

University Plan



Teaching and Learning Plan 2011-2013

September 2010

Strategic Objective 1

TEACHING AND LEARNING QUALITY

Encourage, evaluate, and reward excellence in teaching and learning

Strategic Priorities

Over the period of this plan (2011-2013) strategic priority will be given to:

1. Developing a flourishing culture that will cherish, improve and reward excellent teaching and learning
2. Improving the national and the international reputation of teaching and learning at the University
3. Using rigorous benchmarking of teaching and learning to ensure and further enhance quality

Activities for 2011-2013	Responsibility	SP
a. Identify a range of appropriate teaching and learning quality metrics	AVC Academic	3
b. Establish a system of teaching awards across all Colleges, to underpin and support the University Teaching Awards.	AVC Academic and College PVCs	1
c. Review the contribution of teaching performance within the promotion criteria	AVC Academic and College PVCs	1
d. Engage support staff to optimise teaching and learning outcomes.	AVC Academic and Academic Development Group	1
e. Ensure that the activities of our good teachers and the experiences of our successful students are publicised effectively in all appropriate media	Director (Communications and External Relations)	2
f. Establish or formalize existing external moderation for postgraduate programmes.	Dean (Postgraduate Studies)	3
g. Investigate external moderation for 300 level, core or capstone courses in programmes.	Convenors of Programmes	3
h. Assist staff to maximise their success in obtaining external grant income for teaching development projects.	AVC Academic and Academic Development Group	1

Strategic Objective 2

TEACHING AND LEARNING RELEVANCE

Ensure that curricula, teaching and modes of assessment are relevant to learners' needs and reflect accepted academic and professional practice.

Strategic Priorities

Over the period of this plan (2011-2013) strategic priority will be given to:

1. Ensuring that all academic programmes reflect international good practice in curriculum, teaching practice and assessment.
2. Reviewing student feedback and taking appropriate steps to ensure learners' needs are met within individual programmes.
3. Ensuring that all University awards are reviewed at least five-yearly by panels which include external reviewers.
4. Supporting teaching and learning in key strategic areas by the establishment of university-wide, inter-disciplinary programmes.

Activities for 2011-2013	Responsibility	SP
a. Review courses and/or programmes for relevance of content and of pedagogical approaches, seeking feedback from students and stakeholders where appropriate.	Convenors of Programmes	1, 2
b. Complete all programme reviews on schedule, review resultant recommendations and determine action to be taken to address these.	Faculty Deans	3
c. Develop and offer programmes which enable staff to align modes of assessment with graduate attributes for programmes.	AVC Academic and Academic Development Group	1
d. Adopt the aggregate measures provided from the Australasian Survey of Student Engagement, AUSSE, as benchmarks for improving student learning activity.	Convenors of Programmes	2
e. Encourage and facilitate international benchmarking of programmes.	Faculty Deans and PVCs	3
f. Identify those degree programmes that connect with the university's research excellence and focus, and develop strategies which will ensure these programmes are national leaders in curriculum, teaching practice and student achievement.	AVC Academic and AVC Research	4
g. Identify and showcase programmes and courses which are exemplars of the teaching-research nexus in all Colleges.	Director (Communications and External Relations)	4
h. Investigate and develop inter-disciplinary and inter-institutional programmes where a	AVC Academic and PVC's	4

	demonstrated need exists.		
i.	Continue to align graduate profiles with learning outcomes of courses and programmes.	Convenors of Programmes	2, 1
j.	Investigate possibilities for new degree development which reflect current needs and international trends e.g. one year taught Masters Degree.	Deans/PVC's	1, 2

Strategic Objective 3

TEACHING AND LEARNING CAPABILITY

Support and further enhance key aspects of teaching and learning capabilities.

Strategic Priorities

Over the period of this plan (2011-2013) strategic priority will be given to:

1. Recruiting and retaining suitably qualified staff with excellent teaching records and potential.
2. Encouraging academic staff to engage in teaching-related professional development and ensuring appropriate provision is made for their participation.
3. Creating and supporting a climate where senior staff mentor, encourage and support early to mid-career staff in their teaching.
4. Enhancing and building upon the capacity of Maori and Pacific academics as role models for students.
5. Encouraging, supporting and recognizing academic staff engagement in discipline-specific pedagogical research.
6. Engaging teachers and students in the development and evaluation of learning spaces.

Activities for 2011-2013		Responsibility	SP
a.	Ensure that hiring processes for academic staff take into account candidates' potential to enhance the university's teaching.	College PVCs	1, 4
b.	Identify steps required to improve teaching quality which are appropriate to the disciplines of each College.	College PVCs	2, 3
c.	Ensure that all teaching staff have time and opportunity to develop their teaching, curriculum design and assessment practices.	HODs and HOSs	2, 5
d.	Require all teaching staff to participate in at least one teaching development activity each year, as part of their performance expectations.	HODs and HOSs	2
e.	Adopt a system of peer mentoring of teachers across all Colleges, with appropriate response strategies and support for both mentees and mentors.	College PVCs	3, 4

f.	Support and promote the development of flexible learning and distance education options. Dedicated support staff will be needed.	PVC (Learning Resources)	2
g.	Provide programmes of staff and student support to enhance the use of the learning management system(s).	PVC (Learning Resources)	2
h.	Maintain a programme of Teaching Development Grants to encourage development of innovative teaching practices.	AVC (Academic)	2, 5
i.	Introduce incentives for new academics to undertake formal study in higher education.	College PVCs	2, 5
j.	Ensure that all capital works related to teaching and learning spaces have student and teaching staff input to planning, execution and evaluation.	PVC (Learning Resources)	6

Strategic Objective 4

STUDENTS

To attract, value, retain and graduate students from a wide diversity of backgrounds, especially those who are dedicated to the pursuit and achievement of excellence

Strategic Priorities

Over the period of this plan (2011-2013) strategic priority will be given to:

1. Developing an ethos of student commitment to striving for excellence.
2. Identifying strategies which enhance students' learning capability, and providing appropriate support for students to achieve excellence.
3. Attracting more students who have Maori and/or Pacific affiliations.
4. Advertising the distinctive nature of our graduate profiles and undergraduate degrees at UC.
5. Attracting outstanding International and Post-Graduate Students.
6. Identifying barriers to student achievement and developing strategies to overcome factors that limit student achievement.

Activities for 2011-2013	Responsibility	SP
a. Identify key strategies for facilitating excellent learning, as appropriate for the disciplines of each College, and establish ways of enhancing the learning, particularly of first year students, in those disciplines.	PVCs and Faculty Deans	2, 1
b. Review provision of academic prizes and groups such as the Golden Key Honours Society, to ensure that undergraduate excellence is acknowledged and rewarded.	Faculty Deans	1, 5
c. Profile and publicise the nature and structure of degrees and programmes to better match the interests and aims/goals of students.	Convenors of Programmes	4, 3

d.	Profile and publicise the achievements of UC staff and graduates.	Director (Communications and External Relations)	4, 5
e.	Use AUSSE and other data to identify areas where the university might enhance student engagement and, hence, their likelihood of success.	Convenors of Programmes	6
f.	Identify and implement ways of attracting greater numbers of Maori and Pacific Island students	AVC Maori/AVC Academic	3
g.	Map student achievement and progression from NCEA and other indicators to help inform high-school preparation for university.	AVC Academic and Academic Development Group	2, 6
h.	Identify reasons for slow progress to graduation from specific degrees or for specific groups of students, for example first years and explore potential strategies for addressing these.	Faculty Deans	2, 6
i.	Review and if necessary enhance the system of academic advice to students.	Faculty Deans	2, 6
j.	Continue to review criteria for admission to programmes.	Faculty Deans	6
k.	Identify student learning needs through diagnostic testing, staff referral or self referral, where appropriate.	Convenors of Programmes	2
l.	Focus learning skills support to address high-potential students who are frustrated in reaching their identifiable potential because of learning impediments.	PVC (Learning Resources)	1, 2
m.	Improve identification and management of under-achieving students.	Faculty Deans	6