

Working group

Role	Name	Title	Faculty/service division
Lead			
	Professor John Morrow	Deputy Vice-Chancellor (Academic)	Officer of the Vice-Chancellor
Members			
	Professor Gerard Rowe	Acting Dean	Engineering
	Associate Professor Bridget Kool	Associate Dean (Academic)	Medical & Health Sciences
	Associate Professor Malcolm Campbell	Head of School (Humanities)	Arts
	Professor Tana Pistorius	Head of Department (Commercial Law)	Business & Economics
	Professor Robin Kearns	(Environment)	Science
	Fiona Jack	Senior Lecturer (Fine Arts)	Creative Arts & Industries
	Kaitlin Beare	Professional Teaching Fellow (Chemical Sciences)	Science
	Sue Roberts	Director	Libraries & Learning Services
	Dr Kevin Morris	Director (Teaching & Learning, Learning Design Service)	Office of the Vice-Chancellor
	Dr Julia Novak	Associate Director (Learning Design Service)	Office of the Vice-Chancellor
	Rennie Atfield-Douglas	Head of Tai Tonga South Auckland Campus	Office of the Vice-Chancellor
	George Barton	Past-President and Acting Treasurer-Secretary	Auckland University Students' Association (AUSA)
	Emma Rogers	Education Vice-President and Acting-President	AUSA
	Brendan Mosely	Director	Campus Life
	Associate Professor Te Kawehau Hoskins	Te Tumu (Te Puna Wananga), Deputy Dean	Education & Social Work
	Bridget Fox	Senior Researcher & Analyst (Workstream analyst)	Office of the Vice-Chancellor

Number of submissions: 207 (a breakdown of submissions is available at the end of this document)

Method

- Staff and students were able to make submissions from 22 July to 18 September 2020
- All submissions received between 22 July and 18 September 2020 were distributed to all workstream members
- A member of the Planning and Information Office acknowledged and registered every submission document, then sent it to the lead of one or more of the five working groups, for distribution to group members
- All submissions were read by the workstream lead, Professor John Morrow, and distributed to members of the workstream for reading and review
- The group's analyst for the workstream prepared a synthesis of key themes from the feedback (see below) which was shared and developed in consultation with the workstream

- Emerging themes were shared between the analyst(s) of each working group, who met regularly to discuss and synthesize emerging themes, and reported back to the workstream leads and working group members for their consideration
- Workstream met four times to consider submissions and emerging themes: 5 August; 13 August; 21 September, and 12 October
- On advice from workstream members, Education lead Professor John Morrow confirmed themes for submission to the University Executive Committee to inform strategic plan development

Introduction

The following is a thematic synthesis of submissions to the Education workstream derived via the above process. It is structured as follows:

- **Theme:** A characterisation of main themes raised in submissions
- **Quotable quotes:** To give depth and nuance, where possible, themes are complemented by direct quotes from submissions
- **Implications:** Issues, challenges, opportunities that will need to be considered during detailed drafting of the strategic plan or subsequently during implementation

In reading this document it is important to note that all submissions have been retained in their entirety for further reference. They will be used to inform final drafting of the strategic plan and to guide detailed implementation planning.

Theme Service and transformation	Quotable quotes	Implications
<p>The concept of 'service' (tautua) to the community and 'service learning' and 'social justice learning' came through strongly as aspirations.</p> <p>Submitters wanted to see a greater emphasis across curricula on sustainability, diversity, social justice and civic responsibility.</p> <p>Submitters wanted a greater emphasis on graduates who experience and offer tangible benefit to communities, industry and countries nationally, regionally and internationally.</p> <p>Collectively, submitters understood these aspirations as being achieved through:</p> <ul style="list-style-type: none"> • The adoption of a partnership model for education characterised by authenticity and reciprocity. The aspiration for partnerships for learning for Māori, for Pacific people, and students generally came through very strongly. • Assessment that 'brings the community into the curriculum' and supports the delivery of transdisciplinary knowledge and problem-solving. • Recognition of the role of co-curricular experiences, and the importance of students as partners in achieving service, social justice and tangible benefit to communities. • An inclusive learning culture based on ako (reciprocal & co-constructed curriculum & pedagogies) and whanaungatanga (relationships, belonging & identity) for all future & current students. • A teaching model that preserves & privileges human connections & interactivity (student-student/student-teacher) 	<p>"[A University] ... purpose built on 'FOR' rather than 'IN' [Auckland], is one that focuses on what others (society, students, stakeholders, and the environment) need..."</p> <p>"An education that supports alternative futures and systems that are environmentally sustainable and emancipatory economically, socially and politically"</p> <p>"Qualifications and programmes that produce graduates who can make real contributions towards enhancing the strengths and uniqueness of Aotearoa New Zealand ..."</p> <p>"If we want a genuine partnership model more thought needs to be given to 'how can we bring communities to the centre of our work'"</p> <p>"Actively engaging in innovation projects and community development activities together with students of other faculties as part of the academic curriculum"</p>	<ul style="list-style-type: none"> • Define and confirm service concepts to ensure stakeholder value • Test and review curriculum to determine if it can (or does) accommodate trans-disciplinary / 'service' ethos • Review the University Graduate Profile (and embedded GPs to ensure that it is sufficiently aligned with 'service' aspirations

Theme Mātauranga Māori & Kaupapa Māori & Te Tiriti framed curriculum & pedagogy	Quotable quotes	Implications
<p>There was a strong, collective view that the University should embed, embody and legitimize mātauranga Māori & Kaupapa Māori - framed by Te Tiriti accountabilities - throughout curriculum and pedagogy in a way that is transformative and promotive of new practices and knowledge generation.</p> <p>Submitters called for:</p> <ul style="list-style-type: none"> • Mechanisms for learning from Māori as the basis for a reciprocal and authentic partnership • More opportunities for students to participate and contribute to their discipline, whanau and communities • A curriculum that connects students strongly to knowledges of place • The normalisation of te reo Māori me ōna tikanga • Mātauranga Māori and Kaupapa Māori as a context for authentic Pacific inclusion and achievement • Recognition that our current Māori staff are overburdened with pressure to support non - Māori colleagues (e.g. addressing Vision Mātauranga) 	<p>“How and what we teach is also part of our commitment to Te Tiriti. Te reo Māori and mātauranga Māori are taonga of Aotearoa and should be foregrounded in the University’s teaching and research. As well as meeting our Treaty commitments, this would enrich our institution and our communities and encourage engagement and participation by Māori students and staff”</p> <p>“For our Māori and Pacific students ensuring that they do not have to leave their ‘Polynesian-ness’ at the door in order to succeed, by increasing Māori and Pacific both within but mainly OUTSIDE of Te Wananga o Waipapa”</p> <p>“We would like to see a university that puts the principles, intent & function of Te Tiriti o Waitangi at its heart, encompassing a truly bicultural framework between Māori and non-Māori, supporting Māori defined, and led, initiatives across all areas of the University”</p>	<p>Embedding mātauranga Māori in the curriculum and pedagogy requires a strategic response from the University at the highest level. It will require:</p> <ul style="list-style-type: none"> • Strong leadership in Kaupapa Māori pedagogies • Significant investment in academic staff capability building • A focused strategy to increase the number of Māori academics & students

Theme Professional enablement	Quotable quotes	Implications
<p>Submitters expressed the need for a demonstrable focus on employability and career outcomes for students across the curricula.</p> <p>Submitters called for the University to be bolder in its framing of the University’s Employability Agenda in terms that are distinctive and appropriate to a research-led education provider operating in a global environment. These terms are outlined below.</p>	<p>“UoA needs to adopt the core values that we need to be relevant and connected to society, that the reputation of the university is determined by the roles our graduates secure in employment and the difference they make to the world in those roles, but that our research can drive all employability efforts”</p>	<p>Review the University Graduate Profile (and embedded GPs to ensure that they are current and ‘fit-for-purpose’</p> <p>Further socialisation of the University Graduate Profile among students.</p>

<p>Submitters framed 'employability' as the acquisition by students of a wider range of socio-emotional and professional literacies and learning opportunities that are work relevant and which meet global as well as regional standards.</p> <p>Submitters wanted to see more of the following in the curriculum to support students in their professional and personal lives post-graduation:</p> <ul style="list-style-type: none"> • A stronger focus on the development of high-level cognitive capabilities (e.g. integrated thinking, eco-literacy, critical-creative thinking, adaptability, transdisciplinary thinking, cultural competence, entrepreneurship and innovation) • Better integration of students' non-formal learning into their programmes • A more systematic approach to work-integrated learning (WIL) • More non-degree education opportunities ('parallel products') to meet specific demands (e.g. micro-credentials) • More applied research masters and applied taught courses at Postgraduate (PG) level • A greater focus on resilience, emotional health & wellbeing • Technology enablement & empowerment 	<p>"Core pedagogical criteria of transdisciplinarity and forming a more-than-academic set of skills and values in our students can be utilised to enhance student employability, adaptability and resilience"</p> <p>"More Work Integrated Learning (WIL), internships & cross-disciplinary/programme coded and taught courses that actively engages with industry..."</p> <p>"While degrees will still be offered, they will be offered alongside a suite of differently sized learning experiences and programmes that all have 'high status' and all become part of a continuous life-long learning record."</p>	<p>A review of the industry landscape in NZ to measure the appetite for and availability of partnerships that may yield a wide range of WIL opportunities for students (not only placements/internships)</p> <p>Focused strategy for wide-scale involvement of external stakeholders in the curricula design to ensure the relevance of curricula and increase opportunities for WIL and applied research</p>
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Theme Lifelong access to learning	Quotable quotes	Implications
<p>Submitters saw the potential for a sophisticated and strategic use of a range of delivery modes and learning spaces (both on and beyond the physical campus) to enhance access to learning across time and space, and across a life-time for more students, particularly those within NZ and the wider Pacific region.</p> <p>Submissions collectively pointed to the need for the University's teaching model and delivery modes to put the changing life demands and preferences of students more strongly at its front and center.</p> <p>Submitters conveyed that the University should focus efforts on:</p> <ul style="list-style-type: none"> • Strengthening access to, preparation, bridging, & degree study by innovating the timetable and delivery model – i.e. use of block, evening/weekend & virtual delivery modes • Making it easier for students to transition in & out of advanced learning • Increasing community-based provision (local learning hubs) & the use of non-institutional spaces for learning to reduce practical & psychological barriers to access • Aligning synchronous online learning to the needs of domestic & offshore students, particularly in our time zone 	<p>"[We need] systems that are flexible enough to move with the times & needs of students"</p> <p>" ... we should fully embrace flexible learning ... simultaneously accommodate the on-campus students, as well as the off-campus students, and those that lie somewhere in between (combination students)"</p>	<ul style="list-style-type: none"> • A comprehensive audit of the physical learning space needs of students, programmes & courses • Define and confirm concept of a 'higher value' contact hour • A radical rethink of timetabling to achieve greater flexibility in timing of delivery to cater for students, particularly mature students and the professional development market

Theme Research-informed education	Quotable quotes	Implications
<p>There was significant commentary focused on the need for the University to advance its development as a provider of research-informed education, with the goal of increasing the quality, depth and breadth of the student learning experience.</p> <p>Submissions wanted an education-focused academic culture that recognizes and supports excellent teaching within our research-rich context as:</p> <ul style="list-style-type: none"> • Increasingly multi-dimensional and complex in terms of the expertise required of academic teachers • Inextricably (and visibly) connected to the University's research excellence • Increasingly vital to the University's mission and success, particularly in terms of disseminating and application of scientific and professional knowledge • Increasingly reliant on the ability of teachers to exercise good practice, bold-thinking and experimentation in pedagogy • A subject of research itself (scholarship of teaching and learning) <p>Submitters wanted to see a stronger presence of the University's top researchers in undergraduate classrooms.</p> <p>They also called for an academic culture that was higher in its professional support of teachers and in pedagogical experimentation and adaption.</p>	<p>"Our programmes should build potential for lifelong exploration of research and innovation in our disciplines and professions"</p> <p>"Research-active staff bring distinctive and valuable perspectives to the classroom"</p> <p>"[The University needs] a culture that supports our teachers to engage in bold thinking, experimentation and risk taking in pedagogy"</p>	<p>Policy and systems review to ensure that:</p> <ul style="list-style-type: none"> • Appointments, continuation and promotions processes select for and reward teaching competence as well as research competence • The pedagogical principles included in TeachWell@UOA (good course design, good assessment design and constructive alignment of learning outcomes and assessment) are embedded in every course • All career pathways (Professional Teaching Fellow, Teaching & Research and Research Fellow/Senior Research Fellow) include the possibility of promotion to Associate Professor and Professor • Pedagogical innovation, the scholarship of teaching and learning, and creativity are sufficiently supported at all levels but particularly discipline level • Clear frameworks for managing risk and exploring opportunities

Breakdown of submissions

Submissions made on behalf of faculties/LSRIs: 17

- Business & Economics (5 submissions)
- Engineering (2 submissions)
- Science: 2 submissions)
- Creative Arts and Industries (CAI) (2 submissions)
- Education and Social Work (2 submissions)
- Law (1 submission)
- Arts (1 submission)
- Medical and Health Sciences (1 submission)
- Liggins Institute (1 submission)

Submissions made on behalf of a school: 15

- Pacific Studies
- Professional and academic staff of Fine Arts
- School of Architecture and Planning
- School of Biological Sciences
- School of Computer Science
- School of Cultures, Languages & Linguistics
- School of Environment
- School of Graduate Studies
- School of Humanities (Te Pokapū Aronui Tāngata)
- School of Learning, Development and Professional Practice
- School of Music
- School of Psychology
- School of Social Sciences
- Wānanga o Waipapa

Submissions made on behalf of a department: 7

- Dance Studies (2 submissions)
- Accounting and Finance
- Engineering Science
- Exercise Sciences
- Mathematics
- Physics

Submissions made on behalf of an institute: 3

- Institute of Marine Science
- National Institute for Health Innovation

- Public Policy Institute

Submissions made by or on behalf of students: 8

- Auckland University Students Association (AUSA)
- Individual student [name removed]
- Ngā Taurira Māori (Māori Student Association)
- Pacific students (submitted by Rennie-Atfield Douglas)
- Queer Student Council
- Rainbow Law
- Student-Staff Consultative Committee, Faculty of Arts
- University of Auckland Science Students' Association

Submissions made on behalf of a service division (or directorate): 7

- Academic Services
- Alumni Relations and Development
- Auckland University Press
- Campus Life
- Digital Services
- Property Services
- Te Tumu Herenga | Libraries and Learning Services (LLS)

Submissions made on behalf of groups: 42

- Centre for Innovation and Entrepreneurship (2 submissions)
- Academic Heads Advisory Group (AHAG)
- Associate Dean (Postgraduate Research) Community of Practice
- Centre for Automation and Robotic Engineering Science (CARES)
- Centre for Brain Research
- Centre for eResearch
- Community of Interest in Employability
- Department of Physics Equity Committee
- Diagnostic English Language Needs Assessment (DELNA) team
- Digital Services Leadership Team
- Equity Community of Interest
- Equity Office
- Faculty of Science Equity Committee
- Faculty of Science Pacific Reference Group
- Faculty of Arts Student Engagement team
- Financial Business Services staff (Finance)
- Global Studies team
- Inclusive Learning Team
- Information Technology Faculty Forum (Faculty of Science)
- Kōi Tū Centre for Informed Futures, Faculty of Arts

- Manaaki Mānawa Centre for Heart Research
- Māori Studies – Wānanga o Waipapa
- Master of Conflict and Terrorist Studies (MCTS)
- Newmarket Interest Group
- Organisational Development (OD) team
- Pacific Community of Interest
- Pasifika working group at the Business School
- Pasifika@LLS: Pacific staff at Te Tumu Herenga (LLS) drawn from different teams
- Programme Leaders and Academic Directors (FMHS)
- Professional Teaching Fellowss and Senior Tutors
- Ranga Auaha Ako | Learning and Teaching Design Team
- Risk Office
- School of Biological Sciences Pūtaiao
- Staff with a history of working on environmental sustainability projects
- Student Services Community of Practice
- Te Tumu Herenga/ Libraries & Learning Services, Waipapataumatarau model, PVC Māori and PVC Pacific offices
- Technical Services Managers
- The University of Auckland Pacific Early Career Researcher Network
- University's Pacific community members
- University's Sustainability team
- University-wide Marketing staff

Submissions made on behalf of other entities: 6

- Tertiary Education Union (TEU) (3 submissions)
- FMHS Postdoctoral Society Committee
- Game Developer Guild, University of Auckland's game development club
- Generation Zero (University arm of a not-for-profit)

Submissions made jointly by two or more staff members: 9

Submissions made by a sole staff member: 105

- [names removed] (86 submissions)
- Anonymous (12 submissions)
- [names removed] through comments made at a VC all-staff forum, which were treated as submissions (7 submissions)