

OFFICE OF THE ASSISTANT VICE-CHANCELLOR ACADEMIC AND INTERNATIONAL – PROFESSOR INGRID DAY

Greetings

You will see from this Newsletter the significant level of activity and new initiatives well underway in 2012 across the area of teaching, learning and international at Massey. The Newsletter is once again packed full of information to keep you up to date with current developments.

Over 2012 we will be implementing our new Teaching and Learning Framework which is the culmination of two years' work, comprising an extensive analysis of our academic portfolio in terms of what, how and where we teach. It identifies the defining features of the Massey learning environment. More specifically we will be building on the 'Massey Model' of teaching and learning which articulates our key characteristics in both orientation and operation. It emphasises our applied and research-led approach, our comprehensive educational portfolio (enhanced by distance education and the innovative use of digital media), and our international and lifelong learning focus.

Over the year we will be building on Massey's longstanding tradition of offering applied learning, by identifying and sharing the range of approaches within Colleges. You may have seen the call for expressions of interest to join either a Special Interest Panel or wider Reference Group that will help to develop our strategy in this area. It's not too late to contribute to these groups.

This is another exciting year for us and I look forward to sharing more information about our work and the many good things that are happening over the months ahead.

Happy reading!

Ingrid



Professor Ingrid Day
AVC Academic and International



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Professional and Continuing Education (PaCE)

Appointments

A new divisional management structure has been established to enable PaCE to continue to expand and meet its targets and objectives across national programming and service areas. The following appointments have been made effective 30 April:

- Harry Verhagen, Assoc Director - Professional Development
- Michelle Daly, Programme Manager – International Study Tours
- Katy Mann Benn, Assoc Director - English Language

The positions of Associate Director – Foundation Education and Business Development Manager are yet to be filled.

Short Courses

In the first quarter of 2012, PaCE offered 27 short courses and international study tours to 434 participants, bringing in \$700,000 in revenue. The majority of courses are customised for clients to meet the development and educational needs of participants.

Courses starting May to July 2012 include:

- Effective Governance
- Whanau Tu Whanau Ora – sport and nutrition for whanau
- UNistart and science courses in Physics, Chemistry and Calculus
- Producing and Using Quality Seed
- Understanding Animal Welfare
- and our semester two Campus Passport offerings.

Publications are being produced to advertise short courses and campus passport courses on offer from July – Dec 2012. If you are intending to offer a short course during this period, please contact [Harry Verhagen](#)

National Centre for Teaching and Learning

In February, Professor Mark Brown was appointed as Director of the National Centre for Teaching and Learning. We are pleased to welcome Mark to this new role as he brings considerable experience and knowledge of teaching and learning development.

A new look [website](#) was launched in February. It has both a staff and student-facing homepage to better reflect the integrated teaching and learning development services offered by the National Centre in partnership with affiliated campus-based Centres for Teaching and Learning.

A new blog known as [Teaching and Learning Kernels \(TALK\)](#) was also recently launched. TALK was developed with support from External Relations and aims to provide regular news and updates related to teaching and learning at the university level.

Also launched in February was a suite of online [self-directed teaching development](#) modules which provide valuable tips and resources relevant to different teaching approaches at the tertiary level.

Applications closed in February for the 2012 Vice Chancellor's Teaching Excellence Awards. This year's recipients were chosen from a very strong field of applicants and the Selection Panel included several previous Massey and national award winners. We congratulate the following recipients:

- Dr Elizabeth Gray (School of Communication Journalism and Marketing, College of Business)
- Dr Zoe Jordens (Institute of Molecular Biosciences, College of Sciences)
- Liz Norman, (IVABS, College of Sciences)
- Amanda Yates, (School of Design, College of Creative Arts)

This year Massey University's nominations to go forward to the National Awards are Dr Zoe Jordens, Liz Norman and Amanda Yates.

Also since the beginning of the year the following staff have received Excellent Practice Awards in recognition of their outstanding contribution to teaching:

- Antony Pelosi (Institute of Design for Industry & Environment, College of Creative Arts)
- Dr Damian Ruth (School of Management, College of Business)
- Dr Gabriele Schmidt-Adam (Institute of Natural Sciences, College of Sciences)

We are also very pleased to announce that Associate Professor Andy Martin was awarded the inaugural Academic Fellowship to support the development and implementation of the University's Applied Learning Strategy. More information about how you can contribute to this strategy appears below.

Applied Learning Special Interest Panel

An Expression of Interest went out in March asking for staff to join either a Special Interest Panel (SIP) or wider Reference Group being convened to explore Massey's approach towards Applied Learning.

The University's Road to 2020 Strategy identifies a number defining features of our learning environment which all have the primary goal of providing an exceptional and distinctive learning experience for all students. Applied Learning is referenced in 2020 as one of the key elements of teaching and learning through which we will achieve that goal.

"Massey graduates are known for their ability to transform ideas into reality – an achievement made possible through a university experience in which they learn to communicate and connect knowledge and practice, through curricula informed by research and enriched by applied learning opportunities.

Our staff are passionate about providing our students with an education that boosts their confidence while ensuring flexibility, employability and intellectual independence.

We are now planning to enrich this experience with an applied learning strategy, which will identify a range of "experiential learning opportunities" for our students to apply theory to practice" (Road to 2020, 2012 version).

The key group for advancing the various ideas, proposals and examples will be the Applied Learning SIP. Expressions of Interest closed at the end of March; however if you would like to contribute, you are welcome to attend one of the roadshows coming to your campus shortly.

Educational Technology Unit

Moodle Upgrade

This year our institutional install of Moodle, the learning management system at the heart of Stream, is being upgraded. While Moodle version 2.x has much of the same functionality as our current version, it does have new tools and improvements to existing activities that has potential to improve the teaching and learning experience for staff and students. A key aspect of the upgrade is the commitment to moving from one version to the next without a lot of manual intervention by staff. This work is currently underway with Summer School offerings from 2011 being moved. If you taught a Summer School paper in 2011 and would like to see what your site looks like in the new version then please [get in touch](#).

Once we are comfortable with how a select number of new Moodle environments look then we will undertake to migrate, in bulk, other offerings from 2011. This year's Summer School offerings will be the first large group of papers to use the new version with the first semester in 2013 being the official institutional rollout. Look out for more communication about this project and for a range of professional development opportunities over the coming months. More detailed information about the difference between versions and timelines for the project is available from the [migration](#) website.

On the subject of upgrades a number of tools in the Stream family have been upgraded over the last few months. [MyPortfolio](#), Massey's ePortfolio system, is the most recent to be upgraded and includes a cleaner and easier to navigate user interface as well as changes to some of its core functionality improving the user experience.

If you would like to learn more about how to integrate MyPortfolio in your paper or programme to support learning and student reflection then please talk with a teaching consultant from the relevant campus Centre for Teaching and Learning.

Stream Completion Checklist

The proposed new Study Resources Policy mentioned below also expects staff to complete the [Stream Completion Checklist](#) before the beginning of each semester. This requirement is primarily linked to meeting Massey University's statutory obligations related to accessibility and copyright of digital content. Massey is required to ensure that staff members have taken reasonable steps to ensure compliance with the Copyright Act. Importantly, completion of the Checklist will assist the University to provide evidence of adherence in regular copyright audits. The number of completed checklists each semester is now a key indicator in the University's quarterly performance reports. The Stream Completion Checklist also includes data on how many papers undertake peer review, which is a key component of the University's commitment to quality enhancement.

Assignment Submission Data

The following assignment submission data primarily related to distance students makes interesting reading. In brief, submission of assignments via Stream has displaced a significant proportion of what was formerly submission of printed, faxed or emailed assignments via the Assignments Office. In 2009, 879 distance offerings required students to submit assignments using physical channels. 2010 saw the formal introduction of electronic submission through Stream. In 2012, only 165 distance offerings still require physical submission, which is a reduction of 81% since 2009. Notably, of the 54,842 assignments to be submitted through Stream in 2012 that will be tracked, the Assignments Office will print 43%. If you would like to support electronic assignment submission in your paper or learn more about electronic marking tools, please contact the Stream Hotline or a teaching consultant in your local campus Centre for Teaching and Learning.

Policy on Delivery Modes & Study Resources

In 2011, as part of the Academic Reform process, a Special Interest Panel: Modes, Materials and Study Resources was convened to review a number of current policies and practices. The recommendations of the Panel have gone through normal University consultation processes and we expect a new Policy that includes principles, definitions and information requirements for 'paper descriptions' and 'paper guides' to be refined and approved in the coming months. In the meantime, this is an early indication of work underway to revise the Online Learning Categories so they clearly communicate to students and staff what can be expected both for the online experience and the supply of study resources.

The proposed new categories are "None", "Paper Information Only", "Partially Taught Online" and "Fully Taught Online", and it will be important to accurately identify the appropriate online learning category for your paper(s) as students rely on this information when making their enrolment choices.

The new Policy will also outline minimum requirements for Stream environments including expectations regarding when these environments will be 'opened' for enrolled students. Ensuring that our students (especially distance learners) can access Stream as early as possible is essential

for their study planning and time management, and a contributing factor to retention and learner success. Importantly, staff are not being asked to engage with students before the start of the semester but rather to make available essential paper information in Stream whilst keeping other blocks and resources hidden until teaching gets underway.

Finally, the University remains committed to providing students with printed copies of core digital study resources wherever possible. There is no additional cost to students for this service. The goal in the Road to 2020 Strategy of making greater use of digital media is intended to enhance the student learning experience. However, we recognise that not all students have computer and full Internet access and there are some circumstances where printed study resources are required. In the case of distance students they should lodge their requests through the Contact Centre. However, if you receive direct requests from students to provide printed copies of digital study resources then please contact **Rebecca Argyle** in Student Administration as her team can arrange for them to be printed on your behalf. Importantly, if you anticipate a number of student requests then we suggest you contact Rebecca to let her know what can be printed for specific papers so this information can be kept on file. The aim is to reduce as much as possible any administrative burden on paper coordinators.

Centre for Teaching and Learning - Albany Profile

2012 started with a flurry of activity as the Campus Centre for Teaching and Learning has now relocated, and is now on Level 3 of the Library. The Herculean task of moving 10 staff members and 10 years of accumulated resources went remarkably well, and within 24 hours everyone was moved and the Centre was fully functioning.



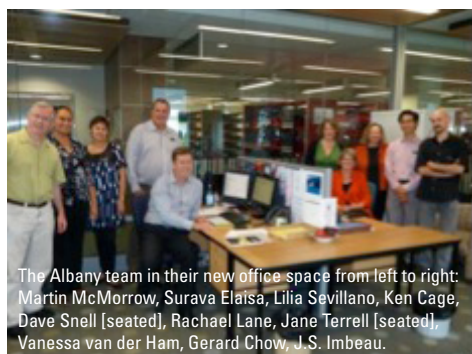
Centre Administrator, J.S. Imbeau, directing students to the new Centre

Given that this occurred in the first week of Semester 1, this was no mean feat. The official opening of the new premises took place on 3 May followed by a forum of invited guests from similar centres, who discussed the opportunities and challenges of providing effective teaching and learning development services.

This year Orientation 2012 ran very well, considering that the new Student Amenities Building was only finished during that week. 209 students enrolled on the Flying Start Programme and a number of workshops for international students were held. More than 100 international undergraduates participated in an enjoyable New Zealand Quiz and wrote short paragraphs on why they chose to study in New Zealand. Martin McMorrow, our ESOL Learning Consultant, analysed their writing and sent each student a personalised email feedback on their writing, with recommendations about paper selection and support services.

The **Academic English Podcasts**, which are produced by the Centre in Albany for international students, have been downloaded over 10,000 times so far this year. A quarter of the podcast audience is New Zealand-based, being joined by visitors from all five continents.

Orientation workshops for Distance Students were run on the Albany campus, with roughly 200 students attending. In addition workshops on Academic Writing Skills have been embedded in the new B.Nursing degree.



The Albany team in their new office space from left to right: Martin McMorrow, Surava Elaisa, Lilia Sevillano, Ken Cage, Dave Snell [seated], Rachael Lane, Jane Terrell [seated], Vanessa van der Ham, Gerard Chow, J.S. Imbeau.

There is a more explicit focus in fine-tuning supports and strategies for disabled students to enable them to be independent and successful learners. This has the potential to enhance students' future work-readiness and promote more sustainable use of university resources. Our Student Adviser: Disabilities will be focusing on this in the coming year.

The Teaching Consultants have been busy providing on-demand workshops for Stream assistance. Over 50 academic staff members have attended these workshops. In addition, working in consultation with senior staff from the new Bachelor of Natural Sciences degree, a full day workshop on Inquiry-based Learning was held for the INS staff, which has enabled them to apply Inquiry-Based Learning in planning their own teaching practice.

Centre Administrator, J.S. Imbeau, directing students to the new Centre

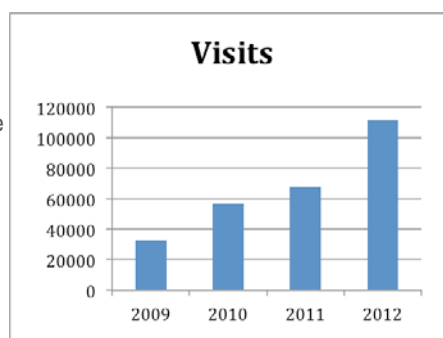
The Albany team in their new office space from left to right: Martin McMorrow, Surava Elaisa, Lilia Sevillano, Ken Cage, Dave Snell [seated], Rachael Lane, Jane Terrell [seated], Vanessa van der Ham, Gerard Chow, J.S. Imbeau.

Use of OWLL

OWLL (Online Writing and Learning Link) is one of the most valuable student resources provided by the Centres for Teaching and Learning. This claim is reinforced by recent usage statistics which show more than 100,000 visits so far this year, and an 81% increase in unique visitors over 2011. Notably, 24,432 visits came directly via a link within Stream which underscores the value of the Learning Support block that appears in most papers. The single most popular page is APA Interactive with almost 40,000 page views. Many other universities direct people to OWLL and we encourage you to promote this resource amongst your students. Also talk with Campus Managers if there are additional study resources that you would like to see included in OWLL.

Student Experience Survey 2012

The annual Student Experience Survey is currently in the field, with results being available in July. This survey of the services and functions that support student learning covers the whole student lifecycle. Perspectives from new students, taught students, postgraduate researchers, Māori, Pasifika, International students and students with disabilities are included. Withdrawn students are also surveyed. Results can be analysed by campus/mode and by College. Results from **past surveys** since 2001 are available to all staff. 2012 results will be posted there; in addition to being reported against University performance targets and being provided in summary form to all survey respondents. The results are used to guide and prioritise improvements in University's services.



Student Engagement Initiatives

Massey is committed to strengthening support for student achievement and to implementing practices that enhance student retention, success and completion. Our initiatives include a collaborative programme of work involving Colleges, the Centres for Teaching and Learning, Student Life Services and Student Administration.

In 2012, the first weeks 'Early Intervention Student Engagement Initiative', with the objective of enhancing student achievement in "at risk" papers, involved the CoB and CoHSS in addition to CoS with whom the original pilot was undertaken. In Semester One, 45 paper offerings are being covered (22 unique papers).

In addition, the distance learners' first year interventions process has been further refined based on experience from the last round. The process is now designed to start earlier with a pre-semester communication and a DL101 brochure to help students understand how to prepare and get started for university study from a distance.

In concert with the early intervention processes is Academic Progress Monitoring. Academic Progress Monitoring (APM) involves the identification of at risk and failing students via a series of reports. These reports allow the University to engage proactively with the student, by suggesting sources of support and/or course advice to the learner, and by informing the student of the possible consequences of unsatisfactory academic performance. This process facilitates a preventative approach with the aims of (a) enhancing retention and completion of qualification, and (b) reducing the number of exclusions.

The Semester One round of APM has now concluded. An email was sent to 876 students identified for the latest round; 457 have re-enrolled for study this semester; 419 students have not re-enrolled for study this semester. A report related to the past rounds of APM is now with Teaching and Learning Committee and newly established Student Administration Subcommittee for consideration. If you have any questions about these initiatives, then please contact [Manvir Edwards](#).

MOST - Massey Online Survey Tool

The new 'face' of MOST was launched on March 1st with a new Welcome page providing better information and links for easier initiation of surveys. The survey instrument has also been upgraded.

This year, our primary focus is on improving the contribution MOST can make to positive learning outcomes for students. We are doing this by offering better support to staff. This includes meeting with Heads of Schools and Institutes to provide 'tailored' reports and to help them and their units manage the requirements and new features of MOST. Individual consultations are also being provided for staff requiring one-on-one support.

To help improve response rates, we are developing new information tools for staff and students. We are also extending the survey period to include the last week of lectures and the week after exams (for Semester 1, it is open from 28 May to 1 July). Lecturers can remind their students to complete the survey, both in class and by including the link (that they receive by email) on their Stream site. The latter strategy has proven to be particularly effective in helping to increase response rates as it enables students to access the survey directly from Stream.

We are also supporting and promoting the uptake of the new feature which enables Paper Coordinators to include comments in the reports that go back to students; this is one powerful way of closing the feedback loop and demonstrating that students' input is being considered. We strongly encourage all staff to make use of this feature when using MOST. If you have any questions about MOST please contact [Ema Alter](#), ext 81473.

Video-linked Teaching Update



Work continued over the summer on our new Video-linked Teaching (VLT) facilities on the Albany and Manawatu campuses. A handful of experimental academic users have been piloting the rooms with students since the beginning of Semester 1. Also in March Academic Board held a meeting to pilot the facilities. So far the feedback from staff and students has been very positive. Sue Tait continues to manage the project and Scott Symonds has been seconded to provide support from a teaching and learning perspective. The Project Board managing the VLT initiative is planning a formal opening of the facilities at the end of May. In addition to a formal launch we are planning to provide short tours of the rooms so all staff can see these innovative teaching facilities. Please contact Sue Tait or Mark Brown if you have any questions about the VLT initiative.

DELFA

The [Distance Education and Learning Futures Alliances](#) (DELFA) was established at the end of 2011 to help establish a network of leaders at the engine of new innovations in teaching and learning at the tertiary level. One of the goals of DELFA is to enhance Massey University's reputation as a leader and world-class centre of innovation and excellence in the design and delivery of online, blended and distance education. The Alliance is part of the National Centre for Teaching and Learning comes under the directorship of Professor Mark Brown. Although still in the establishment phase, DELFA recently hosted a workshop attended by approximately 70 staff on blended learning and another by a visiting scholar on the impact

of e-Learning on the 21st Century university. More information about upcoming presentations along with brief recordings of previous speakers is available on the DELFA website.

A number of other activities and initiatives are planned over 2012 including a regular "Hot Topic" lunch box series. DELFA also recently supported a number of academic staff to attend the Distance Education Association of New Zealand (DEANZ) conference and will host the annual [ascilite](#) conference in November. If you are looking to increase your understanding of how to effectively use new digital technologies for teaching and learning, then make sure you attend this year's ascilite conference at Te Papa in Wellington.

Academic Programme and Regulations Unit (APRU)

Diary of Key Dates

Please note that the Student Calendar and Administrative Calendar is now available as an iCalendar feed. iCalendar, often referred to as iCal, is a standard internet calendar format that enables users to create and share electronic calendars across different computers and different programs. By subscribing to our own Massey University Student and Administrative iCalendar feed, you can ensure you have the most up-to-date information. To subscribe, visit the [University Dates](#) website.

Recasting of Regulations

APRU have launched an initiative to work with Colleges to recast all University qualifications into the format approved by Academic Board as part of the Qualification Framework. This is an opportunity to adopt a consistent presentation style and language across the University whilst still preserving the integrity of individual qualifications. This work will support the further development of a fully-online Calendar which will be more user-friendly and create better links between the Statutes and Regulations that apply across the University and the individual qualification regulations.

Academic Proposal Templates

New [templates for academic proposals](#), such as introducing a new qualification, have been approved by Academic Committee for trial this year. The templates were proposed by APRU as part of the Qualification Framework to meet the needs of the Committees who approve such proposals. A trial was considered the best way to 'test drive' the templates so improvements can be made before their formal adoption. APRU consultants are available to assist staff with using them. The eventual aim is to create a mechanism that will allow the qualification and paper descriptions to be auto populated.

Graduating Year Review Procedures

Graduating Year Review Procedures were approved by Academic Committee at the February meeting. The APRU Accreditation Consultant has now disseminated the draft Procedures and the 2012 schedule of GYRs to Colleges, and is available to assist Colleges to undertake their reviews. The new procedures establish a more rigorous review process to enable Massey University to align its process with other universities and to meet CUAP's increased reporting requirements.

International Office

Semester 1, 2012 has been a very positive semester in terms of international student numbers. Currently, we are at 207 international EFTS up from the same time last year. This is significant when thinking of the continuing global financial crises, the high NZ currency, and the ever increasing competition for students that Massey faces in the International market place. There are a number of new initiatives across the University that are starting to come to fruition in terms of students. However many of the new initiatives will only start to realise students in 2013 and 2014.

Marketing and Recruitment

The International Office Marketing and Recruitment activities are in place for February through to July 2012. The emphasis on marketing and recruitment for the first six months is on multiple contacts and visits to our level one countries and regular visits and contacts with our level two countries in keeping with the Internationalisation Strategy. Marketing and recruitment staff will be attending education fairs, conducting interview sessions and visiting institutions in the following countries over the next few months: India, Indonesia, Malaysia, China and Hong Kong. The University will be represented at education fairs in the United Kingdom, Spain and Mexico. The latter two countries are new markets.

Engagement with identified high schools in Auckland, Manawatu and Wellington is underway with visits marked for term 1 and term 2. Further collaboration with Auckland based pathway providers has commenced with joint activities undertaken in selected cities in China and activities with Education Wellington is also underway in China.

A new promotional flyer for the International Scholarships/Awards has been printed for distribution in the above countries. The interest in these financial assistance opportunities from our stakeholders and clients has amplified due to our increase in marketing and promotional efforts.

Internationalisation Strategy

Engagement with College representatives continues with the International Marketing, Recruitment, and Admissions strand of the Internationalisation Strategy. Colleges are in the midst of developing and implementing their respective Operational Plans with market intelligence and information gathered and distributed by the International Marketing and Recruitment team. A plan to further develop International Relations activity has been established and further engagement with Colleges around this will be undertaken before implementation.

Online Enrolment Project

The International Office is involved in the second phase of the online enrolment project and has provided an international assessor to work full time with the project team for the remaining part of the year. It is anticipated that the project will ensure that Massey is meeting market needs in regard to the ability for students and agents to apply and enrol electronically. The new features will enhance process improvement and reporting, as well as the management of international student cohorts.

Appointment of Staff

Three new staff have been appointed in the first quarter of this year. Kerrie Simonsen, who is moving from the HR department, is filling the Office Administrators role which has been vacant since August 2011. Two new marketing consultants have also been appointed. Extra capacity in the Marketing and Recruitment area will help Massey meet the targets as set out in the Internationalisation Strategy.

International Visitors

The University has received a flow of visiting delegations since New Year. Key visits have included: Nanjing University of Finance and Economics (China), Kuwait Cultural Office, Renmin University (China), Alexandra University (Egypt), University of Missouri (USA), and the Ambassador of Israel. Special mention should be made of a high level delegation from India consisting of five Vice Chancellors organised by Universities NZ. This was a short but most successful visit and has opened the door to Massey visiting India later this year. A recent MOU signed by with the University of Missouri is another promising development.

National Issues

The International Office is also engaged in work with the China – New Zealand Higher Education Symposium (July 2012); direct Admission of high quality students from the Chinese Gaokao examination; out-sourcing of the NZ AID scholarship administration by MFAT; and the establishment of the newly created Crown Entity, Education New Zealand (ENZ).

Conference services

For the first quarter of 2012, Conference Services have managed three large international conferences.

- IV International Giardia and Cryptosporidium Conference was held from 31 January to 3 February 2012 at Te Papa Tongarewa in Wellington.
- The 14th International Mobility Conference (IMC14) was held at the Convention Centre, Palmerston North from 13 – 16 February 2012.

It was the first time either of these conferences has ever been held in New Zealand.

- The inaugural Food Structures and Digestive Health Conference was held at the Convention Centre, Palmerston North from 7 – 9 March 2012.

All three conferences were very well attended with delegates attending from 38 different countries. Conference Services have recently engaged ShowGizmo, which is a smartphone application and iPad/tablet application which combines Web and smartphone technology to create more productive, valuable events. This tool has been very successfully used by us, our exhibitors, and attendees. It is a very cost-effective way of communicating with a conference audience. Together with our online Event Management Software and years of experience, ShowGizmo allows Conference Services to continue to provide valuable services to our university.