



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

University of Waikato
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Cycle 5 Academic Audit Follow-up Report

The Academic Quality Agency for New Zealand Universities (AQA) released its Cycle 5 academic audit report on the University of Waikato on 4 December 2015. The report made 11 recommendations, seven affirmations and five commendations.

The University reviewed the recommendations and agreed that changes are warranted in respect to all the areas mentioned. During 2016, therefore, practices and processes were put in place to address the recommendations and realise the affirmations. Part of this process included the identification of those responsible for each recommendation and affirmation. Action plans were developed by each person designated with these responsibilities in consultation with their relevant faculties/divisions/ areas.

This report is intended to inform the AQA Board of the progress that the University of Waikato has made to date in relation to each of the recommendations and affirmations made by the audit panel in the Report of the 2015 Cycle 5 Academic Audit of the University of Waikato - Te Whare Wānanga o Waikato. It also outlines proposed plans in areas where action is yet to be realised. The information has been presented in a table, which addresses the 11 recommendations first, followed by the seven affirmations.

A handwritten signature in black ink, appearing to be 'N Quigley'.

Professor Neil Quigley
Vice-Chancellor

10 March 2017

University of Waikato Cycle 5 Academic Audit
One year follow-up report on Recommendations and Affirmations received

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| Audit recommendation 1 | <p>The Panel recommends that the University reviews those institutional academic practices for which faculties, schools and departments currently have responsibility in order to identify instances of inconsistency or inequity and to identify good practices which might be shared; and that the University develops institutional policies, procedures and/or guidelines which ensure that practices facilitate consistent quality of support for staff and students, particularly with respect to:</p> <ul style="list-style-type: none"> • Provision of academic advice to currently-enrolled students; • Appeals and academic grievances; • Management of academic integrity; • Support of priority groups of students; • Identification and support of students at risk of under-achieving; • Follow-up of student feedback on student engagement; • Staff induction and workloads of staff new to academic work. |
| Person/s responsible | <p>PVC Teaching and Learning – Dr Tracy Howell AVC Student and Information Services – Michelle Jordan-Tong AVC Communications, Marketing and Engagement – David Craig PVC Māori – Prof Linda Smith</p> |
| Response | |
| <p>The University understood that this recommendation was about being able to build confidence that an optimal structure is in place to ensure that there is central oversight and clear communication across the institution with respect to the seven areas lists. When the audit site visit was conduct in August 2015, the University was in a process of change in relation to the senior leadership team. The changes to the structure were to ensure there are clear lines of delegation and responsibility for various different aspects of University process. With respect to ensuring clear line of delegation, the University undertook a significant amount of work in the seven areas listed above with a view to strengthening and streamlining processes across the institution. These initiatives are as follows:</p> | |
| Action Plan steps | Completion date |
| <p>Provision of academic advice to currently-enrolled students</p> <p>The Communications, Marketing and Engagement (CME) division along with Information Technology Services (ITS) worked on, and are continuing to work on, various web systems to provide accurate, relevant and timely information to prospective and current students. This will assist in the provision of consistent quality support for staff and students with respect to all of the items identified. Specifically, consistency of quality of experience will be addressed through Waikato’s new public facing website project (underway) and upcoming projects to improve the staff and student web portals. The University launched phase one of its new website in September 2016. The objective of phase one was to improve the user experience for prospective students and their career advisers across the board Improvements and upgrades to other sections of the website will occur in subsequent phases over the next 12 months.</p> <p>Applicant Day was an initiative first launched in 2015 and designed for prospective students, applicants and their families to receive guidance on their study options and complete their applications on the day. This also included a process to fast-track students to enrolment. This day was highly successful measured by the number of conversions from application to actual enrolments on the day itself.</p> | <p>Phase 1 completed Full competition by August 2017</p> <p>Completed</p> |

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| <p>The University has invested in a new student management system (SMS) with a planned go-live in May 2018 with further incremental releases of functionality through to 2020. The new system will hold a far more detailed map of the curriculum than is currently possible with the incumbent JADE system. It uses the concept of a 'diet' to ensure that the available paper choices for a given programme and the rules that govern the number of those choices and the relationship between them are clearly articulated and validated at the time a student selects papers. In future students will be able to select their papers online, guided by the rules defined in the system. This will facilitate automatic programme approval in the majority of cases. This will allow staff more time to devote to those students requiring additional support.</p> <p>The University is also in the process of further centralising admission and enrolment processes. An enrolment pilot took place for B semester recruitment cycle this year. It commenced in May 2016 and concluded at the end of July 2016 and focused on undergraduate admission. A phase 2 project commenced in September 2016 and will conclude in April 2017. Phase 2 will see all taught programme admissions processed centrally and paper selection for new students being supported centrally through a dedicated team ensuring clearer lines of communication for students new to the institution. Faculty support will be limited to referrals from the central team where their expertise is not sufficient to be able to support the minority of new students that have very specific requirements or whose programme choices may be non-standard.</p> <p>A project has also been initiated to review the centrally managed web pages for the Student Services Division. This project seeks to rationalise and improve the web pages available to individuals both external and internal to the University. It will adopt the new technologies, search facilities and standards defined in the corporate web project that the university is currently undertaking.</p> | <p>Phase 1 – 2018 Full completion by 2020</p> <p>End of 2017</p> <p>March 2017</p> |
| <p><u>Appeals and academic grievances</u></p> <p>In February 2016 the University embarked on a review of its committee framework with a view to ensuring that appropriate staff could make decisions where they have the authority to do so without having to get approval through layers of committees. The aim was to ensure that committees have the right constitutions and terms of reference to best meet the University's needs, and that the University can respond nimbly while still maintaining high quality standards. This review included proposals to change the way the following committees were formed and managed their business:</p> <ul style="list-style-type: none"> • The Admission Appeals Committee • The Special Consideration Committee • The Student Discipline Committee <p>It is proposed that the Admission Appeals Committee and the Special Consideration Committee be disestablished, with appropriate processes put in place instead to allow timelier processing of applications and appeals, and to free up staff time from unnecessary service on committees.</p> <p>The Student Discipline regulations and processes are being reviewed with a view to separating academic misconduct from behavioural misconduct, moving responsibility for behavioural misconduct to the Director of Student Services. Focussing on proactive education around academic integrity rather than reactive disciplinary procedures will also be part of both the review of the Student Discipline Regulations and the implementation of core disciplinary foundations papers in all Waikato degrees under the Curriculum Design Framework. The role of the former Student Discipline Administrator has been renamed and reshaped as the Academic Integrity Adviser to reflect this proactive approach.</p> <p>All academic appeals and student discipline related processes will remain as centrally co-ordinated functions, which helps Waikato ensure consistency of process and parity of outcomes.</p> | <p>2017</p> |

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| <p><u>Management of academic integrity</u></p> <p>It was proposed under the review of the committee framework that the Student Discipline Committee be renamed the Academic Integrity Committee, and that it have an advisory capacity to the Deputy Vice-Chancellor Academic. Along with responsibility for acting on complaints of behavioural misconduct the committee will also be tasked with overseeing and making recommendations on academic integrity developments across the University. This relates to the review of the Student Discipline Regulations and the Student Discipline Committee as noted above.</p> | 2017 |
| <p><u>Support of priority groups of students</u></p> <p>To support priority groups at the University, the new University Strategy has committed to establish a practical programme to ensure that the University increases the proportion of its academic staff who are Māori or Pasifika through the creation of pathways to academic careers. The University is also considering the development of short courses that provide a larger group of staff with the opportunity to improve their understanding of te reo Māori and tikanga Māori. A new 100-level paper, REOM101 Conversational Māori for Absolute Beginners, has been introduced for S and B Semesters in 2017, and has been promoted to staff as well as externally.</p> <p><u>Māori</u></p> <p>In 2016, the University piloted a programme called ‘Focus on First Year’ experience. The programme aimed to improve outcomes in especially low performing papers by Māori students through strengthening Faculty engagement with the Māori student achievement and mentoring units. This initiative included:</p> <ul style="list-style-type: none"> • Appointment of a Senior Māori mentor based in the PVC Māori Office who works with Faculty mentors. • Assignment of the role of Academic Champion for Māori achievement to a senior academic in each Faculty. • Establishment of Faculty based Māori Strategy Committees to take responsibility for the <i>Māori Advancement Plan</i>. <p>In addition, a new group has been formed, made up of central staff responsible for student support which includes representation from Māori mentors, the Student Success Team and Student Learning. The group aims to share good practice and facilitate better coordination of services.</p> <p><u>Pacific</u></p> <p>Pacific Student Support - 2016 offered an opportunity to re-shape the dedicated central support services provided to Pacific students. The Pacific Student Success Coordinator began her role in April 2016 within the new Student Services Division, Student Success Group. With a focus on supporting the Government and University strategies to improve outcomes for Pacific learners, we adopt a pan-University approach; working with staff and students to improve participation, retention, academic achievement, and graduate outcomes.</p> <p>As part of Waikato’s commitment to increasing Pacific student participation and achievement rates, the Pacific Student Success Coordinator works with staff across the University to coordinate and develop targeted initiatives and activities to support Pacific student achievement and retention. A core focus for 2016 was increasing the participation of Pacific students, and a monitoring system was put in place in Facilities to identify at-risk students who were then targeted for additional support.</p> <p>The focus for the Student Success Group in 2017 is to continue the work to increase the participation of Pacific students in the activities and support services provided on campus. The new Pacific Space, due to open in A Semester 2017, will be a valuable addition to developing a whole-community approach, encouraging students to support each other, and a develop sense of belonging. Working in collaboration with the Faculties and other central support services, a key focus of the support initiatives will be the highest risk students: 1st year, female, and previous low-</p> | <p>2018</p> <p>Completed - Pilot programme ends Dec 2016.</p> <p>Completed 2016</p> <p>2017</p> |

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| <p>achievers. The Student Success Group will also be developing a support programme for postgraduate students as well as profiling these students to encourage other Pacific learners to consider research pathways.</p> <p>With the support of TEC, the University hope, next year, to trial a hot-desking arrangement with a staff member from the Ministry of Pacific Peoples. Working mainly with the Pacific Student Success Coordinator, the aim of this initiative is to significantly grow our community engagement, networks, and knowledge of how to best support Pacific learners.</p> <p>In addition, the University is reviewing it <i>Pacific Plan</i>. As part of the review of the <i>Pacific Plan</i>, an advisory group to the Deputy Vice-Chancellor Academic has being proposed. The membership of this group would include not only staff and students of the University, but also representatives from the Waikato Pacific community.</p> <p><u>Prospective Students</u></p> <p>The Communications, Marketing and Engagement (CME) Future Students team is developing specific recruitment plans for all prospective students including actions targeting priority groups of students, particularly Māori and Pacific school leavers. The Future Students team will continue to develop the work being done with schools and Kura where there are high numbers of priority group students and build strong links with these schools through greater interaction, events and support for Māori and Pacific learners. Various surveys and market research are conducted by the CME Marketing team following events such as open day and applicant's day to gather data on student and teacher experience. In addition to this survey and market research, personal feedback from the schools is analysed to continually refine approaches used to meet the needs of students from priority groups.</p> <p>Te Ara ki Angitu: Pathways to Excellence (TAKA) programme was piloted in 2016. Students from partner schools in Tokoroa and Putaruru were awarded scholarships and had access to learning hubs, heavily subsidised daily bus transport to University, and portable learning devices. This, along with dedicated support staff and a "Whanau room", allowed this group to be more financially supported and gave them a means to remain at home while studying. Due to the success of this pilot, in 2017 the programme will be extended to incorporate the wider-Waikato regions, from the Otorohanga and Waitomo districts, as well as from the Thames-Coromandel, Hauraki, Matamata-Piako, and North Waikato districts. Over 2016 we developed a support programme for this 'at-risk' group which included academic-performance monitoring and study-plans. We were in constant contact with the TAKA group through a group Facebook page, email, visits to the Whanau room and/or bus, having monthly Hui with them and one-on-one meetings. Some of the strategies included bringing to their attention things they should be engaging with or knowing about over the academic year to support their success, bringing the support services to them in their Whanau room, and consistently seeking their input and feedback about what they needed, and what was working and what was not.</p> | <p>2017</p> <p>2017</p> <p>Ongoing</p> <p>Completed – February 2016</p> |
| <p><u>Identification & support of students at risk of under-achieving</u></p> <p>The new SMS is currently being developed for stage one implementation in 2018. The SMS includes a module called Student Insight which uses data, both internal and external to the system, to predict a student's likelihood of academic success. This information will be made available on interactive web based dashboards, which both academic and administrative staff can use to identify individual students or cohorts of students that may be at risk. The external data that provides an insight into student engagement includes student debt, WiFi access, library usage and Moodle access. All such data can be collated in the data warehouse and in combination with demographic data and historic data about student performance and can be fed into a predictive model to provide a percentage figure for the likelihood that the student will succeed in a paper. The current plan for the SMS project has deployment of Student Insight scheduled for 2020. A proposal has been developed to bring this forward with a view to commencing implementation in 2017.</p> | <p>Likely 2017, but 2020 at the latest depending on other timelines for the SLMS project</p> |

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| <p>This product will be supplemented by an improved progression calculation tool that will allow an assessment and categorisation of academic performance based on paper assessment results on a semester basis, effectively enhancing the current re-entry process.</p> <p>In addition, the University completed a review of its processes around Māori mentoring in 2016. This resulted in the implementation of a refreshed Māori mentoring programme focussed on 1st year students.</p> | <p>Completed - 2016</p> |
| <p><u>Follow-up of student feedback on student engagement</u></p> <p>The University recognises that it is important to understand as much as possible about students' experiences in order to keep improving for future students. In the Faculty of Management they run a biannual graduate survey (undertaken in 2013 and 2015) aimed at all Management School graduates. The survey asked questions about their experience and their perceptions of their degree. The University of Waikato is considering adopting a similar approach for all our students or including similar questions in a tailored graduate destinations survey.</p> <p>In addition to this initiative in the Faculty of Management Studies, the Student Services Division, Student Success Group developed a tailor made Graduate Destination Survey (GDS) that was originally planned to begin in late 2015. At this same time, the <u>QS Stars</u> university ratings urgently requested that the University provide graduate destination data and information. QS Stars had an established graduate survey and requested that we run their survey for the purpose of quickly collecting this information. A decision was made, in consultation with the Communication, Marketing and Engagement Division (CME), to run the QS Stars survey but for one year only. The Student Success Group is currently working with CME to load the University's tailor-made GDS into Qualtrics survey software which is the university-wide survey tool. Once this is done, the survey will be reviewed and tested internally prior to being released. It is planned that the survey will be conducted in March 2017.</p> <p>The recent committee restructure has also included a proposal for the development of a Student Forum. The terms of reference, constitution and schedule of meetings will be developed early in 2017.</p> | <p>2017-2018</p> <p>March 2017</p> <p>2017</p> |
| <p><u>Staff induction & workloads of staff new to academic work</u></p> <p>An online faculty induction portal was launched in the Faculty of Arts and Social Sciences in 2016. The online portal brings together existing central induction information as well as faculty specific Health and Safety information. Staff are instructed to read required material and complete the compulsory University modules, including the Health and Safety module. The staff member then meets with their line manager as an opportunity to raise any questions or seek clarification arising from the induction information. The staff member is then required to complete an online 'Induction Confirmation' form which gets recorded in a spreadsheet which is date-stamped. The faculty retains this record for Health and Safety, and auditing purposes. A review of the process will be undertaken in 2017 for consideration of wider implementation.</p> <p>The Organisational and Professional Development Manager has been working on the development of two online portals. One will contain induction modules including line management information and health and safety information. The other is an induction to Te Reo and Te Ao Māori. These modules are at the stage whereby they need user testing and branding before being launched.</p> <p>In addition, a Human Resource Management benchmarking study has been initiated to investigate current local induction processes for new staff to get clarity around what happens at a Faculty or Divisional level and be able to share best practice and create resources once we have analysed the information. It is expected that this benchmarking study will be completed in mid-2017.</p> | <p>Piloted in 2016</p> <p>Mid-2017</p> <p>Mid-2017</p> |

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| Audit recommendation 2 | The Panel recommends that when it reviews its Academic Plan the University also maps against it (or its replacement) the other institutional plans related to curriculum and student experience to ensure consistency and connectedness of objectives, measures and indicators. | |
| Person/s responsible | Deputy Vice-Chancellor Academic – Prof Robyn Longhurst | |
| Action Plan steps | | Completion date |
| <p>The University understood that the panel was recommending that there needed to be a robust audit of the institutional plans that stem from the Academic Plan in order to ensure that there is clear cohesion between the plans, that is, that they ‘speak to each other’</p> <p>Now that the University has a new Strategy 2017 – 2021 work has begun on reviewing the <i>Academic Plan 2012-2016</i>. The objectives in the new Academic Plan will align with the new Strategy. To date the revised Academic Plan has been informed by work carried out as part of the Curriculum Enhancement Programme and the Curriculum Design Framework (approved by Academic Board 1 March 2016). The <i>Academic Plan 2017-2021</i> will also be consistent with and connect to the other institutional plans, such as the <i>Pacific Plan</i> and the <i>Māori Advancement Plan</i>. It will be a more focused Plan than that which preceded it.</p> <p>It is also important to note that as the University reviews its plans, including the Academic Plan, strong consideration is being given to developments in Tauranga to ensure that plans are reviewed through a multi-campus lens. The University recognises that adequate support, resourcing and measurable, but realistic, objectives and KPIs need to be in place in order to grow student numbers and programme offerings in the wider region.</p> | | April 2017 |
| Notes | The Academic Plan ought to be ready to be considered and approved by Council by approximately mid-2017. | |

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| Audit recommendation 3 | The Panel recommends that the University explore how it might make more effective use of knowledge about current best practice and emerging innovative pedagogies in a systematic way to ensure infrastructure planning, development and refurbishment is directed by current and anticipated teaching and learning practices. | |
| Person/s responsible | PVC Teaching and Learning – Dr Tracy Howell Director of Faculties Management – James Crawford | |
| Action Plan steps | | Completion date |
| <p>The University has been doing a lot of work in this area, including the following:</p> <ul style="list-style-type: none"> • The establishment of the position of Pro Vice-Chancellor Teaching and Learning whose position includes having oversight of all areas of teaching and learning practice, • The development of a sandpit classroom where new and emerging technologies will be swapped out for staff to experiment with, • Continued planning of the teaching and learning spaces for the new Tauranga campus development informed by current international research and pedagogy. | | |

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| <ul style="list-style-type: none"> • The development of three small video capture rooms across the campus for staff to record videos for teaching purposes. • The retrofitting of informal learning spaces used by students outside of formal teaching spaces. <p>A 'space audit' for Hamilton campus was undertaken in September 2016 for the purpose of enabling better decisions around the use of University spaces. The audit outcomes will help the university better understand the frequency of room use and occupancy rates, and whether the current use of space meets the strategic requirements for the University as it moves forward. Previous audits were carried out in 2012 and 2014.</p> <p>The University is developing a <i>Campus Development Plan</i> that is consistent with the desire to construct a new marae complex/student space to create a ceremonial space for graduation and an informal study and recreation space for all students. The <i>Campus Development Plan</i> will aim to consolidate and re-organise space use on the campus, including creating a visible and central location for student learning support.</p> <p>For further information on infrastructure, teaching and learning spaces and innovative pedagogies see recommendation 11, page 13.</p> | <p>Completed - October 2016</p> <p>2017</p> |
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| Audit recommendation 4 | The Panel recommends that the University reviews its processes for decision-making around provision of digital learning support to ensure that teaching enhancements are in line with the University's objectives, including those of the Curriculum Enhancement Programme. Strong encouragement should be given to academic staff to avail themselves of the expertise available within the Centre for Tertiary Teaching and Learning. | |
| Person/s responsible | PVC Teaching and Learning – Dr Tracy Bowell | |
| Action Plan steps | | Completion date |
| In late 2015, the University established and recruited for a new position of Pro Vice-Chancellor (PVC) Teaching and Learning. This position sits under and reports directly to the Deputy Vice-Chancellor Academic and has line management responsibilities for the Centre for Tertiary Teaching and Learning (CeTTL). The position was established with the aim of strengthening the profile of teaching at Waikato and providing clear lines of responsibility for decision making and developments in practices relating to teaching and learning. | | Completed - 2015 |
| Appointments have been made to the CeTTL to strengthen and reinforce expertise in this area. One of these appointments is a senior lecturer who has expertise in curriculum development. As part of the CEP the faculties have been working closely with CeTTL to plan curriculum changes that include a stronger focus on teaching and learning in blended and online environments. | | Completed - 2016 |
| In early 2016, all the staff of the CeTTL were relocated and brought together within one physical space – W Block. W Block is located in the centre of the campus to ensure services are visible to, and accessible by, all staff. | | Completed - 2016 |
| The PVC Teaching and Learning has revisited work previously completed on the establishment a Tertiary Teaching Development Framework. The framework has been revised into a set of expectations. Consultation on the Tertiary Teaching Development Expectations began in October 2016 with the Dean, Faculty Boards and the Education Quality Assurance Committee. Feedback was considered and changes were made. The document is now with the Education Committee for consideration prior to proceeding to Academic Board for approval. The framework places expectations | | Completed - December 2016 |

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| <p>on teaching staff to undertake development opportunities provided by both the CeTTL and external bodies, among other activities and includes a process for reporting on those activities as part of professional goal setting and applications for promotion/advancement.</p> <p>In September 2016, a working group was established that meet monthly to discuss teaching spaces/rooms and what is needed to support developments in teaching. This group includes the DVC Academic, PVC Teaching and Learning, Director of ITS, Director of FMD and Director of the CeTTL or their representative.</p> <p>In November 2016, the University funded a number of contestable teaching development grants. The funds are intended to support initiatives that involve teachers taking a new pedagogical approach or developing innovative new content, rather than to support what would be considered renewal or revision of content in the regular course of teaching. Twenty three applications were received and of these six projects were funded. An additional two projects are being funded through the CeTTL budget. Grant recipients will be required to produce a report and present to colleagues about their experiences.</p> <p>The University has partnered with FutureLearn to offer online courses. In the first instance MOOCs will be offered but in the future we also foresee opportunities to offer 'closed courses' for university credit using the platform. FutureLearn offers many opportunities for us to enhance our online delivery and for some staff to change their pedagogical approach to make more effective use of technology.</p> | <p>Completed – September 2016</p> <p>Completed – December 2016</p> <p>Completed – 2016</p> |
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| Audit recommendation 5 | The Panel recommends that as part of the Curriculum Enhancement Programme the University provides appropriate professional development opportunities to assist staff in providing students with learning activities which will facilitate the acquisition of attributes in the Graduate Profile, and in using modes of assessment whereby the University can assure itself the Graduate Profile is achieved. | |
| Person/s responsible | PVC Teaching and Learning – Dr Tracy Bowell Deputy Vice-Chancellor Academic – Prof Robyn Longhurst | |
| Response | | |
| The University understands that the panel was keen to ensure that adequate resourcing be put in place to support staff to build the capabilities and skills required to successfully cope with the significant changes to curriculum and teaching that are required by the Curriculum Enhancement Programme. Changes will include but are not limited to the areas of curriculum redesign, development of assessment to meet learning outcomes and graduate outcomes, online and blended learning, and increasing employer engagement and work-integrated learning at an undergraduate level. The University has funded a number of new appointments, initiatives and staff excursions in order to increase capacity in these areas. | | |
| Action Plan steps | | Completion date |
| A number of staff in 2016, as part of the Curriculum Enhancement Programme (CEP), were provided with additional professional development opportunities. Some of these opportunities came by way of staff working with colleagues in the CeTTL on specific activities such as curriculum design. Others were geared towards enabling senior staff at University and Faculty level to determine strategic directions for delivery and pedagogy and associated teaching development activities by learning more about international trends. To date this year, the University has supported staff to participate in the following: | | Ongoing |

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| <ul style="list-style-type: none"> - DVC Academic, attended the <i>New Generation Learning Space Design</i> conference in Melbourne, March 2016. - Associate Deans (Academic) from the Faculty of Arts and Social Science and the Faculty of Law (members of the CEP Transition and Implementation Group) attended Ako Aotearoa workshops on <i>Designing Curricula to Improve Learning and Teaching and Problem-Based Learning: Creating Student-Led Activities for Work-Ready Outcomes</i>, April 2016. - A representative on Work-Integrated Learning Working Group, representing FASS, attended a Colloquium organised by DASSH (Deans of Arts, Social Sciences and Humanities) entitled <i>WIL-ing the BA: Action Planning</i> at the Institute for Teaching and Learning Innovation, University of Queensland, July 2016. - PVC Teaching and Learning, attended a conference, <i>Tertiary Learning Space Design</i>, in Sydney, September 2016. - DVC Academic, attended the <i>Innovation in Assessment and Credentials</i> conference in Sydney, October 2016. <p>Waikato has also supported three international visitors from Simon Fraser University, the University of Toronto Scarborough and the University of Waterloo, to assist staff upskill in the area of Work Integrated Learning.</p> <p>In the remaining months of 2016 the DVC Academic will provide resources to support the editing of short video vignettes featuring Waikato's innovative teaching practitioners discussing specific teaching interventions. This material will be collected as part of a research project led by the Faculty of Education Wilf Malcolm Research Centre.</p> <p>For the remainder of the year the University plans to make available a small team of digitally savvy students to act as E-TUTS (Enabling Teachers to Use Technologies) to help staff upskill in their use of technology for teaching and learning in the T and S semesters. If this pilot is successful we will consider continuing it in 2017. Some staff may also seek the advice of students over the summer even if not teaching so as to upskill before teaching in A semester 2017.</p> <p>The University is also offering staff who have an idea for a new and innovative way to teach, a small teaching development grant of approximately \$3,000-\$5,000 to pursue their idea. Staff will be required to share, through a variety of means, this knowledge/experience with others.</p> | <p>Completed – 2016</p> <p>2017</p> <p>Completed – piloting in T semester 2016</p> <p>Completed – November 2016</p> |
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| Audit recommendation 6 | The Panel recommends that the University revisits the 2010 benchmarking report and develops appropriate institutional benchmarking principles which encompass, inter alia: academic activities to be benchmarked; for what purpose; identification of relevant comparator institutions and procedures; avenues or responsibility for translating relevant good practices identified into local developments. | |
| Person/s responsible | PVC Teaching and Learning – Dr Tracy Howell Deputy Vice-Chancellor Academic – Prof Robyn Longhurst | |
| Action Plan steps | | Completion date |
| <p>In late 2016, former Director and CEO of the New Zealand Council for Educational Research (NZCER) and Director of Waikato's Curriculum Enhancement Programme has produced a report that builds on Waikato's 2010 report, <i>Benchmarking for Teaching and Learning Quality</i>, and draws on current thinking and practice with regard to benchmarking in higher education institutions. It includes:</p> <ul style="list-style-type: none"> • A brief overview of benchmarking, including comments about the approach of the Academic Quality Agency for New Zealand Universities; • Benchmarking principles to guide the work of the University; | | End 2017 |

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| <ul style="list-style-type: none"> • A proposed University strategic review programme that includes benchmarking; • An Appendix that summarises points made about benchmarking in the most recent Academic Audit reports of the 8 New Zealand Universities. <p>The University is considering the following areas for potential benchmarking activities in 2017:</p> <ul style="list-style-type: none"> • Creating work-ready graduates: Ensuring work-integrated learning components in curriculum and recognition for volunteer work. This will be dependent on finding adequate domestic and international benchmarking partners. • Internal benchmarking project: Masters students (to include benchmarking in areas of student advice and support, supervision, resourcing and student experience). <p>In addition, the Academic Quality Manager attended a three day Academic Benchmarking Workshop hosted by the National University of Samoa in November 2016.</p> | <p>Completed – November 2016</p> |
| <p>Notes</p> | <p>A final Benchmarking Report has been produced and went out for wider-staff consultation in January 2017. With this well-articulated strategy around internal and external benchmarking in place Waikato can in 2017 move forward with a number of actions.</p> |

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| <p>Audit recommendation 7</p> | <p>The Panel recommends that the University ensures that faculties, schools and departments are made aware of their responsibilities in jointly owning and assisting the University to meet the institutional KPIs pertaining to academic achievement of priority groups of students and are accountable for outcomes relevant to the students in their programmes.</p> |
| <p>Person/s responsible</p> | <p>Deputy Vice-Chancellor Academic – Prof Robyn Longhurst</p> |
| <p>Action Plan steps</p> | <p>Completion date</p> |
| <p>The University is currently reviewing its Planning Framework and as part of this process we are considering the need for shared ownership of our KPIs and targets. It is still being decided how Waikato might best impart an expectation on the faculties, schools and departments for this shared ownership. One idea is to look at examples of where it has been effective, at least to some degree. For example, the PVC Māori worked with faculties around their expectations for support in delivering the <i>Māori Advancement Plan</i> and through the development of that Plan sought to obtain undertakings from them that they would support the achievement of the KPIs associated with the Plan. When reviewing the framework we will be looking at ensuring there is a clear and coherent approach to that enables information to cascade up and down helping guarantee clear communication.</p> | <p>Mid-2017</p> |

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| Audit recommendation 8 | The Panel recommends that the University continues to review processes around data-gathering on student experiences and solicits ideas from all university groups (staff and students) about how feedback can be improved such that the basis of decision-making might be enhanced. | | |
| Person/s responsible | Dean of the School of Graduate Research – Prof Kay Weaver AVC Student and Information Services – Michelle Jordan-Tong AVC Communications, Marketing and Engagement – David Craig PVC Teaching and Learning – Dr Tracy Bowell | | |
| Response | | | |
| The University understood that the panel was focused not only on the types of surveys and feedback mechanisms that are in place, but also how to solicit a strong response rate to ensure validity of data and a diverse representation of the student voice. The University recognises that the Student Barometer survey response rate was adequate but could be improved and that the University as a whole has struggled with engaging students to complete the end of semester Evaluations of Teaching and Papers. In regards to boosting student response rates for teaching and paper evaluations, the Centre for Tertiary Teaching and Learning has published a number of strategies for staff to employ which aim to encourage student participation - http://www.waikato.ac.nz/tdu/appraisal/summary.shtml . The University believes that improving the way we communicate outcomes of surveys and evaluations to students could be key to increasing response rates as it shows that their opinions have resulted in change. The University is exploring ways to close the feedback loop for the Student Barometer surveys, as noted below, with other survey and feedback initiatives. | | | |
| Action Plan steps | | | Completion date |
| The Dean of the School of Graduate Research (SGR), DVC Research, Faculty Deans and Postgraduate Research Committee identified the six monthly doctoral progress reports as the optimal place for doctoral students to provide feedback on their satisfaction with supervision. Initial work is being undertaken by the School of Graduate Research (SGR) and ITS to action this. | | | Ongoing |
| A summer research project is being undertaken through the SGR to gather student feedback on their experiences of doctoral study at Waikato. The results of this feedback will inform changes in 2017 and beyond. | | | Completed – February 2017 |
| Communications, Marketing and Engagement (CME) run and will continue to run the new students and decliners survey for the University which provides early feedback on the experience at University and also the experience of applying to University. This information is provided to the Deans and Senior Leadership to help inform strategic marketing and recruitment planning. | | | Ongoing |
| The CME Marketing team is assisting in the development of a website for disseminating student experience research, specifically with the objective of closing the feedback loop for current students. | | | 2017 |
| The University engages biannually in both the i-Graduate International and Domestic Student Barometer Surveys. The Accommodation Service also conduct their own survey of students in halls of residence once a semester. These surveys are administered by the Student Services Division. Consideration is being given to the manner in which that data is shared and the analysis that follows to ensure these tools contribute to meaningful improvements in the student experience. Processes to close the feedback loop to students are also under consideration which include reporting results in the Student eNews and the development of a webpage to disseminate information. | | | 2017 |

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| Audit recommendation 9 | The Panel recommends that the University introduces a graduate feedback mechanism aligned with the postgraduate exit survey, such that both address such matters as attainment of graduate attributes and assessment of student experience. | |
| Person/s responsible | Dean of the School of Graduate Research – Prof Kay Weaver PVC Teaching and Learning – Dr Tracy Bowell | |
| Action Plan steps | | Completion date |
| The University understands that this recommendation was intended to ensure that there was a way to collect feedback from graduates at both the undergraduate and postgraduate level, which questions students about their experience, including whether their degree was of relevance and met the institutional, faculty and programme graduate attributes. The University has recently undertaken a major review of all the qualifications being offered at undergraduate level and this has resulted in significant structural change. This change will come into effect in 2018. Part of this work was the establishment of an institutional graduate profile. The first cohort to graduate under the new programme will be at the end of 2019. The University believes this would be the best time to roll out a new survey or feedback tool for students so as to assess whether the new graduate profile is being met. It is then intended that the graduate destination survey will be carried out as a way of continuing to track and gather feedback from students in the workplace. | | Ongoing |

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| Audit recommendation 10 | The Panel recommends that the University urgently reviews its reporting practice for teaching evaluation results to ensure academic line managers receive performance data and use these to inform the professional development reviews of their individual staff. | |
| Person/s responsible | PVC Teaching and Learning – Dr Tracy Bowell Deputy Vice-Chancellor Academic – Prof Robyn Longhurst | |
| Action Plan steps | | Completion date |
| <p>A paper was prepared for approval by the Academic Board on the proposed change to make the data from the individual staff teaching evaluations accessible to line managers. Prior to approval consultation was undertaken with the following groups:</p> <ul style="list-style-type: none"> - All academic staff through Faculty Boards - Education Quality Assurance Committee - Education Committee <p>The changes were approved and subsequently have been made to the Evaluation of Teaching and Papers Policy and Guidelines for the Evaluation of Teaching and Papers.</p> | | Completed - May 2016 |
| Notes | Changes approved by Academic Board at the meeting of 18 April 2016. | |

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| Audit recommendation 11 | The Panel recommends that the University provides clear leadership in the development of pedagogical expertise which: is consistent with the University's strategic objectives articulated in the Curriculum Enhancement Programme; facilitates student learning which is aligned with the graduate profile; and which ensures the staffing resources for meeting the professional development needs of teachers are adequate to provide this in a proactive way. | |
| Person/s responsible | PVC Teaching and Learning – Dr Tracy Bowell | |
| Action Plan steps | | Completion date |
| <p>As mentioned under recommendation 4, the University has appointed a PVC Teaching and Learning who has responsibility and oversight of the University's teaching and learning strategies. Under her guidance a number of initiatives are in the process of being implemented to facilitate student learning both on campus and in blended or online environments. These include:</p> <ul style="list-style-type: none"> • Development of three spaces located within faculties for staff to use for recording and video capture purposes. The rooms will be soundproofed and fitted out with the required equipment. Training sessions will be provided for staff once the rooms are operational. • The University is investing in COWs - Computer on Wheels. • Development of a prototype classroom where staff will be able to undertake experimental classes for the purpose of researching what works and what does not work in terms of innovative teaching practices. Technology will be upgraded in this room and it is proposed that the COWs (computers on wheels) will be situated in this space. • Informal and social learning spaces are being invested in. These are spaces that students already use to study outside of the formal classrooms. Upon identification of these spaces, work will be conducted with Information Technology Services Division (ITS) and Facilities Management Division (FMD) to ascertain their viability to be social learning spaces. • The re-alignment and re-design of tertiary teaching development activities, such as workshops, Teaching Network sessions, the work of Faculty Teaching Advocates and one-on-one consultations with tertiary teaching lecturers and e-learning designers to ensure those activities are fit for the purpose of supporting staff to develop teaching in such a way as to meet the objectives of the CEP. This re-design includes providing more online opportunities for self-directed development activities. <p>The PVC Teaching and Learning has responsibility and oversight of the Centre for Tertiary Teaching and Learning to which professional development in relation to pedagogical matters is hosted.</p> | | <p>Completed – November 2015</p> <p>March 2017</p> <p>Ongoing</p> |

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| Audit affirmation 1 | The Panel affirms the University's developing risk management and business continuity processes, which are proportionate to the nature of likely risk events, and encourages the University to continue building capability in infrastructure, personal and academic responses. | |
| Person/s responsible | AVC Student and Information Services – Michelle Jordan-Tong Chief Financial Officer - Andrew McKinnon | |
| Action required | | Completion date |
| <p>In regards to Business Continuity Planning, the university completed a maturity assessment and strategic roadmap and review of existing plans. As a result of this and a restructure, the University is in the process of developing new plans. Work is also happening with Faculties and Divisions to obtain Dean/Director sign-off and conduct table-top exercises as part of an annual cycle.</p> <p>The University has developed and implemented of a series of crisis management workshops which began in November 2016.</p> <p>It has been identified that information management/security is a diverse, global risk and a lateral, risk based audit approach will inform governance as to what is <u>at</u> risk. This will enable an appropriate strategy to be developed by which to control/mitigate the risk(s) and prompt the review of existing insurance arrangements. Through discussion and action, this will likely increase risk maturity and allow for a targeted internal audit programme. Consultation is being undertaken with the following key stakeholders:</p> <ul style="list-style-type: none"> - Audit and Risk Committee - Director of ITS - University Librarian - Deputy Vice-Chancellor Research <p>A high level audit will be conducted and presented to Audit and Risk Committee to determine which of the appropriately higher risk activities should be investigated in the 2017 internal audit programme.</p> | | <p>Ongoing</p> <p>Completed – November 2016</p> <p>Completed – December 2016</p> |

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| Audit affirmation 2 | The Panel affirms the University's attention to the development of institutional graduate attributes and encourages it to expedite the process of reaching a conclusion such that a clear Graduate Profile can be articulated and communicated to staff, students and the community and used as a basis for curriculum initiatives. | |
| Person/s responsible | Deputy Vice-Chancellor Academic – Prof Robyn Longhurst PVC Teaching and Learning – Dr Tracy Bowell | |
| Action Plan steps | | Completion date |
| The University of Waikato Graduate Profile has been approved by Academic Board and communicated to staff as an aspect of the new Curriculum Design Framework. Faculties are currently in the process of redesigning or developing graduate outcomes for all degrees/programmes offered at Waikato. From this a mapping exercise is being undertaken to ensure all papers contributing to majors will adhere to the graduate outcomes for programmes as well as the University of Waikato graduate profile. | | Completed - March 2016 |
| Notes | Changes approved by Academic Board at the meeting of 1 March 2016. | |

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| Audit affirmation 3 | The Panel affirms the University's reconsideration of approaches to promoting academic integrity and managing dishonesty. It supports the intention to develop a mandatory module within all undergraduate programmes, as part of the Curriculum Enhancement initiative. | |
| Person/s responsible | PVC Teaching and Learning – Dr Tracy Bowell | |
| Action Plan steps | | Completion date |
| An academic integrity course made up of four separate modules has been developed. The course has been made available to staff to use as a whole or parts in their papers. In addition, students who are found guilty of misconduct for particular reasons are required to complete the modules as part of their penalty. In regards to making the course compulsory for all students, this is still being discussed further with faculties as they look to reshape their curriculum as part of the Curriculum Enhancement Programme. | | Completed - May 2016 |
| An Academic Integrity Working Group has been established. The group are developing an Academic Integrity Statement and Framework to outline the University's position and expectations. | | Mid-2017 |

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| Audit affirmation 4 | The Panel affirms the University's introduction of the Leadership and Management Development Programme and encourages the University to incentivise participation by current and prospective academic managers. | |
| Person/s responsible | Deputy Vice-Chancellor Academic – Prof Robyn Longhurst PVC Teaching and Learning – Dr Tracy Bowell | |
| Action Plan steps | | Completion date |
| A series of leadership seminars have been established for staff - http://www.waikato.ac.nz/pod/leadership/index.shtml . The series has been offered twice since their establishment and have been communicated to all staff through the University's weekly Official Circular. Monitoring of attendance and staff satisfaction with the seminars is ongoing. | | Completed - August 2016 |

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| Audit affirmation 5 | The Panel affirms the University's decision to create a School of Graduate Research to encompass both doctoral and research master's students. | |
| Person/s responsible | Dean of the School of Graduate Research – Prof Kay Weaver | |
| Action Plan steps | | Completion date |
| Te Mata Kairangi – the School of Graduate Research (SGR) was 'born' with the appointment of a Dean at the end of 2016 who then took up line management responsibilities for staff in what were the Postgraduate Studies and Scholarships Offices. | | Completed – December 2016 |
| In July 2016 all the staff of the SGR were relocated and brought together within one physical space – W Block. | | July 2016 |
| In September 2016, the University appointed a Director of the School of Graduate Research and Research Evaluation at the University. | | September 2016 |

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| The SGR currently administers all processes associated with doctoral students. It has not yet taken over the administration of research masters students as this requires significant consultation with the Faculties. | Ongoing |
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| Audit affirmation 6 | The Panel affirms the University's collation of information about resourcing of research students and encourages the University to use this as a basis for developing policies or procedures which are aimed at ensuring equitable approaches to resourcing across the University, for faculty-based master's students as well as for MPhil and doctoral students. | |
| Person/s responsible | Dean of the School of Graduate Research – Prof Kay Weaver | |
| Action Plan steps | | Completion date |
| A study was undertaken in 2015 through the Postgraduate Research Committee and focused on the resourcing of doctoral students through the minimum resources agreement/statement of expectations. As a result of this investigation, the SGR believes that all the Faculties are providing the minimum resources as set out in the minimum resources agreement/statement of expectations. | | Completed |
| Since masters research is administered by the individual faculties, discussions are ongoing as whether a minimum resources agreement should be rolled out for Masters Research Students. | | Ongoing |

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| Audit affirmation 7 | The Panel affirms the introduction of a postgraduate research student exit survey and encourages the University to include faculty-based master’s students as well as MPhil and doctoral students in the survey. | |
| Person/s responsible | Dean of the School of Graduate Research – Prof Kay Weaver Deans of each Faculty | |
| Action Plan steps | | Completion date |
| MPhil students are included in the postgraduate research student exit survey. Since masters research is administered by the individual faculties, each Faculty needs to take responsibility for administering such a survey to their masters research students. Mechanisms are being explored as to how faculties might best undertake an exit survey with this cohort. Also, the University is considering an internal benchmarking study into masters students’ experience, resourcing, student support and information, and supervision. This will inform a possible direction forward for the University in respect to who administers and is responsible for masters students. There are pros and cons to both a central administration structure and a faculty based administration structure and these need careful consideration to ensure the best decisions are made to benefit the students. | | Ongoing |