



2030 STRATEGY

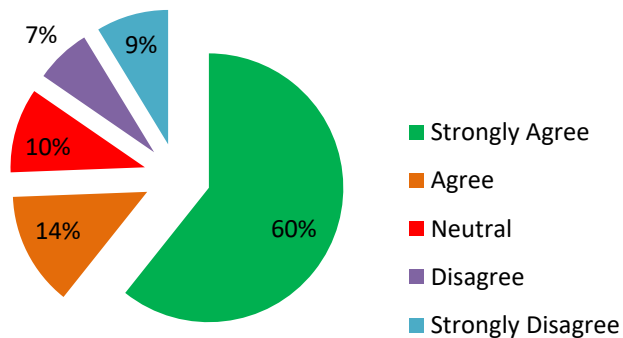
NUS 2030 STRATEGY SURVEY REPORT

APPROXIMATELY

71.4 %

OF OVERALL NUS STAFF RESPONDED TO THE SURVEY

A total of 296 responses were received from the NUS 2030 Strategy Survey. This is approximately 71.4 % of the total staff population.



WHAT WE DO?

Do you agree with the statement: "Our core activities of education and employability and research and innovation define what we do"?

74% OF PARTICIPANTS AGREED WITH THE ABOVE STATEMENT

Of the 74% participants, 60% strongly agreed and 14% agreed.

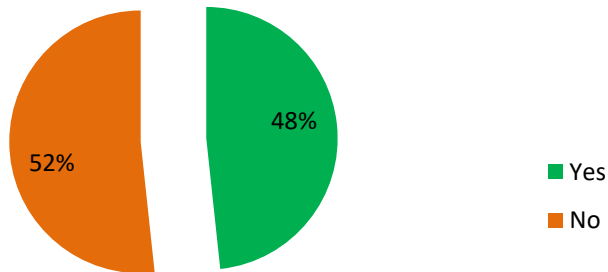
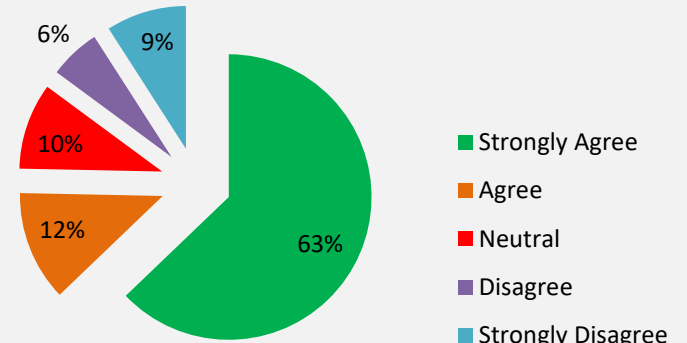
Please refer to the pie chart for more details.

WHERE DO WE FOCUS?

From the attached consultation paper and strategy diagram below, do you agree with the five chosen impact themes?

A majority number of 223 participants agree with the Five Impact Themes. Of that 75%, 63% strongly agreed while just 12% agreed.

75% AGREE WITH THE FIVE CHOSEN IMPACT THEMES



52% OF PARTICIPANTS HAVE STATED THAT THEY **DO NOT** FEEL LIKE THEY CAN BUILD A MEANINGFUL CAREER AT NUS

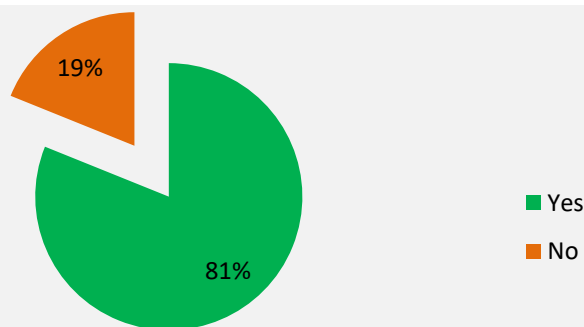
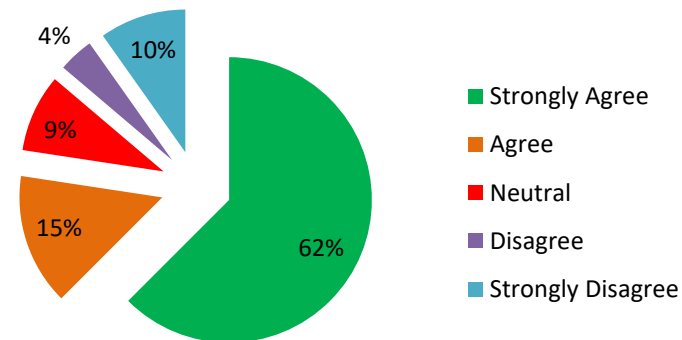
WHO WE NEED?

Do you feel confident you can build a successful and meaningful career at the NUS?

A total of 153 survey participants have stated they do not feel like they can build a meaningful career at NUS. Only 143 (48%) felt like they are able to build a meaningful career. This question also received the most comments which total to 23 responses.

Do you agree with the statement: “We must be an inclusive university which values diversity, and fosters wellbeing, innovation and positive engagement, reflecting our values and enabling collaboration and cohesion”?

77% AGREE WITH THE ABOVE MENTIONED STATEMENT

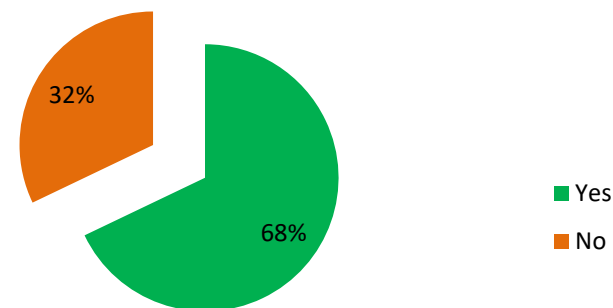


WHAT WE NEED?
Does the University have a distinctive Samoan Voice?

81% BELIEVE THAT NUS HAS A DISTINCTIVE SAMOAN VOICE.

The NUS Strategic Structure proposes the separation of the University into three main areas: (1) Academic and TVET; (2) Research and Innovation; and; (3) General Operations. Do you agree with this strategic structure?

68% AGREE WITH THE PROPOSED RESTRUCTURE.



INTERNAL SURVEY RESPONSES

WHAT WE DO: Approximately 74% agreed with the statement, “Our core activities of education and employability and research and innovation define what we do.”

STUDENT SUPPORT:



- Our University gives priority to the development of a broad range of student support services to assist with gaps in both academic and personal skills and knowledge. However, students are commonly unprepared in some of the personal skills which are fundamental to successful study. The University is expected to strengthen those components to deal with life skills, confidence building, study skills, time management and other areas which are important for a student to successfully transition to a higher education learning environment.
- The University does not have greater specialized learning support staff but relies on academic staff and student counsellors to assist as student needs are presented to them. These needs include for English language support for both undergraduate and postgraduate students, and help with numeracy and such academic skills as time management, referencing and computer literacy.

ASSESSMENT:



- The paucity of library resources and availability of computer access at NUS does impact on the kinds of assessment students can undertake. Not all students have living environments conducive to study and producing assessment work. While at the same time, study space on campus is limited. Such restrictions influence the kinds of tasks teachers set for their students. Some staff might need assistance in developing assessment regimes which take account of widespread constraints, while at the same time, ensuring that students are evaluated fairly and by tasks which are appropriate to the level of study.
- This should be a strong element in staff development and programmes.
- It is recommended curriculum design and assessment standards and teaching delivery at all levels within the NUS have parity with, or are benchmarked against, those of its regional neighbors, adding wherever possible efforts should be made to recruit support from those jurisdictions to assist in this process.

ABSENCE OF STUDENT PROFILE:



- The University does not have a single institutional graduate profile. That is, there is no statement of characteristics which might make NUS graduates distinctive, or of skills or experiences that graduates might have in common. However, the University's own Mission refers to meeting, "*the human resource needs of the country.*" Such a statement implies employability of graduates and might also have other implications with respect to the attributes one might expect in a NUS graduate. The University's stated Values might also translate into specific graduate attributes, for example "*collaboration*", "*innovation and creativity*" and "*respect for the integrity of the Samoan culture*".
- A reputational risk for the University, is the quality of its graduates. While part of this "*quality*" undoubtedly refers to disciplinary knowledge and skills, it might also imply to more general attributes. From the above, there are specific gaps that exist with respect to graduate attributes. Please refer to skills attribute graph, which indicates the key attributes of a student graduate:

Cognitive	
Critical thinking <ul style="list-style-type: none"> ● Structured problem solving ● Logical reasoning ● Understanding biases ● Seeking relevant information 	Planning and ways of working <ul style="list-style-type: none"> ● Work-plan development ● Time management and prioritization ● Agile thinking ● Ability to learn
Communication <ul style="list-style-type: none"> ● Storytelling and public speaking ● Asking the right questions ● Synthesizing messages ● Active listening 	Mental flexibility <ul style="list-style-type: none"> ● Creativity and imagination ● Translating knowledge to different contexts ● Adopting a different perspective ● Adaptability

Interpersonal	
Mobilizing systems <ul style="list-style-type: none"> ● Role modeling ● Win-win negotiations ● Crafting an inspiring vision ● Organizational awareness 	Developing relationships <ul style="list-style-type: none"> ● Empathy ● Inspiring trust ● Humility ● Sociability
Teamwork effectiveness <ul style="list-style-type: none"> ● Fostering inclusiveness ● Motivating different personalities ● Resolving conflicts 	<ul style="list-style-type: none"> ● Collaboration ● Coaching ● Empowering

Self-leadership	
Self-awareness and self-management <ul style="list-style-type: none"> ● Understanding own emotions and triggers ● Self-control and regulation ● Understanding own strengths ● Integrity ● Self-motivation and wellness ● Self-confidence 	
Entrepreneurship <ul style="list-style-type: none"> ● Courage and risk-taking ● Driving change and innovation ● Energy, passion, and optimism ● Breaking orthodoxies 	
Goals achievement <ul style="list-style-type: none"> ● Ownership and decisiveness ● Achievement orientation ● Grit and persistence ● Coping with uncertainty ● Self-development 	

Digital	
Digital fluency and citizenship <ul style="list-style-type: none"> ● Digital literacy ● Digital learning ● Digital collaboration ● Digital ethics 	
Software use and development <ul style="list-style-type: none"> ● Programming literacy ● Data analysis and statistics ● Computational and algorithmic thinking 	
Understanding digital systems <ul style="list-style-type: none"> ● Data literacy ● Smart systems ● Cybersecurity literacy ● Tech translation and enablement 	

¹Distinct elements of talent.

BENCHMARKING PROGRAMMES:



- A medium-term objective of NUS should be to ensure that its curriculum design and assessment standards and teaching delivery at all levels have parity with, or are benchmarked against, those of its regional neighbours, particularly USP and Australian and New Zealand universities. Efforts should be made to recruit support from those jurisdictions to assist in this process. So that, substantiated systematic benchmarking against universities in these other jurisdictions should add significantly to the overall external credibility and reputation of NUS programmes and graduates.

WHERE WE FOCUS: The statement, “from the attached consultation paper and strategy diagram below, do you agree with the five chosen impacts?”, gained a 75% of the NUS staff who agreed with the five chosen themes.

RESEARCH:



- The University has been making concerted efforts to reinforce the need for all staff to be engaged in research activity or (for TVET staff) other forms of reporting and analysis. The University has a Workload Policy which includes a 40/40/20 workload allocation model as a “notional guideline”. There are differing views on what the 20% allocation referred to: i.e. whether administration or community service, or both.
- There is a research “push” however staff give priority to developing the material for their teaching. For senior staff, administrative and community responsibilities eat into time for preparing publications; there is an ability to do the research but a lack of motivation to write (for publication).
- There is a difficulty experienced by a number of staffs in undertaking research. For instance, in some areas, facilities are lacking or unreliable; all staff experience the challenges of limited Library resources and internet connectivity; in some areas NUS does not have the opportunity to develop the research teams that are common elsewhere. It should also be noted conventional differences across disciplines, with some disciplines needing much longer lead time to develop and conduct research than do others. Furthermore, peer review and publication itself is not commonly achieved within such a short time frame envisaged by contractual arrangements and there is a risk that staff opt for low prestige journals in order to deliver an output. The University does differentiate between locally, regionally and internationally recognized journals and that while publication in a recognized peer-reviewed journal is a requirement for senior lecturers; this is not expected of Grade 1 and 2 lecturers.

- Progression through Grades imposes an expectation of at least three publications over a three-year period for senior lecturers, and one and two publications per three-year contract for Grades I and II staff respectively. If the expectation is not achieved, a staff member might be demoted. The University's definition of "publication" is broad currently; for instance, it might include such items as ministerial reports.

WHO WE NEED: The response to the question, "Do you feel confident that you can build a successful and meaningful career at the NUS, gained a higher percentage in the response 'no', where 52% disagreed with the above question, compared to a lower 48% who had agreed. However, this contributed to some key points, which are highlighted below:

STAFF RECRUITMENT:



- The three-year contract period is a disincentive to the recruitment of staff and does not sit easily alongside the publication requirements for contract extension at the same grade. The University should be encouraged to keep the contract period and conditions under review, in particular to ensure it does not disadvantage itself with respect to other employers of qualified graduates who might be potential academic staff.
- NUS experiences challenges in recruiting appropriately qualified staff, not just because of (internationally) relatively low salaries and contractual arrangements but also because of relocation costs, living arrangements, constrained research opportunities and limited availability of teaching resources. The University has therefore, focused on developing local staff. Its provision for staff to upgrade their qualifications is generous.
- The NUS professional development strategy has been in place for ten years and the University states that it has achieved its objective on staff qualifications. It would appear to be an effective method for the University to grow its own appropriately qualified staff. One cost associated with this strategy is that, at any time, approximately a third of academic staff are absent, resulting in some elective courses being not offered or replacement staff being hired. The University needs to be vigilant in ensuring that this strategy does not result in an increased workload on remaining colleagues or such downstream effects as increased staff: student ratios and/or additional costs of appointing relieving teachers.
- The University has a principle that any teaching staff member must hold a qualification which is at least at a level higher than the programme being taught. This is an acceptable position to take given the relatively small number of postgraduate students and the difficulty in recruiting doctoral qualified staff.
- The recruitment and retention of senior academics who have returned to Samoa from overseas is a good strategy for introducing expertise and experience to the University and ought to be acknowledged and rewarded during new contract negotiations within considerations of a starting salary.

WHAT WE NEED:

The response to the question, “does the University have a distinct Samoan voice?”, gained a high response (81%) of those in agreement. Furthermore, the statement, “The NUS structure proposes the separation of the University into three main areas: (1) Academic and TVET; (2) Research and Innovation; and (3) General Operations. Do you agree with this strategic structure?”, gained approximately, 68% of the NUS staff who agreed with this strategic structure.

DELIVERY OF CURRICULUM TEACHING:



- Teaching at NUS is predominantly face-to-face classroom or lecture based. In its self-review report the University documents a variety of teaching methods and uses of technology which support its curriculum and comments on possible future developments. Difficult for staff to assess the appropriateness of teaching methodologies for the objectives of the taught curriculum across all the University’s programmes in the absence of an agreed assessment policy. The above issues must be addressed if the University is to gain parity of educational outcome with other contemporary universities.

DELIVERY OF CURRICULUM RESOURCES:



- There is no evidence at NUS of building design being planned or adapted to meet contemporary pedagogical styles (e.g. to facilitate problem-based learning or collaborative investigation). The issues with space provision are significant and there is no easy solution and yet such a situation places a demand on the NUS. Computing and IT resources are a significant challenge for NUS. Students’ computing skills are generally poor, few students own personal computers and there is insufficient access to University computers.
- The University provides some digital and electronic facilities. Staff are required to be computer literate and students are expected to have an email address. Some staff use video-conferencing and Skype for interaction; there are some Wi-Fi hot spots and the University is planning more. Staff seek improved computing and IT support but so long as computing resources are limited, the University will be constrained in the extent to which it can pursue contemporary teaching and learning methodologies, as well as in the use of online administrative processes (e.g. enrolment).
- It is clear though that greater investment is needed in infrastructure, skilled support, and student facilities if the University is to be able to provide for its staff and students a learning environment that is appropriate for degree-level teaching and learning and comparable to a modern university.
- Resource constraints are real and have an impact on capacity to provide adequate support for research. Currently, academic and teaching staff adjust their research interests to work around existing constraints. For example, investigating social impacts of technological developments, rather than researching the developments themselves.
- It may be the case that the University has to take strategic decisions about the areas in which it can afford to support staff research, or has the capacity to support postgraduate research for the medium term.
- Awarding and recognizing higher research skills should be a priority.