

Staff Thinktanks Feedback - 8 & 9 August 2017

Number	Details	EER Workstream or General/Collective Activity	Date
1	Recognise that success is not just a grade - holistic view of success	Student Voice and Engagement	8-Aug
2	Happy Students who are curious, engaged and wanting to learn	Student Voice and Engagement	8-Aug
3	Moderation processes, monitor visits, evaluations, accountability	Course and Programme quality	8-Aug
4	Ensure six KEQs are clear to everyone	EER Project Management	8-Aug
5	Our programmes are sought after, recognized nationally and internationally	Academic Portfolio Framework	8-Aug
6	Students who are confident and competent learners are those who can pass and go on to successful further study.	Student Voice and Engagement	8-Aug
7	Have innovative and future focused graduate profiles that we work towards students needs	Academic Portfolio Framework	8-Aug
8	Need consistent/communicated academic quality systems/process	Course and Programme quality	8-Aug
9	Need admin support in programmes to help with process	Academic Operating Model	8-Aug
10	Teachers have access to technology that works when it is pedagogically appropriate.	Teacher Capability	8-Aug
11	What does success in academic quality at Unitec look like?	EER Project Management	8-Aug
12	Academic admin is embedded within pathways/programmes	Academic Operating Model	8-Aug
13	Clarity of rules regulating QA process	Course and Programme quality	8-Aug
14	Teachers have good affective environments to work in, e.g. rooms that technology that work.	Teacher Capability	8-Aug
15	A trusted and respected provider. We are all accountable guardianship of our professional practice. Gaining the trust of our external partners, TEC, NZQA, industry schools etc. We have to earn trust.	Staff Engagement	8-Aug
16	Ensuring our quality remains. World leaders in applied, contemporary learning & teaching. Continue to advance, keep innovating, keep pushing the boundaries.	Course and Programme quality	8-Aug
17	ALS able to lead without being over-loaded with admin	Academic Operating Model	8-Aug
18	100% moderation results (NZQA), unit standards	Course and Programme quality	8-Aug
19	Moderation is robust and lecturers know what/why/how	Course and Programme quality	8-Aug
20	Students gain employment in good quality jobs	Stakeholder Engagement	8-Aug
21	Recognised for innovative and proactive teaching and learning	Teacher Capability	8-Aug

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22	Success for Maori/Pacific students, how is success viewed?	Maori Success	8-Aug
23	Quality learning is clearly stated and recognised by all our teachers.	Course and Programme quality/Teacher Capability	8-Aug
24	Need pastoral care for international students at institutional level or those with good process shared.	International	8-Aug
25	International students academic integrity	International	8-Aug
26	Aligning entrance qualifications/making it appropriate for what the student will study.	Course and Programme quality	8-Aug
27	Institutional stance on quality in blended learning, essential to be clear about/articulate what that looks like	Teacher Capability	8-Aug
28	Knowing why we do, what we do and when we don't do it that we have a plan to do it - forward thinking. Strong preparation for people to understand the process.	Staff Engagement	8-Aug
29	Valued, motivated staff = valued, motivated students	Staff Engagement	8-Aug
30	Appropriate balance between formative and summative. Alignment of assessment to learning outcome.	Course and Programme quality/Teacher Capability	8-Aug
31	Current and appropriate resource and content	Course and Programme quality	8-Aug
32	Effective, resourced pastoral support for students. Staff need time for this!	Student Voice and Engagement	8-Aug
33	Staff with demonstrative expertise (esp for postgrad)	Teacher Capability	8-Aug
34	Consistent institutional goals	General	8-Aug
35	Guided pathway (avoiding too much flexibility); coherent programme design; Crafted educational pathways vs flexible educational roamings	Course and Programme quality	8-Aug
36	Closing of the feedback loop, solution focussed	Academic Operating Model	8-Aug
37	Highly trusted and transparent quality assurance - culture of care	VBL	8-Aug
38	Carefully balanced standardised & evaluative narrative reporting process	Course and Programme quality	8-Aug
39	High quality/high demand graduates	General	8-Aug
40	NZ MOE vision "Maori Ed Success - as Maori"	Maori Success	8-Aug

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41	Nurture student identity and their ability & confidence to make meaningful contributions to their whanau, hapu, iwi communities	Student Voice and Engagement	8-Aug
42	Clear process for review and action, clear accurate data	Course and Programme quality	8-Aug
43	More quality workers, less managers	Academic Operating Model	8-Aug
44	Providing more national and internationally programmes & qualifications	Course and Programme quality	8-Aug
45	Clear ownership of process; accessibility to centralised information; better management	Course and Programme quality	8-Aug
46	Transparency and clarity of responsibilities, more opportunities offered	Academic Operating Model	8-Aug
47	User-friendly software (students & staff)	Academic Operating Model	8-Aug
48	Staff development opportunities	Staff Engagement	8-Aug
49	Better communication (especially in times of change)	Staff Engagement	8-Aug
50	More or better use of resources	Academic Operating Model	8-Aug
51	Ethics	VBL	8-Aug
52	Better collaboration, clear policies	Academic Operating Model	8-Aug
53	All staff should be knowledgeable about international student code of practice (pastoral care)	International	8-Aug
54	Improved opportunities for contact between students from different programmes/pathways, e.g. clubs	Student Voice and Engagement	8-Aug
55	Strong student voice, student evaluation, student voice in prog with course design	Student Voice and Engagement	8-Aug
56	Student pub	Student Voice and Engagement	8-Aug
57	Progression data/progression success (from programme to programme)	Course and Programme quality	8-Aug
58	Better/well managed programmes, re-instate programme committee	Course and Programme quality	8-Aug
59	From student perspective, consistency & transparency in systems & processes e.g. SAC, academic integrity, misconduct	Academic Operating Model	8-Aug
60	Balance between full-time tenured & part-time contract	Staff Engagement	8-Aug
61	Effective teaching & performance management & PD support	Teacher Capability	8-Aug
62	Balance between industry content (using IP) & capable teaching	Course and Programme quality	8-Aug
63	Demonstrated employability	General	8-Aug

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64	Short term course programme completion + CSR	Course and Programme quality	8-Aug
65	Kaupapa - commitment to TNK. Well defined acknowledged and practiced by all Unitec staff	Maori Success	8-Aug
66	Recognition of academic staff as being best in their community of practice	Staff Engagement	8-Aug
67	It looks uneven now, we need institutional standards for moderation	Course and Programme quality	8-Aug
68	Engaged student & communities	Staff Engagement	8-Aug
69	Lots of ideas at the top. How do we know that it will work?	Staff Engagement	8-Aug
70	Success in academic quality looks like: 1. The success, pass, retention rate is consistent, amongst student of all cultures, ethnicity (Maori, Pakeha, Pacific, international etc) 2. The retention of staff is stable. 3. Student get employment in the job they are trained to do. 4. Student support is strong and available in academic development and pastoral care.	General	9-Aug
71	Academic quality is 1. Process are followed and completed thoroughly; 2. Lectures ensure courses are moderated (each assessment) and results discussed with the internal moderator to assess fair assessment re wording etc and that they relate to the learning outcomes; 3. Staff being able to do their job rather than having to cover for Generals or due to rigid one size fits all policies and processes across Unitec. 4. Administration works to support lecturers rather than dictate. 5. Ensuring graduates are competent for the job and this might mean many students don't make it - these students have options to pursue General courses.	Academic Operating Model	9-Aug
72	Important to ensure students are enrolling on the right courses. Students seem to be not getting the correct advice about courses and making decisions with wrong or minimal information. They then drop out and fail courses. Students need to be able to talk to the real people and not just enrol on line.	Enrolment project	9-Aug

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73	Greater use of Echo 360. Using Echo 360 effectively and consistently across the campus and across both campuses. This is a great tool for students with disabilities and international students as well as all students.	Teacher Capability	9-Aug
74	Part of student productivity and success would be enhanced with more support/input re transition and employability from careers	Student Voice and Engagement	9-Aug
75	Visibility and access to careers team for support and consultation for students/staff on behalf of students who have enrolled on "wrong course" and need help and career directional.	Student Voice and Engagement	9-Aug
76	Clear and consistent processes communicated to all staff not just academic leaders	Staff Engagement	9-Aug
77	One process in place - no more unnecessary change! When a new person joins the team, we don't need to create a new form!	Academic operating Model	9-Aug
78	Less focus on technology more focus on people skills both in courses and in management processes. Ensure that staff engagement process are collaborative and productive.	Staff engagement	9-Aug
79	Clarity of expectations of tasks and provision of resources to support the achievement of that	Academic Operating Model	9-Aug
80	High turn-over of staff can affect quality - fixed term staff not at Unitec long enough for quality to be guaranteed e.g. course development; job security not guaranteed; low staff morale	Staff Engagement	9-Aug
81	Workload of staff, e.g. teachers have had to take on General tasks because support has diminished	Academic Operating Model	9-Aug
82	Reduction in space (teaching space) will impact on quality e.g. more students than the capacity of a room	Academic Portfolio Framework	9-Aug
83	Diminishing enrolment numbers; enrolment process "keep it simple"; concentrix role; retention of staff	Enrolment project	9-Aug
84	Delivery of programmes - impact on quality of teaching; lost of quality teaching staff	Course and Programme quality	9-Aug

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85	Drop out support staff e.g. admin, not enough support for teaching staff	Academic Operating Model	9-Aug
86	Technology can actually teach students vs face to face interaction; questioning and interaction in teaching	Teacher Capability	9-Aug
87	Lack of physical space Building 510; lack of delivery space to teach students	Academic Portfolio Framework	9-Aug
88	How the classes are scheduled? Level 6 papers taught in 4 weeks. How is this possible?	Course and Programme quality	9-Aug
89	Success of quality includes support of staff and students know what the policies and procedures are and how to implement them	Staff Engagement	9-Aug
90	NZQA ask for teacher qualification and experience. Lecturers should be qualified in area of teaching also expertise	Course and Programme Quality	9-Aug
91	Review and update all course related materials ie regulations, handbooks etc	Course and Programme quality	9-Aug
92	Improving staff satisfaction ie review of casual contracts; sharing success stories e.g. courses/programmes doing well; student success committees made up of academic and support staff. Meeting regularly to share ideas/suggestions/problems	Staff engagement	9-Aug
93	HR process - update website to current status of staff detail; Unitc telephone system	Operations	9-Aug
94	Programmes/graduate profiles that cater to needs of industry	Academic Portfolio Framework	9-Aug
95	Sharing the research achievement, publication, conference, presentation with wider groups at organisational level	SALT (Senior Academic Leadership Team) collaboartion	9-Aug
96	Roles & responsibilities of ASC: Overseeing academic quality "being a point of contact and go to for advice, resource, etc	EER Project Management	9-Aug
97	Uniformity or effective support systems across Unitec e.g. academic quality - grade ratification, moderation, cross credits	Course and Programme quality	9-Aug
98	Lack of awareness of roles and responsibilities in some supporting areas eg ASC and their work to individual programmes.	Academic Operating Model	9-Aug

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Number	Details	EER Workstream or General/Collective Activity	Date
99	Increased and flexible training for staff in using online systems	Teaher capability	9-Aug
100	HR - competitive salaries to increase - choices in academic staff recruitment; consistent workload modelling	Workload Model development	9-Aug