



MASSEY UNIVERSITY

SERVICE RELATIONSHIP FOR STRATEGIC INNOVATION AND DEVELOPMENT PROJECTS

1. Overview

This paper outlines the nature of the service relationship for Strategic Innovation and Development Projects, including the purpose, principles and general procedures. Strategic projects refer to targeted professional learning initiatives following a project approach, which are annually negotiated between Colleges, the National Centre for Teaching and Learning and Campus Teaching and Learning Centres.

2. Purpose

The purpose of these projects is to ensure that academic professional learning is relevant to staff needs and aligned with College and University priorities. Through negotiation the aim is to work in partnership with Colleges to identify, develop and implement a number of strategic projects with defined milestones, deliverables and outcomes. A related aim is to foster greater collaboration between teaching consultants and relevant groupings of staff to enhance the impact and effectiveness of professional learning.

3. Principles

The following principles underpin this relationship and the spirit in which strategic projects are negotiated, developed and implemented.

- the best outcomes will be achieved through an environment of trust and mutual respect;
- the effectiveness of professional development depends on willing participation and active engagement;
- the projects should promote critical reflection, sharing of best practice and conversations about teaching and learning;
- the success depends on the partners responding to requests and fulfilling responsibilities in a timely manner;
- the proposed deliverables and outcomes need to be supported by contemporary educational theory and research;
- the projects should acknowledge alternative viewpoints and provide opportunities for all staff to make worthwhile contributions;
- the impact and effectiveness of the projects needs to be formally evaluated and the results shared with relevant stakeholders.

5. Procedures

Strategic Professional Development Projects are negotiated annually with Colleges through the Directors of Teaching and Learning (DTL). The role of the Director, Teaching, Learning and Distance Education is to assist DTLs in preparing priority applications. There is no limit on the scope or number of projects that can be requested and initiatives may involve more than one College. Projects can run over two years. Generally, it is envisaged that Colleges will identify and prioritize projects that have the greatest strategic importance, broadest effect and level of staff engagement.

To assist with the project development and selection of successful bids all applications must be completed using the relevant application form. Applications will be peer reviewed by staff with relevant expertise. If selected for further consideration, revised milestones, deliverables and outcomes along with appropriate resourcing will be negotiated in the first instance with the Director of the National Centre for Teaching and Learning.

6. Monitoring and Evaluation

Regular progress reports will be provided to the National Centre for Teaching and Learning and Pro Vice Chancellors. The outcomes of every project will be evaluated following an agreed evaluation methodology.

7. Dissemination and Scholarly Outputs

Evaluation reports and a brief summary of the project will be published on the website of the National Centre for Teaching and Learning. In addition, there is an expectation that project findings and outcomes may be of interest to the wider academic community and key participants will be encouraged to produce scholarly outputs based on the initiative.