-site work- and community-based learning (including in Maori settings) is also face-to-face, and that on-line learning is not incompatible with quality teacher-student engagement.

Changes to teaching and learning will need to be undertaken in a staged manner, in part because there is a need to upgrade technology and infrastructure to cope with new modes of delivery. For instance, currently there is often insufficient bandwidth for students to use 'bring their own devices'; very slow and outdated computers; and in many teaching spaces projectors that do not work well.

The Technology Strategy provides a clear road map for the implementation and refresh of technology to support teaching and learning. A number of presentations were held conducted by the Executive Director, Strategic Property, the Dean Teaching and Learning and the GM Information Services to describe how the three areas are working closely together to integrate all new projects to enable students to have the best opportunity to access resources.

This is acknowledged. Expectations of students would be very unfair if they lack access to the resources needed to engage in the required learning and assessment activities

Some staff will also need additional time to look at their modes of delivery, critique whether the approaches are relevant, and where needed learn new approaches. It is important to take time as an institution to discuss the evidence around blended and on-line learning modes; the latest approaches to student-centred tertiary education; and so on. As such, any workloads model must include proper time for staff to engage in learning opportunities and collegial debate about modes and styles of delivery.

This is agreed, and it is noted that teachers are increasingly taking advantage of the professional development opportunities that are being provided – for example, participation in this year's Teaching and Learning Symposium saw the highest ever number of staff participate. Also, as an applied learning institution, we need to ensure that our teachers are supported to engage with change by doing and by reflecting on and in action.

The implementation of new Teaching and Learning models is accompanied by capability building initiatives related to the Practice Passport.

The importance of specialist teams focused on industry
Many staff commented on the assertion by the SLT that industry wanted the changes being proposed and that these changes would better support the needs of industry. There was almost no support or agreement with these assertions by the SLT. Many of the departmental submissions

commented on their extremely strong relationships with industry; and argued that in fact most discipline specific staff are in fact from industry and retain strong links. Again the comment was made that the SLT appeared to have done very little on the ground enquiry as to the nature of relationships with industry. Inquiries by staff to industry were not able to determine who had been spoken to. Staff are very concerned that large-scale changes are being proposed on almost no evidence base.

Members of the ELT met with a large number of Industry bodies prior to the development and release of the proposal for change.

Overall there was strong support and encouragement for the transformational direction that Unitec is taking. Our external stakeholders have overwhelmingly encouraged the direction we are taking as evidenced in recent market insights. Recent examples which have impressed our stakeholders include the construction and infrastructure road map, digital and collaborative learning, police studies, design, and health and social development. This is a starting point and needs to move more quickly and efficiently to bring the academic portfolio in line with all our industries and communities needs.

We think it is important to undertake a mapping exercise within Unitec to determine the extent and range of existing relationships with industry and develop strategies to support these relationships. Strong external relationships with industry are crucial to the success of our students and the institution as a whole. Many staff already have strong personal relationships with professionals in their own industry or sector, and these must be built on.

In early 2014 a three year stakeholder engagement project was initiated at Unitec. Currently we have completed the first year of implementation which has included the mapping of 70% of all stakeholders, prioritisation of a number of these groups and active management through action planning. This process includes working with teams to facilitate and develop their thinking and provide a toolkit to enable them to better manage and facilitate their relationships. We are currently scoping a CRM system and will be continuing with our institutional rollout in 2016. All KPIs for this project have been met or exceeded to date.

To ensure strong specialist teams that are connected to industry, Unitec needs to make sure there is space in busy workloads for Unitec staff to build and maintain relationships. This is best done directly between tutors/teachers and their professional communities.

All staff will continue to have connectivity with industry and we do not anticipate that the current excellent relationships staff have with peak bodies will change. However, we are transforming into an organisation that relentlessly focuses on achieving outstanding outcomes for learners and equipping them for successful futures in employment or entrepreneurship. At the heart of our transformation is reframing the ways we engage with our external stakeholders, communities and employers. We have a long history of engagement with these partners and as a result have formed a range of productive relationships. However, the aspirations of our transformation agenda has intensified our need for new and different partnerships that go well beyond the traditional model/s we have utilised in the past. We need to be pioneering new and deeper partnerships that challenge the status quo and take us into new industries and disciplines.

We need authentic partnerships which have deep professional connections, trust, and an understanding of shared benefits so as to seamlessly bridge the cultural divide which exists between us and our stakeholders.

Overall staff are keen to collaborate with other departments and disciplines where this is to the benefit of students' learning and reflects common interests and natural points of alignment. It is clear from submissions on the Sector Realignment proposal that collaboration is already happening and is effective as it stands now. However, it is important that such collaborations develop somewhat organically if they are to be productive. We believe there is also a need to ensure that funding modes and accounting for expenditure do not cut across natural collaborative lines.

We agree that where collaboration is effective across the organisation this is happening however this depends on the enthusiasm and good will of some staff members and it is essential that we enable this to happen for all staff by ensuring that we have the right leadership and management models in place and that we have a collaborative and networked operating model

I am deeply committed to Unitec and I firstly identify myself as a professional in the industry I come from and secondly as an academic. I do this because our students need teaching teams to have our hearts and mind invested in the values and perspectives of what we teach. Anything that waters down our professional identities by suggesting that anybody can teach anything harms student learning and harms the industries they are entering.
David Kenkel, Unitec TEU branch member

The importance of research to improve teaching and learning
Research is an important component of the work of academic staff at Unitec – it allows them to remain connected with innovations in their own sectors and industries, and to contribute to advancements in technological and knowledge generation. If Unitec is to be an innovative leader in industry and skills training, then

it is crucial that workloads of individual staff and the structures of programmes allow for the release of staff from teaching to do innovation, research or engage with industry. We are keen to work with the Unitec senior leadership team to ensure that any future workload model acknowledges the importance of research within academic teams.

A TEU representative along with other academic staff have been invited to join the stakeholder group of the workload project team.

Concluding remarks
TEU members at Unitec are committed to their students, to teaching and learning, and to ensuring that staff get a fair deal. We are willing to work with the senior managers and council to ensure Unitec continues to provide quality tertiary education, and of course to find ways of improving all that we do.

However, the proposed changes in the Blueprint and Sector Realignment are not workable and pose many risks for the institution. We urge council to consider taking further time to consider the best way forward and to make sure that staff views are at the heart of any strategic planning.

Staff want more conversations held into what works well at Unitec and how all can build on these strengths. These must be conversations which have real impact on outcomes.

As well as recommending a more thorough involvement of staff in strategic planning, TEU staff at Unitec believe Council must take time to look at the latest staff survey results.

The staff survey (which is very shortly to be completed) represents a unique opportunity for the Council and senior management team to determine whether the institution is in a healthy state to undertake the comprehensive proposed changes by viewing an up to date snap shot of staff perspectives on a range of issues critical to Unitec's well-being.

As it stands the results are proposed to be released in 2016, we believe that this is too late and that it would be risky in the extreme for this vital information on the health of the institution not to be viewed now. Consequently, and in the interests of enabling effective change, we ask that Council instruct the senior management team to release a preliminary analysis of the data as soon as the survey is completed.

As soon as the analysis is completed, it will be released to staff. It is expected that high level results will be available in December. More detailed reports, including departmental level will not be available until January.

Again, many thanks for this opportunity. In TEU's Blueprint for Tertiary Education we assert the importance of ensuring all decisions being made by and for the sector ensure the whaioranga for those who participate in the sector – the total wellbeing of all students and staff. We believe that an ongoing commitment to collegial governance and distributed leadership at Unitec is the best way to ensure the protection of mana atua and mana tangata.

TEU's Blueprint also sets out our deep commitment to a coordinated, unified, independent tertiary education system, accessible to and affordable by all, as a public good and at the public's cost. This approach will result in a system which:

- makes a contribution to social, as well as economic growth of the nation;
- ensures individuals are equipped to participate in society and which allows society to benefit from the strength and vitality of this involvement; and,
- is able to deliver the appropriate range of tertiary education opportunities building on the skill, aptitude and knowledge levels of students in all regions and communities. It must provide a vibrant network of institutions to ensure that all individuals can participate in tertiary education.

Unitec staff are committed to working with Council and senior managers to continue to make Unitec a part of a dynamic and vibrant publicly owned tertiary education system.