



University of Waikato
Te Whare Wānanga o Waikato

Academic Audit Mid-Cycle 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 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 University is confident that the Cycle 5 one-year follow-up report adequately responded to and addressed activities undertaken with respect to the seven affirmations. As such, this report focuses on updating progress made to realising the recommendations. The information has been presented in a table, which addresses each of the 11 recommendations in turn.

Professor Neil Quigley
Vice-Chancellor

30 April 2019

University of Waikato mid-cycle report on Cycle 5 recommendations

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.
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 listed. When the audit site visit was conducted 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 were clear lines of delegation and responsibility for various aspects of University processes. A significant amount of work in the seven areas listed above was undertaken towards strengthening and streamlining processes across the institution. Initiatives pertaining to these areas were reported in the one-year follow-up report submitted by the University in March 2017. Since this submission, the University has undergone further structural change. On 16 October 2018, University Council supported the adoption of a new divisional structure for the University of Waikato. The intention of the new structure is to:</p> <ol style="list-style-type: none"> 1. Provide Schools and Research Institutes with a similar level of visibility, administrative transparency and autonomy to that which exists in the units that we currently call Faculties. 2. Provide the University with increased capability for strategic leadership and encourage organisation-wide thinking about the planning, marketing and offer of programmes of study that will avoid internal competition for EFTS, maximise recruitment and retention of students for the University as a whole, and promote positive collegial interaction across the University. 3. Provide centres of administrative support in finance, human resources, marketing and communications by making each Divisional Office a hub for this support for the relevant academic units. 4. Provide greater transparency and autonomy to different academic units within the University, by providing all Schools with transparent budgets, discretion in the use of those budgets, and centrally-managed EFTS reporting at the same level that the current Faculties enjoy. 5. Clarify and clearly define direct reporting structures at a senior leadership level. <p>As a result of this structural change, the University is embarking on a project to review its academic delegations with a view of establishing an academic delegations statute or registrar that clearly outlines responsibilities for various aspects of University processes. This project is expected to be completed by the end of 2020.</p>	

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.
Response	
<p>In 2017, the University reviewed and renewed its <i>Academic Plan 2017-2021</i>, which was subsequently adopted by Council in December 2017. The plan is underpinned by four objectives that align with the University of Waikato Strategy 2017-2021. These are:</p> <ol style="list-style-type: none"> 1. Invest in high-quality, future focused and relevant programmes delivered by excellent teachers 2. Make the university a national leader in high-quality digital teaching and learning 3. Provide opportunities within and beyond curriculum to develop work-ready graduates who can operate effectively in local, national and international contexts, and 4. Provide students with an outstanding learning experience and a sense of a distinctive academic identity at the University of Waikato <p>Working from this <i>Academic Plan</i>, each faculty produced a <i>Faculty Academic Plan</i>. These plans respond to each objective in the Academic Plan to describe various faculty initiatives, activities, and priorities, to demonstrate how they propose to achieve each objective. The plans address initiatives across the University of Waikato, and include reflections on the Tauranga campus, and the University of Waikato Joint Institute at Zhejiang University City College (ZUCC) in Hangzhou, China.</p> <p>Additionally, the revised Academic Plan and the Faculty Academic Plan's engage with, and respond to, the various other university plans, including the <i>Māori Advancement Plan</i>, the <i>Pacific Plan</i>, and the <i>Research Plan</i>. The connection between these plans demonstrates cohesion across the various sectors of the university, specifically in relation to student experience and the development of a robust curriculum, which is underpinned by pedagogical excellence.</p> <p>The planning Manager and Secretary to Council has developed a suite of measures and indicators of success for use against the four objectives in the Academic Plan. This was seen as preferable to including them in the Plan itself because it enables the University to keep reviewing these easily. In addition, it guarded against the Plan itself becoming long and unwieldy and therefore not being widely circulated and read during its duration.</p>	

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.
Response	
<p>The University's one-year follow-up report indicated a number of initiatives to strengthen this area including:</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 for experimentation of new and emerging technologies, • The development of teaching and learning spaces for the new Tauranga campus informed by current international research and pedagogy, • The development of 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, and • A 'space audit' for Hamilton campus in 2016 for the purpose of enabling better decisions around the use of University spaces. <p>In terms of new technologies, New Moodle was implemented on 30 January 2018 as the student interface programme. New Moodle has enhanced capabilities for teaching and learning in blended and fully online papers, and this prompted the Centre for Tertiary Teaching and Learning to undertake training for educators to assist the development of online content in ways that enhance learning, student support, and promote best practice of online pedagogies.</p> <p>In February 2019, the University released its Strategic Masterplan for Campus development, which focuses on the creation of the Hillcrest campus as a high-quality environment for the delivery of teaching and learning, by creating a campus that supports and celebrates a combination of academic and social life. The strategic plan incorporates design principles that aim to foster new innovative learning environments, by developing learning spaces that are flexible and support a variety of different learning styles, incorporating research on innovative pedagogies and the ability for infrastructure to contribute to meaningful methods of teaching and learning. The campus will aim to work with space and technology to explore pedagogical innovations and deliver proven teaching methodologies, while supporting innovative activities, developing a range of social and learning spaces, allowing for collaboration as well as individual work, and ensuring there is enough flexibility so the spaces remain responsive to change.</p> <p>The masterplan builds on the new Tauranga campus which was officially opened in February 2019, for commencement of A Semester 2019. The main campus has been designed to promote collaboration and social learning and, much like the plans for the Hillcrest campus, includes teaching and social learning spaces, with individual quiet spaces, as well as open plan, multifunctional spaces, and a 200-seat tiered lecture theatre.</p> <p>As part of the future campus development, the University will be developing a new Pā, including the building of a new marae. This will be an innovative, dynamic, multi-functional space that will serve Waikato's students, staff, visitors, and the broader community.</p> <p>In early 2019, a Programme Manager of Teaching and Learning Technologies and Spaces was appointed. Her role has strategic and operational oversight on space and ITS resources and a plan had been developed to guide the university forward in this area and ensure all future campus developments are informed by best practice and emerging innovative pedagogies.</p>	

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.
Response	
<p>The University's one-year follow-up report indicated that this area has been addressed through:</p> <ul style="list-style-type: none"> • The establishment of the position of Pro Vice-Chancellor Teaching and Learning who reports through to the Deputy Vice-Chancellor Academic. This position has line management responsibilities for the Centre for Tertiary Teaching and Learning (CeTTL) and responsibility for decision making and developments in practices relating to teaching and learning. • CeTTL have a number of frameworks and resources for teaching development and digital learning support, including: <ul style="list-style-type: none"> ○ A Tertiary Teaching Development Framework, ○ An Assessment Framework, ○ Interactive online modules on designing and teaching online courses, ○ A Postgraduate Certificate in Tertiary Teaching and Learning which is being marketed to staff as 'ideal for those engaged in teaching or facilitation of learning in a tertiary environment, and for those who want to develop their teaching practice and gain a qualification at the same time'. This consists of a mixture of blended and online papers for which any face-to-face sessions will be held in both Hamilton and Tauranga, and ○ A series of workshops offered on both the Hamilton and Tauranga campuses on the use of Moodle, Moodle Gradebook, Panopto, eLearning teaching technologies and other teaching technologies. • The University has continued our partnership with FutureLearn to offer online courses and continues to develop our portfolio of offerings. These courses provide an opportunity for staff to enhance their teaching approaches by using technology in an effective and pedagogically informed way, with consultation and assistance from the CeTTL eLearning Design team. • The continued resourcing of an annual contestable teaching development fund, which supports initiatives that involve teachers taking a new pedagogical approach or developing innovative curriculum and teaching practices. Annually these grants are tailored to a particular area of focus for teaching and learning development. • The continuation of a campus development working group to discuss teaching spaces/rooms and what is needed to support developments in teaching. 	

Audit recommendation 5	<p>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.</p>
Response	
<p>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. These include but are not limited to:</p> <ul style="list-style-type: none"> • As previously mentioned, the establishment of the Pro Vice-Chancellor Teaching and Learning role. More recently, the establishment of roles including the Assistant Vice-Chancellor Pacific, the Work-Integrated Learning (WIL) Central Unit Manager, and the WIL Central Unit Administrator. • The establishment of a Work-Integrated Learning Central Unit to provide a coordinated approach, and support Divisions, in the delivery of work-integrated learning opportunities for all undergraduate students at the University of Waikato. • The support of senior staff at University and Divisional level to participate in national and international conferences, to underpin thinking and strategic directions for delivery, pedagogy, and associated teaching development activities by learning more about international trends. • The continued resourcing of the e-Tuts (Enabling Teachers to Use Technology) following the 2016 pilot. The e-Tut team are based within the Centre for Tertiary Teaching and Learning team, and consists of students from a range of faculties, academic disciplines, and levels of study. The e-Tuts assist the CeTTL eLearning Designers to advice and support lecturers as they encounter new technologies, and as they explore new ideas in relation to teaching and learning. • Several senior staff have obtained external funding to assist with increasing student engagement and achievement by using data to inform enhancement activities and initiatives. This project is linked to the Cycle 6 Academic Audit Enhancement Theme and is informed by the experience of community colleges in the USA lifting student achievement. • As previously mentioned, the continued offering of annual Teaching Development Grants to fund initiatives that involve teachers taking a new pedagogical approach or developing innovative curriculum and teaching practices. As part of this grant, staff are required to share, through a variety of means, this knowledge/experience with others. • During 2018, CeTTL undertook an institution-wide investigation of assessment policies, guidelines, and practices; and also sought feedback from academic staff and students about assessment practice at the university. A key outcome was the development of a framework (RAISE) to provide a set of shared principles for discussions about assessment. RAISE poses a series of questions about Relevant, Authentic, Inclusive, Stimulating and Structured, and Enabling and Explicit assessment design and evaluation for different cohorts (divisional policy makers, programme leaders, paper approvers, individual staff, tutors, and students) to consider. 	

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.
Response	
<p>The University's one-year follow-up report indicated that this area has been addressed through the development of a Benchmarking Report in January 2017. The report included a well-articulated strategy around internal and external benchmarking which underpins activities of reviews and exploration of best practice. Whilst in many cases the word 'benchmarking' is not used when defining aspects of work, the practice and principles of benchmarking have been utilised, and will continue to be utilised, in significant projects, curriculum development and reviews. Benchmarking principles have been applied to a number of activities since the Cycle 5 Academic Audit, including:</p> <ul style="list-style-type: none"> • The ongoing review of programmes and subject areas. • The development of new qualifications and programmes. • A stocktake report scoping the provision of services and support for Māori students at the University of Waikato, which was informed by internal developments in this area as well as work undertaken by Universities New Zealand. This was completed by the Deputy Vice-Chancellor Academic in 2016-2017 and this included recommendations for changes and enhancements. • A stocktake report scoping the provisions and services for Pacific students at the University of Waikato to assist with upcoming Enhancement Theme activities, completed by the Pacific Development Manager in 2018. This included recommendations for changes and enhancements based on international and national research. • The development of internationally informed best practices process, guidelines, and resources for work-integrated learning at the University of Waikato. • The development of physical spaces and infrastructure for teaching and learning. • The use of technology for delivery of content and the capturing of information. • The use of data sets to inform student support initiatives and practices to bolster the success of our student body and increase levels of student engagement. 	

Audit recommendation 7	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.
Response	
<p>In early 2019, the University implemented a new Divisional structure which has resulted in changes in reporting lines, as well in the responsibility and ownership of targets and KPIs. The Divisional structure is currently being implemented and as part of this implementation, the University is reviewing its delegations of authority which will cross over with responsibilities for institutional KPIs pertaining to academic achievement of priority groups of students.</p> <p>In addition, the University reviewed the planning framework in order to develop cohesion across the various sectors of the University, specifically in relation to student experience and the development of a robust curriculum, which is underpinned by pedagogical excellence. The <i>Academic Plan 2017-2021</i>, and the <i>Research Plan 2018-2021</i> are now underpinned by <i>Faculty Academic Plans 2018-2021</i> and <i>Faculty Research Plans (in development)</i>. The Faculty based plans respond to each objective in the Academic Plan and Research Plan to describe various faculty initiatives, activities, and priorities, to demonstrate how they propose to achieve each objective. The Plans address initiatives across the University of Waikato, and include reflections on the Tauranga campus, and the University of Waikato Joint Institute at Zhejiang University City College (ZUCC) in Hangzhou, China.</p> <p>In addition, the University developed the <i>Pacific Plan 2017-2020</i>, which aims to ensure that the University builds on its teaching and research endeavours to meet the aspirations, needs and priorities of Pacific peoples. Work has nearly been completed on reviewing the <i>Māori Advancement Plan 2015-2017</i>. The two plans are championed by the Assistant Vice-Chancellor Pacific and Deputy Vice-Chancellor Māori respectively who have direct responsibility for KPIs pertaining to these priority areas.</p>	

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.
Response	
<p>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 found it challenging to engage students to complete the end of semester Evaluations of Teaching and Papers. In regards to increasing student response rates for teaching and paper evaluations, the Centre for Tertiary Teaching and Learning has explored a number of strategies and provide resources and guidance to staff which aims to encourage student participation. 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 has explored ways to close the feedback loop for the Student Barometer surveys and released a webpage summarising key themes of the feedback and actions taken by the University. Other mechanisms to close the loop for the Student Barometer surveys and other survey and feedback initiatives are being explored.</p> <p>In addition, the University is undertaking a project on the use of data to increase student engagement and achievement. Both quantitative and qualitative data is being gathered to inform work being undertaken as part of the Cycle 6 Academic Audit Enhancement Theme. Quantitative data points are being identified from data already gathered/accessible within our system. This data will act as a measure for student engagement and in the initial stages will be used to measure the engagement of Waikato's Māori and Pacific students. With the recognition that quantitative data is limited and does not necessarily tell the whole story, qualitative data will be sourced from students to affirm and expand on the data set. Data will inform initiatives and ongoing activity in student retention, transition and completion. This work is being overseen by a working group, which reports through to the Deputy Vice-Chancellor Academic, Deputy Vice-Chancellor Māori, and Assistant Vice-Chancellor Pacific.</p>	

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.
Response	
<p>The University's one-year follow-up report recognised the importance of collecting 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. In 2017, the University commenced a major review of all the qualifications being offered at undergraduate level, which resulted in significant structural change. This change came 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 2020. The University believes this would be the best time to gather feedback from students so as to assess whether the new graduate profile is being met. The University is considering whether or not to instigate a purpose set survey or feedback tool to gather student opinions, or use the already established Graduate Destination Survey (GDS), whereby targeted questions on specific topics can be included. The GSD survey is already carried out on a regular basis, with the last survey conducted in 2018. It is intended that the graduate destination survey will continue to be carried out to keep tracking and gathering feedback from students in the workplace.</p>	

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.
Response	
The University's one-year follow-up report indicated that this area has been addressed by Academic Board's approval of the change to make the data from the individual staff teaching evaluations accessible to line managers. In 2016, the Evaluation of Teaching and Papers Policy and Guidelines for the Evaluation of Teaching and Papers were also updated to reflect this.	

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 (CEP); 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.
Response	
<p>The PVC Teaching and Learning has responsibility for, and oversight of, the Centre for Tertiary Teaching and Learning (CeTTL), which supports professional development in relation to pedagogical matters. At the time of the Cycle 5 Academic Audit, this position did not exist within the University, and the responsibility and accountability for this lay with the Deputy Vice-Chancellor Academic. The PVC Teaching and Learning is also the line manager for staff in the Centre for Tertiary Teaching and Learning. Under the PVC Teaching and Learning's guidance, a number of initiatives have been implemented to facilitate student learning both on campus and in blended or online environments. These include:</p> <ul style="list-style-type: none"> • The oversight of professional development and learning support offered by CeTTL. • The creation of spaces for recording and video capture purposes with targeted professional development sessions available for staff using these spaces. • The investment of computers on wheels (COWs). • The development of a prototype classroom to experiment with innovative teaching practices. • The re-alignment and redesign of tertiary teaching development activities that align with the Tertiary Teaching Development Expectations Framework. • The development of the Postgraduate Certificate in Tertiary Teaching and Learning which is aimed at all staff engaged in teaching or facilitation of learning in a tertiary environment, who want to develop their teaching practice and gain a qualification to certify this. The delivery of this PGCert consists of both blended and online papers, with face-to-face sessions held in both Hamilton and Tauranga. • The facilitation and coordination of staff in the development of training workshops required for staff to upskill during the roll out of new systems, such as a new version of the Student Learning Management System, Moodle. This New Moodle is now one system instead of the three it was previously, which has improved accessibility and ease of use for students. • The leadership and approval of the core three requirements of all University of Waikato degrees, as outlined by CEP in the Curriculum Design Framework. • The facilitation and governance of the annual Teaching Development Grants. • In terms of new technologies, New Moodle was implemented on 30 January 2018 as the student interface programme. New Moodle has enhanced capabilities for teaching and learning in blended and fully online papers, and this prompted the Centre for Tertiary Teaching and Learning to undertake training for educators to assist the development of online content in ways that enhance learning, student support, and promote best practice of online pedagogies. 	