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| Council Agenda Part A (Open Agenda)     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                  | Waipapa<br>Taumata Rau<br>University<br>of Auckland | Page # |
| 15.10.2025<br>Online via Zoom<br>4:00pm |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                     |                                                     |        |
| COUNCIL BRIEFINGS                       | These will take place prior to the meeting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                     |                                                     |        |
| KARAKIA                                 | The meeting will be opened with the following karakia:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                     |                                                     |        |
|                                         | <p>Te Reo:<br/>Tukua te wairua kia rere ki ngā taumata<br/>Hei ārahi i ā tātou mahi<br/>Me tā tātou whai<br/>i ngā tikanga ā rātou mā<br/>Kia mau, kia ita<br/>Kia kore ai e ngaro<br/>Kia pupuri<br/>Kia whakamaui<br/>Kia tina! TINA! Hui e! TĀIKI E!</p>                                                                                                                                                                                                                                                                                                      | <p>English Translation:<br/>Allow one’s spirit to exercise its potential<br/>To guide us in our work<br/>As well as in our pursuit of our ancestral traditions<br/>Take hold and preserve it<br/>Ensure it is never lost<br/>Hold fast<br/>Secure it<br/>Draw together - Affirm</p> |                                                     |        |
| 1. APOLOGIES                            | Apologies have been received from Mr McDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The Chancellor moves that the apologies, be noted.                                                                                                                                                                                                                                  |                                                     |        |
| 2. WELCOME                              | The Chancellor welcomes Mr Sam Ricketts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                     |                                                     |        |
| 3. DISCLOSURES OF INTEREST BY MEMBERS   | <p>3.1 Council Interest Register for 2025 – members are asked to advise Wendy (<a href="mailto:w.verschaeren@auckland.ac.nz">w.verschaeren@auckland.ac.nz</a>), as soon as possible when changes are required.</p> <p>3.2 In addition to the requirement for Council to complete an annual Interest Register the attention of Members is drawn to the <a href="#">Conflicts of Interest Policy</a> and the need to disclose any interest in an item on the Agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.</p> | The Chancellor moves Council Interest Register for 2025 be received and the additional disclosures, if any, be noted and the action taken be endorsed.                                                                                                                              |                                                     | 11     |

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|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b>4. CONFERMENT OF DEGREES</b>         | <p>In accordance with the provisions of the Conferment of Academic Qualifications and Academic Dress Statute 1992 the Chancellor will confer the degrees listed (as attached) by stating:<br/> <i>By the authority vested in me by resolution of The University of Auckland Council I, CECILIA TARRANT, Chancellor, confer the degrees stated upon those who, within their several faculties, have satisfied the requirements of this University.</i></p> |                                                                                                                                                                                                                                                                                                              | <b>15</b> |
| <b>5. AWARD OF DIPLOMAS</b>             | <p>In accordance with the provisions of the Conferment of Academic Qualifications and Academic Dress Statute 1992 the Chancellor will award the diplomas listed (as attached) by stating:<br/> <i>By the authority vested in me by resolution of The University of Auckland Council I, CECILIA TARRANT, Chancellor, award the diplomas stated to those who, within their several faculties, have satisfied the requirements of this University.</i></p>   |                                                                                                                                                                                                                                                                                                              | <b>31</b> |
| <b>6. COUNCIL MEETINGS</b>              | <b>6.1 Council, Draft Minutes (Part A), 27.08.2025</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>The Chancellor moves</b> that the Minutes (Part A), 27.08.2025 be taken as <b>read</b> and <b>confirmed</b> .                                                                                                                                                                                             | <b>37</b> |
|                                         | <b>6.2 Matters arising from the Minutes (Part A), 27.08.2025 not elsewhere on the Agenda</b>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |           |
| <b>7. VICE-CHANCELLOR'S REPORT</b>      |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>The Chancellor moves</b> that the Vice-Chancellor's Report be <b>noted</b> .                                                                                                                                                                                                                              | <b>44</b> |
| <b>8. REPORTS OF COUNCIL COMMITTEES</b> | <b>8.1 FINANCE COMMITTEE</b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>The Chancellor moves</b> that the Finance Committee Minutes (Part A) 26.09.2025 be <b>received</b> .                                                                                                                                                                                                      | <b>56</b> |
|                                         | <b>8.1.1 Minutes, (Part A), 26.09.2025</b><br><br><b>8.1.2 Domestic Student Fees 2026 and International Student Fees 2027</b>                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                              | <b>59</b> |
|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>The Chancellor moves</b> that Council:<br>i) <b>Approve</b> the attached Domestic Fees Schedule for 2026 in line with the Government's AMFM (Appendix A).<br>ii) <b>Approve</b> the attached International Fees Schedule for 2027 including Study Abroad, Up Education and ELA Fee Schedule (Appendix B). |           |

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|  |                                                                                              | <p>iii) <b>Authorise</b> the Vice-Chancellor to assign any new programmes, including Government (DQ7+) funded micro-credentials, or programmes be coming newly available to international students in 2027, to an appropriate band to enable offers to be made during the recruitment cycle, and report these decisions back to the Council.</p> <p>iv) <b>Authorise</b> the Vice-Chancellor to set fees for non-Government (DQ7+) funded Micro-credentials and for University programmes delivered off-shore subject to such fees being reported to the Council meeting immediately following.</p> <p>v) <b>Approve</b> the Compulsory Student Services Fee at \$9.77 per point (GST inclusive) a 2.2% increase and the associated changes to the student fee schedule (Appendix C).</p> <p>vi) <b>Approve</b> the attached Other Fees Schedule for 2026 (Appendix C)</p> |            |
|  | <p>8.2 <b>AUDIT AND RISK COMMITTEE</b></p> <p>8.2.1 <b>Minutes, (Part A), 17.09.2025</b></p> | <p><b>The Chancellor moves</b> that the Audit and Risk Committee Minutes (Part A) 17.09.2025 be <b>received</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>105</b> |
|  | <p>8.3 <b>NAMING COMMITTEE</b></p> <p>8.3.1 <b>Minutes, (Part A), 17.09.2025</b></p>         | <p><b>The Chancellor moves</b> that the Naming Committee Minutes, (Part A), 17.09.2025 be <b>received</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>107</b> |
|  | <p>8.4 <b>HONOURS COMMITTEE</b></p> <p>8.4.1 <b>Minutes, Part A, 08.10.2025</b></p>          | <p><b>The Chancellor moves</b> that the Honours Committee Minutes, (Part A), 08.10.2025 be <b>received</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>108</b> |

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|                                                     | <p>8.5 <b>VICE-CHANCELLOR'S REVIEW AND EXECUTIVE REMUNERATION COMMITTEE (VCRERC)</b></p> <p>8.5.1 <b>Minutes, (Part A), 14.08.2025 – Māori position</b></p>                                                                                                                                                                                                                                                                                                                                        | <p><b>The Chancellor moves</b> that the VCRERC Minutes (Part A) 14.08.2025, Māori position be <b>received</b>.</p>                                                                                                                     | <b>109</b>                          |
|                                                     | <p>8.6 <b>RŪNANGA</b></p> <p>8.6.1 <b>Rūnanga Report 2 - 2025</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>The Chancellor moves</b> that the Rūnanga Report 2 - 2025 be <b>received</b> and that Council <b>note</b> the Runanga's advice relating to the Vice-Chancellor's proposed direction relating to Waipapa Taumata Rau courses.</p> | <b>110</b>                          |
| <b>9 SENATE MATTERS</b>                             | <p>9.1 <b>REPORT OF SENATE MEETING 15.09.2025</b></p> <p>Part A1, a: Policy and other matters requiring to be considered/received by Council</p> <p>Part A2,1-2: Matters requiring Council approval</p> <p>Part B, 1-3: Items to note by Council</p> <p>Part C, 1-5: Matters handled under Delegated Authority</p> <p>9.2 <b>REPORT OF THE SPECIAL SENATE MEETING OF 26.09.2025</b><br/><b>Council to consider the advice from Senate in regard of the Vice-Chancellor appointment process</b></p> | <p><b>The Chancellor moves</b> that the recommendations in Part A of the Report of Senate, 15.09.2025 be <b>adopted</b> and Parts B and C be <b>noted</b>.</p> <p><b>To be determined following Council discussion</b></p>             | <p><b>112</b></p> <p><b>118</b></p> |
| <b>10 CORRESPONDENCE REFERRED BY THE CHANCELLOR</b> | <p>10.1 <b>Letter, 30.09.2025 from Dr Parmjeet Parmar MP</b></p> <p>10.2 <b>Letter, 29.09.2025 from Brendon Dunphy, Alan Cameron and Nicole Edwards</b></p> <p>10.3 <b>Email 01.10.2025 from Professor Raine and the Vice-Chancellor's response of 01.10.2025</b></p> <p>10.4 <b>Letter, 08.10.2025 from 426 University of Auckland staff signatories</b></p>                                                                                                                                      | <p><b>The Chancellor moves</b> that Council receive the mentioned letters and email.</p>                                                                                                                                               | <b>122</b>                          |

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| <b>11 OTHER MATTERS FOR DECISION OR NOTING</b> | <p>11.1 <b>SEAL</b></p> <p>Since the Council meeting on 27.08.2025 the seal has been applied to the following document in accordance with the Council resolution of 18.02.1991:</p> <ul style="list-style-type: none"> <li>• Deed of Renewal and Variation Lease – Taradise Holdings 2004 Ltd (Landlord) and the University of Auckland (Tenant) – Level 3, 50 Devon Street New Plymouth (UniServices – IMAC)</li> <li>• Deed of Accession – University of Southern Queensland, Darling Downs Hospital and Health Service, West Moreton Hospital and Health Service, and the University of Auckland – Collaborative Research Agreement dated 24/1/2025</li> <li>• Deed of Variation, Renewal and Rent Review – Allens Road Joint Venture Nominee Ltd (Lessor) and the University of Auckland (Lessee) - Premises at 66 Allens Road East Tamaki Auckland</li> </ul> | <p><b>The Chancellor moves</b> that the affixing of the seal to the listed document be <b>noted</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |
|                                                | <p>11.2 <b>VICE CHANCELLOR'S PROPOSED DIRECTION FOR WAIPAPA TAUMATA RAU COURSES</b></p> <p>11.2.1 <b>Memorandum, 07.10.2025 from the Vice-Chancellor</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>The Chancellor moves</b> that <b>Council;</b></p> <ul style="list-style-type: none"> <li>(i) <b>Endorse</b> the Vice-Chancellor's amended proposed direction for Waipapa Taumata Rau courses;</li> <li>(ii) <b>Note</b> Rūnanga advice as set out in the September Runanga report;</li> <li>(iii) <b>Note</b> Senate advice as set out in the September Senate report;</li> <li>(iv) <b>Note</b> Student Consultative Group advice as summarised in the memorandum; and</li> <li>(v) <b>Note</b> that decisions made in line with the Vice-Chancellor's direction will be implemented progressively as programme regulation and system changes allow.</li> </ul> | <p><b>148</b></p> |
|                                                | <p>11.3 <b>RESCINDMENT</b></p> <p>11.3.1 <b>Memorandum, 02.10.2025 from the Graduation Office</b> regarding the rescindment of a degree and re-award with the Second Class Honours First Division milestone, as per the memorandum</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>The Chancellor moves</b> that <b>Council rescind</b> the Master of Engineering Project Management Degree and <b>re-award it</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>153</b></p> |

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|                                    | <p>11.3.2 <b>Memorandum, 02.10.2025 from the Graduation Office</b> regarding the rescindment of a degree and re-award with the correct specialisation, as per the memorandum</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>with the Second Class Honours First Division milestone, as per the memorandum</p> <p><b>The Chancellor moves</b> that <b>Council rescind</b> the Doctor of Philosophy Degree and <b>re-award it</b> with the correct specialisation, as per the memorandum.</p> | <b>154</b> |
| <b>12 ELECTIONS - APPOINTMENTS</b> | <p>12.1 <b>ELECTION OF THE CHANCELLOR AND PRO CHANCELLOR</b></p> <p>The Acting Registrar takes the Chair for the first part of this item.</p> <p>12.1.1 <b>ELECTION OF CHANCELLOR FOR 2026</b></p> <p>Note that, under:</p> <ul style="list-style-type: none"><li>• Schedule 11, clause 15 (4) of the Education and Training Act 2020, the Chief Executive, staff members and the student member are not eligible to be elected as Chancellor or Pro-Chancellor.</li><li>• Schedule 11, clause 15 (5) The Chairperson and Deputy Chairperson of a Council each hold office, for a period for which the Chairperson or Deputy Chairperson is elected, but are eligible for re-election.</li><li>• The election of Chancellor and Pro-Chancellor will take place for a period starting on 01.01.2026 and ending 31.12.2026.</li></ul> <p><b>Procedure for Election of Chancellor</b></p> <p>Council 12.07.1974 resolved:</p> <ol style="list-style-type: none"><li>1. The Registrar to call for nominations – each nomination to have a proposer and a seconder.</li><li>2. Should one nomination only be received the person nominated to be declared elected.</li><li>3. Should more than one nomination be received then a secret vote be held as follows:<ol style="list-style-type: none"><li>(i) Each member of Council entitled to vote be asked to write the name of the candidate for whom (s)he wishes to vote on a voting paper.</li><li>(ii) The voting papers to be collected and the Registrar and one other member of the administrative staff to act as scrutineers.</li><li>(iii) The Acting Registrar to declare the nominee gaining the highest number of votes elected. In the event of an equality of votes the election shall be determined by lot.</li></ol></li></ol> <p>However, as this meeting will be held online, it item 3 should be amended as follows:</p> <ol style="list-style-type: none"><li>3. Should more than one nomination be received then a secret vote be held as follows:<ol style="list-style-type: none"><li>(i) Each member of Council entitled to vote be asked to email the name of the candidate for whom (s)he wishes to vote to the secretary.</li><li>(ii) The secretary will forward the email votes to the Acting Registrar.</li><li>(iii) The Acting Registrar to declare the nominee gaining the highest number of votes elected. In the event of an equality of votes the election shall be determined by lot.</li></ol></li></ol> |                                                                                                                                                                                                                                                                    |            |

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|                            | <p><b>12.1.2 ELECTION OF PRO-CHANCELLOR FOR 2026</b></p> <p>The Chancellor resumes the Chair for this part of the item.</p> <p>Schedule 11, clause 15 of the Education and Training Act 2020 provides:</p> <ol style="list-style-type: none"> <li>1. At the first meeting of a Council the Council shall elect one of its members to be the Deputy Chairperson of the Council.</li> <li>2. Whenever a vacancy subsequently occurs in the office of Chairperson or Deputy Chairperson of the Council, the Council shall elect one of its members to fill the vacant office.</li> <li>3. The chief executive, a member of staff or a student member are not eligible for election as the Deputy Chairperson.</li> <li>4. The Deputy Chairperson holds office until 31.12.2026</li> </ol> <p>The Deputy Chairperson of the Council of a university may be referred to as the Pro-Chancellor or by such other title as the Council determines.</p> |  |
| <b>13 GENERAL BUSINESS</b> | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>14 LEAVE OF ABSENCE</b> | (for the meeting of 10.12.2025)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |

## PUBLIC EXCLUSIONS

**The Chancellor moves** that the public be excluded from Part B of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered:

|                |                                                                                                   |
|----------------|---------------------------------------------------------------------------------------------------|
| Item No. 1.1   | Council Minutes Part B 27.08.2025                                                                 |
| Item No. 2.1.1 | Finance Committee – Minutes Part B 26.09.2025                                                     |
| Item No. 2.1.2 | Financial Performance 2025 to 2027                                                                |
| Item No. 2.2.1 | Audit and Risk Committee Minutes Part B 17.09.2025                                                |
| Item No. 2.2.2 | Letter                                                                                            |
| Item No. 2.2.3 | Audit Plan                                                                                        |
| Item No. 2.2.1 | Naming Committee Minutes Part B 17.09.2025                                                        |
| Item No. 2.4.1 | Vice-Chancellor's Review and Executive Remuneration Committee Minutes 14.08.2025 (Māori position) |
| Item No. 2.5.1 | Honours Committee – Minutes 08.10.2025                                                            |
| Item No. 3.    | Correspondence                                                                                    |

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations; and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Professors Young, and Bloomfield F, Andrew Phipps, Tim Bluett, Helen Cattnach, Clare Litten, Anthony Brandon, and Wendy Verschaeren be permitted to remain for this part of the meeting, after the public has been excluded, because of their knowledge of, or need to be briefed about, the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of The University of Auckland for which those persons are responsible.

## The University of Auckland

### Interests Register for Members of UoA Council 2025

| Name of Member      | Interests                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Updated    |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Gemma Skipper       | employee of the University and having friends/family who work at UoA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 29.01.2025 |
| Julia Arnott-Neenee | <ul style="list-style-type: none"> <li>Fibre Fale Limited - CEO &amp; Co-Founder</li> <li>Grant Evaluation Panel Member (Contract) - Ārohia Innovation Trailblazer Grant Callaghan Innovation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 29.01.2025 |
| Dawn Freshwater     | Chair Research Committee UNZ (2021)<br>Member UNZ<br>Board Director APRU (2021), Vice-Chair since 2022<br>Board Director World Universities Network (2021)<br>Deputy Chair Research Australia Board                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 03.02.2025 |
| John Paitai         | Trustee - Te Tai Tokerau Maori Trust Board (2013 -<br>Trustee - Roma Marae - Ahipara (2011 -<br>Trustee - 2 Te Ahu Street, PAP Pastorate Residential Property (2019 -<br>Trustee - Centre for Brain Research Auckland University (2022 -<br>Trustee - Hui Amorangi Tai Tokerau 2023 -<br>Chair - Roma Marae Trustees (2000 -<br>Chair - Roma Marae Committee- Ahipara (2011-<br>Chair - Roma Marae Kaumatua Flats<br>Chair - Ahipara A7 Trust (1999 -<br>Chair - Nga Urupa o Ahipara 5,7,48 (2011 -<br>Chair - St Clement's Maori Anglican Church Restoration Committee (2007 - )<br>Chair - Parengarenga, Ahipara, Peria, Anglican Maori Pastorate, Aotearoa (2019 -<br>Member - Kaumatua / Maori Representative on University of Auckland Council (2020 -<br>Member - Far North Justice of Peace Association Member ( 2022 -<br>Member - Tane Tautoko Aotearoa (2024 -<br>Member - Marae Takiwa o Ahipara (2019 -<br>Member - Ahipara Aroha ( 2019 -<br>Kaumatua - Kaikarakia - St Clement's Anglican Maori Church - Ahipara ( 2000 -<br>Kaumatua - Te Runanga o Te Rarawa (2019 -<br>Kaumatua - Te Tai Tokerau Maori Womens' Welfare League ( 2014 -<br>Kaumatua - Te Ohaki Kohanga Reo, Ahipara School and Kaitaia College (2000 -<br>Kaumatua - Nga Iwi o Te Tai Tokerau & Northland Police Cultural Advisor (2019 -<br>Kaumatua - Far North Safer Communities Trust (2021) | 17.02.2025 |
| Fia FaAfuha         | <ul style="list-style-type: none"> <li>Funding Officer &amp; Member – Pacific Island Law Students Association Incorporated</li> <li>Member – Auckland University Students Association Incorporated</li> <li>(NEW Interest) Member – Auckland University Law Students Association Incorporated</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 29.01.2025 |
| Julia Tolmie        | Employed by the University of Auckland                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 29.01.2025 |

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| Cathy Quinn     | i) is on the board of Fletcher Building<br>ii) is a trustee of the Kintyre Trust with a corporate trustee Pin Twenty Limited<br>iii) is a consultant to MERW<br>iv) chair of Fertility Associates<br>v) is a director of Fonterra                                                                                                                                                                                                                                                                                                                                                                                                                         |                                     |                                                                                                      | 26.05.2025                   |
| Rob McDonald    | Chair Contact Energy Limited 2015- present<br>FleetPartners Group<br>Joined boards of the Suncorp NZ group of companies. Effective 01.03.25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                     |                                                                                                      | 16.02.2025 and<br>26.02.2025 |
| Jonathan Mason  | Companies (Director or Major Shareholder): Zespri.<br>NZ US Council (Chair)<br>Chair of the Auckland Branch of the Institute of Directors and Trustee for Beloit College in Wisconsin, USA.<br>Charitable Trusts / Public Bodies / Incorporated Societies (governance role unless otherwise noted): World Wildlife Fund for Nature (NZ), Dilworth Trust Board.<br>Advisors to the Foundations: Cambridge Associates (via Dilworth Trust Board)<br>Beneficiaries of the Foundations: UoA Faculty of Business & Economics (Honorary Adjunct Professor of Management).                                                                                       |                                     |                                                                                                      | 29.01.2025                   |
| Cecilia Tarrant |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Director/Officer/Shareholder</b> | <b>Company/Organisation/Business Entity</b>                                                          | 29.01.2025<br>12.06.2025     |
|                 | i                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Director/Shareholder                | Seeka Limited                                                                                        |                              |
|                 | ii                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Director and interim Chair          | Payments NZ Limited                                                                                  |                              |
|                 | iii                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Chancellor                          | The University of Auckland Council                                                                   |                              |
|                 | iv                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Director/Shareholder                | Javan Cream Company Limited                                                                          |                              |
|                 | v                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Advisory Board                      | The Seriously Good Chocolate Company Limited                                                         |                              |
|                 | vi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Trustee                             | Tere Waitomo Community Trust                                                                         |                              |
|                 | vii                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Advisory Board                      | Southern Pioneers Food Hub                                                                           |                              |
|                 | viii                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Executive in residence              | At UABS                                                                                              |                              |
|                 | ix                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Member                              | Diocesan Administration Council for the Catholic Diocese of Auckland and of the Investment Committee |                              |
| Candace Kinser  | President of Cancer Society Auckland Northland (donor to UofA)<br>Chair of Helius Therapeutics (steps down on 30.06.2025)<br><del>Committee Member for Return on Science, Auckland UniServices</del><br>Director and Shareholder, Sagitas Consulting Ltd<br>Director and Shareholder, Vester Ltd<br>Director for Plant and Food Research (steps down on 30.06.2025)<br>BioEconomy Science Institute (as of 01.07.2025)                                                                                                                                                                                                                                    |                                     |                                                                                                      | 29.01.2025<br>11.06.2025     |
| Sam Ricketts    | <ul style="list-style-type: none"> <li>Co-Head of Investment Banking &amp; Co-Head of Investment Bank, NZ - Jarden</li> <li>Director – Jarden Investments Limited</li> <li>Director – Jarden Principal Investments Limited</li> <li>Director – Jarden Structured Investment Limited</li> <li>Director – Jarden Principal Investments Picasso GP Limited</li> <li>Director – Jarden Nominees GP Limited</li> <li>Director – Jarden Nominees Limited</li> <li>Director – Jarden Partners Limited</li> <li>Director – Jarden Securities Limited</li> <li>Director – Jarden Management Limited</li> <li>Director – Jarden Private Partners Limited</li> </ul> |                                     |                                                                                                      | 24.09.2025                   |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
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|  | <ul style="list-style-type: none"> <li>• Director – Jarden Principal Investments Picasso PIE Limited</li> <li>• Director – Jarden Principal Investments Red Limited</li> <li>• Director – Jarden Custodial Services Limited</li> <li>• Director – Jarden Finance Limited</li> <li>• Director – Jarden PT Limited</li> <li>• Director – Jarden Scientific Trading Limited</li> <li>• Director – Jarden Scientific Trading Trustee Limited</li> <li>• Director – Jarden Limited</li> <li>• Director – Jarden Nominees No2 Limited</li> <li>• Director – Jarden Scrip Limited</li> <li>• Director – OMF Nominees Limited</li> <li>• Director – Jarden Wealth and Asset Management Holdings Limited</li> <li>• Director – Jarden Wealth and Asset Management Limited</li> <li>• Director – Oceania and Eastern Securities Limited</li> <li>• Director – Oceania and Eastern Finance Limited</li> <li>• Director – Oceania and Securities Limited</li> <li>• Director – Janmac Capital Limited</li> <li>• Director – Quartet Equities Limited</li> <li>• Director – Maisemore Enterprises Limited</li> <li>• Director – O &amp; E Group Services Limited</li> <li>• Director – Oceania and Eastern Limited</li> <li>• Director – Oceania and Eastern Group Funds Limited</li> <li>• Director – Oceania and Eastern Holdings Limited</li> <li>• Director – Onepoto Trustee Limited</li> <li>• Director – Oceania North Limited</li> <li>• Director – Onepoto Investments Holdings Limited</li> <li>• Trustee of the Samuel Thomas Ricketts Trust</li> <li>• Trustee of the ST &amp; MFDP Ricketts Family Trust</li> <li>• Trustee of the Ricketts Family Trust</li> <li>• Trustee of the Ipipiri Nature Conservancy Trust</li> <li>• Chair of the Sacred Heart College Development Foundation Trust</li> <li>• Shareholder – Jarden Group Limited</li> </ul> |  |
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| <b>Excerpts from Council Minutes 2025</b> |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Date of Council Meeting</b>            | <b>Name of Member and Interest Disclosed</b>                                                                                                                                                                                                                                                                    | <b>Action Taken</b>                                                                                                                                                                                                  |
| <b>17.03.2025</b>                         | <ul style="list-style-type: none"> <li>• With regard to item 2.3.4 in Part B, Ms Skipper advised Council that her brother worked for the construction company proposed in that item.</li> <li>• With regard to item 2.3 in Part B Mr Fia declared a conflict with the Melanesian Mission Trust Board</li> </ul> | It was agreed that these declared conflicts would not preclude the members participating in the discussions and voting.                                                                                              |
| <b>28.04.2025</b>                         | No disclosures were made                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                      |
| <b>11.06.2025</b>                         | The Chair and Mr McDonald declared an interest in item 5.1 in Part B, as they both would be sending in Expressions of Interest.                                                                                                                                                                                 | They would not take any part in the process related to the relevant position for which they intend to lodge an Expression of Interest and would not be part of any meeting where their candidacy would be discussed. |
| <b>27.08.2025</b>                         | The Chair and Mr McDonald declared an interest in item 2.4 in Part B, as they both had sent an Expression of Interest.                                                                                                                                                                                          | They did not take any part in the appointment process related to the relevant position for which they lodged an Expression of Interest and were not part of the meeting where their candidacy was discussed.         |
|                                           |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |
|                                           |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |
|                                           |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                      |

## Council 15 October 2025

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### **CONFERMENT OF DEGREES**

#### **DOCTOR OF PHILOSOPHY**

Rizwan Ali in Civil Engineering

Josephine Madeleine Baetz in Media, Film and Television

Varun Bhardwaj in Management

Yaxiong Cao in Applied Linguistics

Yury Chernykh in Economics

Pansy Kathleen Duncan in Film, Television and Media Studies

Tingting Guo in Comparative Literature

Thomas Paul Hughes in Mechanical Engineering

Ashok David Jose in Pharmacy

Saurabh Lamba in Chemistry

Zeno Pavanello in Mechanical Engineering

Mingzhe Wang in Education

Yufeng Wang in Pharmacy

Serenity Nairobi Wise in Dance Studies

Xiaozhou Ye in Computer Systems Engineering

Qicheng Zhang in Chemical and Materials Engineering

**MASTER OF ARCHITECTURE (PROFESSIONAL) WITH SECOND CLASS HONOURS SECOND DIVISION**

Feiyi Sun

**MASTER OF ARTIFICIAL INTELLIGENCE WITH SECOND CLASS HONOURS FIRST DIVISION**

Heran Wu

**MASTER OF ARTS WITH FIRST CLASS HONOURS**

Pansy Kathleen Duncan in Film, Television and Media Studies

Ardit Hoxha in Sociology

Lingyun Xie in Asian Studies

Daphne Zondag in Drama

**MASTER OF ARTS WITH SECOND CLASS HONOURS FIRST DIVISION**

Ruby Jelcich in Psychology

Sun Rui in Applied Linguistics

Wenran Wang in Applied Linguistics

**MASTER OF BIOMEDICAL SCIENCE WITH FIRST CLASS HONOURS**

Madeline Lenore Cleveland

Sebastien Connor Fritzie Sachse-Nodder

**MASTER OF BIOSCIENCE ENTERPRISE WITH SECOND CLASS HONOURS FIRST DIVISION**

Sara AlpeshKumar Shah

**MASTER OF BIOTECHNOLOGY WITH SECOND CLASS HONOURS SECOND DIVISION**

Feng-Min Cheng

Yumeng Yang

**MASTER OF BUSINESS ANALYTICS WITH DISTINCTION**

Jiarui Guo

Jiaxin Li

**MASTER OF BUSINESS ANALYTICS WITH MERIT**

Zishuo Li

**MASTER OF BUSINESS DEVELOPMENT WITH DISTINCTION**

Talhat Alhafian

Mahmoud Itani

Milos Petkovic

**MASTER OF CIVIL ENGINEERING WITH SECOND CLASS HONOURS SECOND DIVISION**

Aayush Raj Joshi in Environmental Engineering

**MASTER OF COMMERCE WITH SECOND CLASS HONOURS FIRST DIVISION**

Jiaxuan Han in Economics

**MASTER OF CREATIVE WRITING WITH SECOND CLASS HONOURS FIRST DIVISION**

Michelle Wendy D'Costa

**MASTER OF DANCE STUDIES WITH SECOND CLASS HONOURS FIRST DIVISION**

Shuo Lang

**MASTER OF DATA SCIENCE WITH FIRST CLASS HONOURS**

Junyi Liu

**MASTER OF DATA SCIENCE WITH SECOND CLASS HONOURS FIRST DIVISION**

Huazhe Cheng

Menghan Guo

Guanjin Wang

Yifan Zhou

**MASTER OF DATA SCIENCE WITH SECOND CLASS HONOURS SECOND DIVISION**

Yijie Cheng

Hejia Li

**MASTER OF DISASTER MANAGEMENT WITH FIRST CLASS HONOURS**

Ahmad Muhtadi

**MASTER OF EDUCATIONAL LEADERSHIP WITH DISTINCTION**

Malia Evalina Naititi

**MASTER OF EDUCATION PRACTICE WITH DISTINCTION**

Joshua Ferguson Pearce

**MASTER OF ENERGY WITH FIRST CLASS HONOURS**

Maria Delavega Afriani

Fredeve John Pagsiat Pacatang

Inaya Yuliandaru

**MASTER OF ENERGY WITH SECOND CLASS HONOURS FIRST DIVISION**

Jefri Nainggolan

**MASTER OF ENERGY WITH SECOND CLASS HONOURS SECOND DIVISION**

Liemyr John Corpuz Mariano

**MASTER OF ENGINEERING WITH FIRST CLASS HONOURS**

Lexin Lin in Electrical and Electronic Engineering

**MASTER OF ENGINEERING WITH SECOND CLASS HONOURS FIRST DIVISION**

Chaoran Han in Electrical and Electronic Engineering

**MASTER OF ENGINEERING PROJECT MANAGEMENT WITH FIRST CLASS HONOURS**

Ricardo Ramon Aguirre Garcia

**MASTER OF ENGINEERING PROJECT MANAGEMENT WITH MERIT**

Fatimah Hassan Rashid Naji

**MASTER OF ENGINEERING STUDIES**

Yue Zhu in Software Engineering

**MASTER OF FOOD SCIENCE WITH FIRST CLASS HONOURS**

Ngoc Gia Lam

**MASTER OF FOOD SCIENCE WITH SECOND CLASS HONOURS FIRST DIVISION**

Chenxi Xu

**MASTER OF FOOD SCIENCE WITH SECOND CLASS HONOURS SECOND DIVISION**

Yutong Li

**MASTER OF GLOBAL STUDIES WITH FIRST CLASS HONOURS**

Ha Ngoc Nguyen

**MASTER OF HEALTH LEADERSHIP WITH FIRST CLASS HONOURS**

Timothy Daniel Starkie in Clinical Quality and Safety

**MASTER OF HEALTH LEADERSHIP WITH SECOND CLASS HONOURS FIRST DIVISION**

Adam Bouman in Health Management

Savanna Anne Stone-Michaels in Health Management

**MASTER OF INFORMATION TECHNOLOGY WITH FIRST CLASS HONOURS**

Xinyi Ding

Yuanjie Zhu

**MASTER OF INFRASTRUCTURE ASSET MANAGEMENT WITH SECOND CLASS HONOURS SECOND DIVISION**

Huilin Zou

**MASTER OF LAWS WITH FIRST CLASS HONOURS**

Brooke Simone Fong

**MASTER OF MANAGEMENT WITH MERIT**

Yixuan Jiang

Mengyuan Lin

Dian Xu

**MASTER OF MARINE CONSERVATION WITH SECOND CLASS HONOURS FIRST DIVISION**

Fidel de Castro Guterres

**MASTER OF MEDICAL ENGINEERING WITH FIRST CLASS HONOURS**

Syifa Fauziah in Biomechanical Engineering

Nguyen Kieu Trang Phung in Medical Devices and Technologies

**MASTER OF NURSING WITH FIRST CLASS HONOURS**

Sarah Pauline Clark

Gemma Louise Hallbrook

**MASTER OF NURSING WITH SECOND CLASS HONOURS FIRST DIVISION**

Yiming Yuan

**MASTER OF PUBLIC HEALTH WITH FIRST CLASS HONOURS**

Jane Elizabeth Allen

**MASTER OF PUBLIC HEALTH WITH SECOND CLASS HONOURS SECOND DIVISION**

Cuiqi Zhu

**MASTER OF PUBLIC POLICY WITH FIRST CLASS HONOURS**

Monica Celina Majarais Magsambol

**MASTER OF PUBLIC POLICY WITH SECOND CLASS HONOURS FIRST DIVISION**

Mia Eve Heath Dyer

Martha Jessica Munthali

**MASTER OF PUBLIC POLICY WITH SECOND CLASS HONOURS SECOND DIVISION**

Bat Erdene Bayarsaikhan

Abakai Taurabakai

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**MASTER OF SCIENCE WITH FIRST CLASS HONOURS**

Xin Ning in Computer Science

Xinyuan Wang in Biological Sciences

Tingyan Ye in Psychology

**MASTER OF SCIENCE WITH SECOND CLASS HONOURS FIRST DIVISION**

Ryan Toby Dawson-Bruce in Psychology

Wenfei Gong in Statistics

Yilin Guo in Statistics

Xinxiang He in Biological Sciences

Siyu Jin in Computer Science

Jenna Annabelle Lang in Psychology

Nicholas Vasetsoi in Biological Sciences

Baiyang Zhou in Computer Science

**MASTER OF SCIENCE WITH SECOND CLASS HONOURS SECOND DIVISION**

Daniel Jin in Chemistry

Rundi Zhong in Statistics

**MASTER OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES WITH MERIT**

Haihui Chen

**MASTER OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

Xiaomei Niu

**BACHELOR OF ADVANCED SCIENCE (HONOURS) WITH FIRST CLASS HONOURS**

Yannik Boehm in Marine Science

**BACHELOR OF ARTS (HONOURS) WITH FIRST CLASS HONOURS**

Britta Margaret Hamill in Philosophy

Jammayca Santos in Anthropology

**BACHELOR OF BIOMEDICAL SCIENCE (HONOURS) WITH FIRST CLASS HONOURS**

Jamie Thomas Hyde

**BACHELOR OF ENGINEERING (HONOURS) WITH SECOND CLASS HONOURS SECOND DIVISION**

Yajuan Jiang in Civil Engineering

Tianyang Shen in Civil Engineering

**BACHELOR OF LAWS (HONOURS) (CONJOINT)**

Ellie Rebekah Cammell

**BACHELOR OF MEDICAL SCIENCE (HONOURS) WITH FIRST CLASS HONOURS**

Aoi Yoshihara

**BACHELOR OF SCIENCE (HONOURS) WITH FIRST CLASS HONOURS**

Rosa Isabell McGrath in Psychology

Lukas Schwarz in Pharmacology

**BACHELOR OF SCIENCE (HONOURS) WITH SECOND CLASS HONOURS FIRST DIVISION**

Sarah Michelle Doss in Psychology

**BACHELOR OF SCIENCE (HONOURS) WITH SECOND CLASS HONOURS SECOND DIVISION**

Daniel Jin in Chemistry

**BACHELOR OF URBAN PLANNING (HONOURS) WITH SECOND CLASS HONOURS FIRST DIVISION**

Ashley Lewis Redshaw

**BACHELOR OF ARTS (CONJOINT)**

William Chapple

**BACHELOR OF COMMERCE (CONJOINT)**

Ellie Rebekah Cammell

Dylan Choy

Joshua Attige De Silva

Yue Wang

**BACHELOR OF GLOBAL STUDIES (CONJOINT)**

William Chapple

Anais Imogene Knight

**BACHELOR OF PROPERTY (CONJOINT)**

Joshua Attige De Silva

**BACHELOR OF SCIENCE (CONJOINT)**

Dylan Choy

Anais Imogene Knight

**BACHELOR OF ARCHITECTURAL STUDIES**

Annika Bella Ambler

**BACHELOR OF ARTS**

Mingxuan Li

**BACHELOR OF COMMERCE**

Findlay Boyes

Rey Michaels Ebina

Nusrat Jahan Hima

Shengyao Huang

Rui Hui

Gengze Li

Jonathan Cole Merritt

James Henare Phillips

Damien Potgieter

Rui Wang

Ruozhen Wang

Ruixue Xu

Yuan Xue

Chuqing Yang

Longyu Zhang

**BACHELOR OF HEALTH SCIENCES**

Angela Antonia 'Apikotoa

**BACHELOR OF MEDICINE AND BACHELOR OF SURGERY**

Shin Chiewattanakul

**BACHELOR OF MUSIC**

Sandeul Kang

Mengyuan Zheng

**BACHELOR OF NURSING**

Maria Eugenia Fernandez Salom

**BACHELOR OF SCIENCE**

Abdullah Ahmad

Kehua Chen

Daniel Jin

Kayra Karan

Charlotte Leigh Layzell

Lisa van Leeuwen

Kaleb Robert Little

Zhuoer Ma

Jammayca Santos

Hyun-Gi Shim

Chiam Shiun Yuan

Donald Jin Tseung

**Council 15 October 2025**

**AWARD OF DIPLOMAS**

**POSTGRADUATE DIPLOMA IN BIOMEDICAL SCIENCE WITH DISTINCTION**

Hasan Al-Rawenduzy

**POSTGRADUATE DIPLOMA IN BIOMEDICAL SCIENCE WITH MERIT**

Mohammed Shaez Khan

Chea Long Koy

**POSTGRADUATE DIPLOMA IN BIOMEDICAL SCIENCE**

Ralph Bryan Ongkiko Manuel

**POSTGRADUATE DIPLOMA IN BIOSCIENCE ENTERPRISE WITH DISTINCTION**

Xiao Xin Xie

**POSTGRADUATE DIPLOMA IN BUSINESS**

Gerald Stuart Masters

Hsu-Cheng Tai

**POSTGRADUATE DIPLOMA IN CLINICAL EDUCATION WITH DISTINCTION**

Lee Sean Gribbon

Oliver James Howlett

**POSTGRADUATE DIPLOMA IN COMMERCE WITH MERIT**

Findlay Boyes in Economics

**POSTGRADUATE DIPLOMA IN COMMERCE**

Shuting Lyu in Economics

**POSTGRADUATE DIPLOMA IN ENGINEERING WITH MERIT**

Tsung-Yen Chiang in Mechatronics Engineering

**POSTGRADUATE DIPLOMA IN HEALTH SCIENCES WITH DISTINCTION**

Kate Elsie Harvey in Nuclear Medicine

Miriam Anne Hayward in Digital Health

Taylor Angel Jackson in Advanced Nursing

Alastair Damian Mason in Magnetic Resonance Imaging

Chelsea Te Pania Wallace in Advanced Nursing

Olivia Grace Wallace in Nuclear Medicine

**POSTGRADUATE DIPLOMA IN HEALTH SCIENCES WITH MERIT**

Flynn Philip-Ashley Green in Ultrasound

Gemma Louise Hallbrook in Advanced Nursing

Sarah Louise Halliday in Advanced Nursing

Deborah Kim in Magnetic Resonance Imaging

Thomas Philip Merson Knight in Advanced Nursing

Dustin Peter Mackay in Magnetic Resonance Imaging

**POSTGRADUATE DIPLOMA IN HEALTH SCIENCES**

Shaheeda Begum Ali in Advanced Nursing

Solgy Antony in Advanced Nursing

Luisa Ana Colaco in Advanced Nursing

Angela Marie Davies in Mental Health Nursing

Ann-Marie Gloria Lushai-Wang

Mathilda Matthews in Advanced Nursing

Karlee Ellen McRoberts in Advanced Nursing

Cecilia Ortega in Advanced Nursing

Marian Patricia Tuitama

**POSTGRADUATE DIPLOMA IN MUSIC WITH MERIT**

Hannah Rose Ashford-Beck

**POSTGRADUATE DIPLOMA IN PROFESSIONAL SUPERVISION WITH MERIT**

Samuel Luke Hewett

Sally Carolyn Wilkinson

**POSTGRADUATE DIPLOMA IN PROPERTY PRACTICE WITH MERIT**

Madeleine Lee Morey

**POSTGRADUATE DIPLOMA IN PUBLIC HEALTH WITH MERIT**

Jane Elizabeth Allen

**POSTGRADUATE DIPLOMA IN SCIENCE WITH MERIT**

Sophie Kerr Jenkins in Medical Statistics

**POSTGRADUATE DIPLOMA IN SCIENCE**

Xinyun Chen in Pharmacology

Jiaxin Wang in Marine Science

Wenlin Xu in Computer Science

Zhixiao Zhang in Biological Sciences

**POSTGRADUATE DIPLOMA IN STROKE CARE WITH MERIT**

Kelly Amanda Smith

**GRADUATE DIPLOMA IN APPLIED PSYCHOLOGY**

Abigail Roxane Bekker

Chui Ying Chu

Julie-Anne Clarke

**GRADUATE DIPLOMA IN ARTS**

Yuanyuan Duan

**GRADUATE DIPLOMA IN EDUCATION**

Theodora Ruby Withers Morris

**GRADUATE DIPLOMA IN SCIENCE**

Kaifeng Huang

Zhixiao Zhang

**GRADUATE DIPLOMA IN TEACHING (PRIMARY)**

Madelyne Rose Fletcher

Avril Amanda Williams

**GRADUATE DIPLOMA IN TEACHING (SECONDARY)**

Farrah Marie Caberte Chavez

Qin Jennia Deng

**DIPLOMA IN SCIENCE**

Claire Yang

|                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                               |
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| <b>Council Minutes Part A<br/>(Open Minutes)<br/>27.08.2025<br/>Council Room – Level 2 ClockTower, Princes Street 22, Auckland<br/>4:00pm</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  <b>Waipapa<br/>Taumata Rau<br/>University<br/>of Auckland</b>                             |
| <b>PRESENT:</b>                                                                                                                               | Ms Tarrant (Chair), Professor Freshwater (Vice-Chancellor), Professor Tolmie, Ms Kahina, Ms Kinser, Mr Mason, Mr Paitai, Mr Fia, Ms Skipper, Ms Quinn, and Mr McDonald                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                               |
| <b>IN ATTENDANCE:</b>                                                                                                                         | Mrs Cleland, Dr Lithander, Mr Bluett, Ms Cattnach, Mr Brandon and Ms Verschaeren<br>Professor Young for item 4.1 in Part B via Zoom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                               |
| <b>KARAKIA</b>                                                                                                                                | The meeting started with a Karakia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                               |
| <b>1. APOLOGIES</b>                                                                                                                           | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |
| <b>2. DISCLOSURES OF INTEREST BY MEMBERS</b>                                                                                                  | <p>2.1 Council Interest Register for 2025 – members were asked to advise the University Committee Executive (<a href="mailto:w.verschaeren@auckland.ac.nz">w.verschaeren@auckland.ac.nz</a>), whenever changes were required.</p> <p>2.2 In addition to the requirement for Council to complete an annual Interest Register, the attention of Members was drawn to the <a href="#">Conflicts of Interest Policy</a> and the need to disclose any interest in an item on the Agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.</p> <p>The Chair and Mr McDonald declared an interest in item 2.4 in Part B, as they both had sent an Expression of Interest.</p> | <b>RESOLVED</b> (Chancellor/Ms Quinn ): that the Council Interest Register for 2025 be <b>received</b> and the action taken regarding item 2.4 in Part B be <b>endorsed</b> . |
| <b>3. COUNCIL MEETINGS</b>                                                                                                                    | 3.1 <b>Council, Draft Minutes (Part A), 11.06.2025</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>RESOLVED</b> (Chancellor/Ms Skipper): that the Minutes (Part A), 11.06.2025 be taken as <b>read</b> and <b>confirmed</b> .                                                 |
|                                                                                                                                               | 3.2 <b>Matters arising from the Minutes (Part A), 11.06.2025 not elsewhere on the agenda</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                               |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                   |
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| <p><b>4. VICE-CHANCELLOR'S REPORT</b></p> | <p>The Report was taken as read.</p> <p>The Vice-Chancellor, Professor Freshwater, presented this item.</p> <p>She supplemented the Report with the following additional information:</p> <p>Council was informed of ongoing Government engagement, including updates from the Vice Chancellors of Universities New Zealand. It was noted that the University Advisory Group and the Science System Advisory Group were expected to release outcomes imminently, with a new University Strategy Group being established to advance the Tertiary Education Strategy. The Strategy would include initiatives related to international education, quality assurance, and a more prescriptive approach to sector oversight.</p> <p>Council was advised of changes to research funding metrics, with a greater emphasis on impact measures, aligning with international trends. The redistribution of research funding was anticipated, with increased focus on emerging technologies, potentially affecting allocations to arts and humanities.</p> <p>The Auckland Technology Alliance, chaired by Simon Bridges, met for the first time this week with the aim to harmonise technology initiatives across the region.</p> <p>Attention was drawn to an update from the New Zealand Security Services providing new security and risk management guidance for research, including protocols for managing international delegations and overseas travel.</p> <p>Progress on the establishment of a third medical school was reported, with discussions ongoing regarding placements and funding. A positive meeting took place with representatives of the Universities of Waikato, Auckland and Otago.</p> <p>The Vice-Chancellor addressed sector-wide issues in academic publishing. She also emphasised the growing significance of artificial intelligence in education and the need for strategic discussion on its implications for higher education and student numbers.</p> <p>Council was informed of the recent report on grade inflation from the New Zealand Initiative which included data from 2006 to 2024. The Vice-Chancellor urged careful interpretation of the data and consideration of the broader context. The importance of evidence-based decision-making was emphasised, particularly in relation to student achievement, learning success, and retention.</p> <p>Updates were provided on upcoming graduation ceremonies and the upcoming Open Day. The recent staff survey showed engagement of 70% which was more</p> | <p><b>RESOLVED</b> (Chancellor/Mr Paitai): that the Vice-Chancellor's Report be <b>noted</b>.</p> |
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|                                         | <p>than for the previous survey. A full report about the survey results would be provided later.</p> <p>In the following discussion, Council was reminded of the importance of monitoring sector developments and maintaining the University's position within the national and international context.</p>                                                  |                                                                                                                                                                                                                                            |
| <b>5. REPORTS OF COUNCIL COMMITTEES</b> | <p>5.1 <b>FINANCE COMMITTEE</b></p> <p>5.1.1 <b>Minutes, (Part A), 11.08.2025</b></p>                                                                                                                                                                                                                                                                       | <b>RESOLVED</b> (Chancellor/Mr McDonald): that the Finance Committee Minutes (Part A) 11.08.2025 be <b>received</b> .                                                                                                                      |
|                                         | <p>5.2 <b>CAPITAL EXPENDITURE COMMITTEE</b></p> <p>5.2.1 <b>Minutes, (Part A), 14.08.2025</b></p>                                                                                                                                                                                                                                                           | <b>RESOLVED</b> (Chancellor/Mr Mason): that the Capital Expenditure Committee Minutes (Part A) 14.08.2025 be <b>received</b> .                                                                                                             |
|                                         | <p>5.3 <b>NAMING COMMITTEE</b></p> <p>5.3.1 <b>Minutes, (Part A), 11.08.2025</b></p>                                                                                                                                                                                                                                                                        | <b>RESOLVED</b> (Chancellor/Mr Fia): that the Naming Committee Minutes (Part A), 11.08.2025 be <b>received</b> .                                                                                                                           |
|                                         | <p>5.4 <b>VICE-CHANCELLOR'S REVIEW AND EXECUTIVE REMUNERATION COMMITTEE (VCRERC)</b></p> <p>5.4.1 <b>Minutes 1 (Part A), 14.08.2025 – Skills Positions</b></p> <p>5.4.2 <b>Minutes 2 (Part A), 14.08.2025 – Alumni Position</b></p> <p><i>Council noted that the appointment of the Māori representative was deferred to the meeting on 15.10.2025.</i></p> | <p><b>RESOLVED</b> (Chancellor/Ms Kahina): that the VCRERC Minutes 1 (Part A) 14.08.2025 be <b>received</b></p> <p><b>RESOLVED</b> (Pro Chancellor/Professor Tolmie): that the VCRERC Minutes 1 (Part A) 14.08.2025 be <b>received</b></p> |
| <b>6. SENATE MATTERS</b>                | <p>6.1 <b>REPORT OF SENATE MEETING 28.07.2025</b></p> <p>Part A1, a-b: Policy and other matters requiring to be considered/received by Council</p> <p>Part A2,1-4: Matters requiring Council approval</p>                                                                                                                                                   | <b>RESOLVED</b> (Chancellor/Ms Kinser): that the recommendations in Part A of the Report of Senate, 28.07.2025 be <b>adopted</b> and Parts B and C be <b>noted</b> .                                                                       |

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | Part B,1-2: Items to note by Council<br>Part C, 1-3: Matters handled under Delegated Authority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>7. CORRESPONDENCE REFERRED BY THE CHANCELLOR</b> | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>8. OTHER MATTERS FOR DECISION OR NOTING</b>      | <p>8.1 <b>SEAL</b></p> <ul style="list-style-type: none"> <li>• Deed of Renewal of Lease - Ngapouri Station, 2739 State Highway 5 Reporoa, Graeme David Hathaway, Yvonne Therese Hathaway, and Steven James Bignell as Trustees of the Hathaway and Dekker Family Trust (Landlord) and the University of Auckland (Tenant)</li> <li>• Confidentiality Deed - Ministry of Primary Industries and the University of Auckland</li> <li>• Deed of Renewal and Rent Review - Tamaki Innovation Campus, 261 Morrin Road, St. Johns, Shundi Tamaki Village Ltd (Lessor) and the University of Auckland (Lessee).</li> <li>• Deed of Renewal and Variation Lease – Level 3, 50 Devon St New Plymouth (UniServices – IMAC), Taradise Holdings 2004 Ltd (Landlord) and the University of Auckland (Tenant)</li> </ul> | <b>RESOLVED</b> (Chancellor/Mr Mason): that the affixing of the seal to the listed document be <b>noted</b> .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                                                     | <p>8.2 <b>DIRECTOR OF STUDENT AND SCHOLARLY SERVICES</b></p> <p><b>Memorandum, 01.08.2025 from the Vice-Chancellor regarding the Director of Student and Scholarly Services: authority to discharge functions of the Director of Student and Academic Services role</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>RESOLVED</b> (Chancellor/Vice-Chancellor): that that with effect from 28 August 2025 <b>Council</b>:</p> <ul style="list-style-type: none"> <li>• <b>Resolve</b> that all powers and duties vested in the Director of Student and Academic Services as of 27 August 2025 in statutes and regulations made by Council, and in policies, procedures, and standards approved by Council, will be vested in the Director of Student and Scholarly Services; and</li> <li>• <b>Delegate</b> to the Vice-Chancellor the power to approve the amendment of all such statutes, regulations, policies, procedures, and standards to give effect to this resolution.</li> </ul> |
|                                                     | <p>8.3 <b>DEPUTY VICE-CHANCELLOR EDUCATION</b></p> <p>8.3.1 <b>Memorandum, 01.08.2025 from the Vice-Chancellor regarding the Deputy Vice-Chancellor Education: authority to discharge functions of the Provost role</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>RESOLVED</b> (Chancellor/Ms Skipper): that with effect from 28 August 2025 <b>Council</b>:</p> <ul style="list-style-type: none"> <li>• <b>Resolve</b> that all powers and duties vested in the Provost as of 27 August 2025 in statutes and regulations made by Council, and in</li> </ul>                                                                                                                                                                                                                                                                                                                                                                           |

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>policies, procedures, and standards approved by Council, will be vested in the Deputy Vice-Chancellor Education (DVCE); and</p> <ul style="list-style-type: none"> <li>• <b>Delegate</b> to the Vice-Chancellor the power to approve the amendment of all such statutes, regulations, policies, procedures, and standards to give effect to this resolution.</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
|                                    | <p>8.4 <b>RESCINDMENT</b></p> <p>8.4.1 Memorandum 11.08.2025 from the Graduation Office regarding the rescindment of a diploma and re-award with merit</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>RESOLVED</b> (Chancellor/Ms Quinn): that <b>Council rescind</b> the Postgraduate Diploma in Science, as per the memorandum and <b>re-award it with Merit</b>.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                    | <p>8.5 <b>FACULTY OF ARTS &amp; EDUCATION SCHOOL STRUCTURE CHANGE</b></p> <p>8.5.1 <b>Memorandum, 22.07.02025 from the Dean, Professor Gregory regarding the Arts and Education New School Structure</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>RESOLVED</b> (Chancellor/Mr Paitai): that <b>Council note</b> the Arts and Education New School Structure, as per the memorandum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                                    | <p>8.6 <b>FREEDOM OF EXPRESSION</b></p> <p>8.6.1 <b>Memorandum, 11.08.2025 from the Deputy Vice- Chancellor &amp; Registrar, Mrs Cleland including the draft Freedom of Expression Statement</b></p> <p>Council noted that formal advice was being sought from Senate, with further input to be gathered from staff and the wider University community.</p> <p>Council agreed to note the progress report and approved the draft Freedom of Expression statement as the basis for consultation. It was clarified that the approval pertained to consultation only, and that the final statement would be subject to further consideration following feedback from Senate and the broader community</p> | <p><b>RESOLVED</b> (Chancellor/Mr Fia): that <b>Council:</b></p> <ul style="list-style-type: none"> <li>• <b>Note</b> the progress report relating to the planned introduction of the Education and Training Amendment Bill, which if enacted will require the University Council to (i) adopt a statement on freedom of expression, as set out under the proposed Section 281A, (ii) to survey staff and students with respect to freedom of expression and academic freedom and (iii) to establish a complaints mechanism; and</li> <li>• <b>Approve</b> the draft Freedom of Expression Statement as the basis for consultation with the wider University community and for seeking formal advice from Senate.</li> </ul> |
| <b>12 ELECTIONS - APPOINTMENTS</b> | none                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                            |                                                                                                                                                                                                                                                  |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>13 GENERAL BUSINESS</b> | None                                                                                                                                                                                                                                             |
| <b>14 LEAVE OF ABSENCE</b> | <p>(for the meeting of 15.10.2025)</p> <p>Mr Rob McDonald requested leave for the meeting of 15.10.2025.</p> <p>The Chancellor asked that if other members could not attend to let the Secretary of Council know and copy the Chancellor in.</p> |

**PUBLIC EXCLUSIONS**

**RESOLVED** (Chancellor/Vice-Chancellor): that the public be excluded from Part B of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution were as follows:

General subject of each matter to be considered:

|                |                                                                                    |
|----------------|------------------------------------------------------------------------------------|
| Item No. 1.1   | Council Minutes Part B 11.06.2025                                                  |
| Item No. 2.1.1 | Finance Committee – Minutes Part B 11.08.2025                                      |
| Item No. 2.1.2 | Financial Performance 2025 to 2027                                                 |
| Item No. 2.2.1 | Capital Expenditure Committee Minutes Part B 14.08.2025 and 10.03.2025             |
| Item No. 2.2.1 | Naming Committee Committee Minutes Part B 11.08.2025.2025                          |
| Item No. 2.4.1 | Vice-Chancellor’s Review and Executive Remuneration Committee Minutes 1 14.08.2025 |
| Item No. 2.4.2 | Vice-Chancellor’s Review and Executive Remuneration Committee Minutes 1 14.08.2025 |
| Item No. 2.5.1 | Honours Committee – Professores Emeriti                                            |
| Item No. 3.    | Letters to Council                                                                 |
| Item No. 4.1   | Interim report Waipapa Taumata Rau courses                                         |

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations; and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Adrienne Cleland, Professors Sarah Young and Frank Bloomfield; Andrew Phipps, Tim Bluett, Helen Cattanach, Anthony Brandon, and Wendy Verschaeren be permitted to remain for this part of the meeting, after the public had been excluded, because of their knowledge of, or need to be briefed about, the matters to be discussed. This knowledge, which would be of assistance in relation to the matters to be discussed, was relevant to those matters because they relate to aspects of the administration of The University of Auckland for which those persons were responsible.

**The meeting closed at 6.05pm**

**The meeting went into Public Excluded session at 5.00pm**

**Approved as a true and correct record.**

**Cecilia Tarrant, Chancellor**

**Date**

## Vice-Chancellor's Report to Council | 15 October 2025

### General

#### External, Policy and Government Update

In early September, the Government announced its response to the University Advisory Group (UAG) report, releasing the report simultaneously. The Government did not adopt the major recommendations of the UAG. Making the announcement, Universities Minister Hon Dr Shane Reti said universities "must evolve to meet the demands of a fast-changing society and economy." The changes, he said, would focus on "developing the workforce we need now and into the future, and delivering excellent research and innovation that creates real value for New Zealand." A new Tertiary Education Strategy (TES) to "align teaching and research with New Zealand's future skills and innovation needs" (TES) will be finalised by the end of the year. Consultation is underway. (See below analysis on the TES) A University Strategy Group will strengthen collaboration between universities, government, industry and global experts. Members are still to be finalised. There will also be a new, simplified system to fund and measure research called the Tertiary Research Excellence Fund (TREF), replacing the PBRF. (See below analysis on the TREF) The Minister is also promising stronger quality assurance systems and updated governance and accountability rules. Associated funding levers are yet to be revealed.

Parliament's Education and Workforce Committee has examined the Education and Training Amendment Bill (No 2), part of which requires universities to develop and adopt a statement on freedom of expression and report on freedom of expression and academic freedom in their annual reports. Amendments were recommended for the Freedom of Expression provisions. They are not material. A majority of the Committee supported the amendments. Labour and the Greens members opposed the Bill in full and are specifically opposed to the Freedom of Expression provisions on the basis that rights are adequately covered in law.

The Gross Domestic Product (GDP) for the June quarter showed that the economy shrank by 0.9 per cent, lower than expected and indicative of difficult economic conditions. This was ahead of the NZME Mood of the Boardroom, which included an analysis of opportunities for international education which we contributed to.

#### Internal Update

The University's Business School prepared an independent economic analysis for strategic partner Eden Park, titled "*The Economic Contribution of Eden Park to the Auckland Region*." It provides the first comprehensive assessment of the stadium's economic footprint and its value to the regional economy.

A successful Centre for Innovation and Entrepreneurship innovation sprint called SolveIt involved 100 students solving problems posed by companies including Samsung and Eden Park.

The University secured excellence awards for its GenAI Staff and Student Assistants from the NZ Tertiary ICT awards and the CAUDIT awards across all the Australasian universities.

Spring graduations were once again an enormous success, congratulations to all our graduates and thank you to all our staff for their contribution to making their journey and day such a celebration.

## 1. Education and Student Experience

### Overview

The government has invited submissions on its new Tertiary Education Strategy (TES). The draft strategy reflects the Government's priorities within a constrained fiscal environment. The University is closely aligned with the sector strategy, particularly in specific areas of priority, including STEM, teacher education and economic and career pathways for students (especially those in accredited programmes). However, intentional changes are required, and some may be challenging to the fundamental role of universities within the wider sector. It is also not entirely clear whether the proposed initiatives align with Universities or Institutes of Technology and Polytechnics (ITPs).

The shift in the overarching strategy is moving away from inputs required for a successful sector to the actual outputs from a successful sector. Reference to safe places of learning, incorporation of te reo Māori and tikanga Māori, and development of staff to strengthen teaching, leadership, and learner support have been removed. A new priority around boosting the number of international students, to grow and increase NZ's international connectedness, has been added (the previous strategy was silent on export education).

Our submission notes that the draft overlooks the wider role of universities in strengthening the fabric and cohesion of society through the intangible value of graduate worldview and perspectives, cultural enrichment (particularly in the humanities). It also emphasises the criticality of investment in fundamental research as the long-term engine of research that delivers economic impact.

Student enrolments (EFTS) following Semester 2 enrolment remain around 7 per cent higher than at this time last year and are forecast to finish the year 5 per cent ahead of targets. There are significant increases in enrolments from both domestic and international students, and across most faculties and the LSRIIs. All faculties are forecast to meet their overall EFTS budget targets.

Domestic enrolments are 4.5 per cent above year-to-date 2024 levels and are forecast to be 3.8 per cent above the 2025 target. Overall, full-fee International EFTS are forecast to grow by around 15 per cent this year, and 613 EFTS above target. International postgraduate enrolments are 33 per cent (711 EFTS) above the same time last year and expected to be around 16 per cent above our budget target. All faculties are benefiting from the increased international postgraduate enrolments.

Māori and Pacific student enrolments have continued to increase relative to 2024: Māori enrolments are up 3.6 per cent (8.9 per cent for school leavers, while Pacific student enrolments are up 6.2 per cent (16.4 per cent for school leavers).

Disabled learner enrolments are up 13% overall relative to the start of 2024 across all segments.

| Indicators             | Last Year | Current Year      |        |             |          |
|------------------------|-----------|-------------------|--------|-------------|----------|
|                        |           | To Date (22 Sept) |        | End of Year |          |
|                        | Actual    | Target            | Actual | Target      | Forecast |
| Total EFTS             | 36,603    | 36,894            | 39,094 | 37,025      | 38,847   |
| Domestic Funded        | 30,008    | 30,155            | 31,329 | 30,192      | 31,354   |
| International Full Fee | 5,699     | 5,960             | 6,574  | 5,977       | 6,534    |
| % Postgraduate EFTS    | 26.9%     | 27.8%             | 27.9%  | 27.8%       | 28.0%    |

**Note:** EFTS information does not include enrolments in the ELA and other sources EFTS in priority groups

|                        | 2024<br>(22 Sept) | 2025<br>(22 Sept) | % Change |
|------------------------|-------------------|-------------------|----------|
| Total Māori EFTS       | 2,421             | 2,508             | 3.6%     |
| Māori School leavers   | 447               | 486               | 8.9%     |
| Total Pacific EFTS     | 2,987             | 3,173             | 6.2%     |
| Pacific School leavers | 559               | 651               | 16.4%    |
|                        |                   |                   |          |
| Total Postgraduate     | 9,806             | 10,891            | 11.1%    |
| Domestic               | 7,503             | 7,907             | 5.4%     |
| International          | 2,178             | 2,889             | 32.6%    |

## Progress against priorities

### Priority 1: Accessible, equitable lifelong higher education opportunities

Kōkiri Raumati (Summer Start, UniBound, Toia Ki Waipapa) has received 209 applications across pathways, with 192 scholarship applications for 2026.

Mānawa Mai, the University's Info Evening and Open Day, over the 10 June and 30 August 2025 period saw record-breaking numbers with 16,493 total registrations. This was almost a 20 per cent increase compared to last year.

The Tertiary Foundation Certificate (TFC) continues to grow as a pathway for students to enter undergraduate studies. TFC has 545 EFTS enrolled in 2025 (17 per cent increase from 2024) and has grown at the University's satellite campuses (Tai Tonga Campus in South Auckland and relaunched at the Tai Tokerau Campus in Whangārei). Tai Tonga's growth is principally due to the introduction of STEM pathways, with 40 per cent of students preparing for

degrees in the faculties of Science and Medical and Health Sciences. TFC will offer a science pathway at Tai Tokerau from 2026, improving access to STEM disciplines for students in Northland.

UOA Online has also experienced excellent growth in 2025, exceeding targets by 10 per cent. Indicative numbers for 2026 are looking even stronger.

### **Priority 2: Student-centric learning, co-curricular and extra-curricular cultures**

The Bachelor of Pharmacy, Bachelor of Pharmacy (Honours) and Postgraduate Certificate in Clinical Pharmacy in Prescribing have been accredited with no conditions, for a period of five years. This was the first time that our programmes were fully and directly accredited by the Pharmacy Council of New Zealand (PCNZ) as previously accreditation was undertaken by the Australian Pharmacy Council (APC). The school was commended for its strong Pharmacy leadership, ensuring Māori perspectives are integrated, world-class clinical and experiential learning, including a well-regarded rural programme, strong learner support, particularly for Māori students, and exceptional pastoral care.

The Bachelor of Medicine and Bachelor of Surgery (MBChB) has also undergone a recent accreditation review by the Australian Medical Council, with a written report due shortly.

A review of the Bachelor of Arts is taking place 13-15 October 2025. The purpose of the review is to inform a future-focused redesign of the BA that will equip graduates with transferable skills for emerging industries, support digital fluency (e.g., AI, data literacy) in the context of delivering subjects in the humanities and social sciences, grow market share and ensure financial sustainability.

### **Priority 3: Education that is research-informed, transdisciplinary, relevant and with impact for the world**

A second iteration of 'Teaching Well: Foundation of Learning and Teaching', led by Dr Gayle Morris, was held 4-5 September 2025, with 35 academic colleagues successfully completing the programme. Three self-directed modules are now available through TeachWell Digital to support an uplift in staff capability in AI in teaching/learning.

UEC's endorsement of the AI in Education Action Plan in June has enabled implementation of the two-lane approach to assessment to get underway.

### **Priority 4: Graduates who make the world better tomorrow than it is today**

At eight Spring Graduation ceremonies, held from 8 to 10 September, 2,300 students graduated, with another 1,000 graduating in absentia.

2. Research and Innovation

| Indicators             | Last Year | Current Year     |        |             |          |
|------------------------|-----------|------------------|--------|-------------|----------|
|                        |           | To Date (Aug-25) |        | End of Year |          |
|                        | Actual    | Target           | Actual | Target      | Forecast |
| Research revenue (\$M) | 281.0     | 191.8            | 172.7  | 284.8       | 274.5    |

**Note:** The revenue includes University of Auckland revenue only

Overview

The Government’s reforms to the Science, Innovation and Technology (SIT) and tertiary education systems represent one of the most significant restructurings of the national research landscape in decades. Major “system shifts” have been identified, each with implications for how the University of Auckland prioritises activity and resources across its Research and Innovation (R&I) portfolio over 2025/2026 and beyond. These include: a re-focus of SIT investment on national growth priorities; the signalled reorganisation of the way in which public research funds are disbursed; the creation of Public Research Organisations (PROs); expansion of REANNZ to include high-performance computing; the introduction of a National Intellectual Property (IP) policy for research funded by public funds; a refresh of the Centres of Research Excellence (CoREs); replacement of the PBRF with the new Tertiary Research Excellence Framework (TREF), and heightened expectations for innovation and entrepreneurship.

In preparation for these changes, the R&I portfolio is taking a proactive programmatic response. Work is underway to articulate Signature Research Areas and Emerging Opportunity Areas that align with *Taumata Teitei* and national priorities while safeguarding fundamental and Humanities and Social Sciences research. A CoRE preparation programme will be initiated ahead of the 2028 round, as the indication is that there will be a significant turnover of CoREs at that time, and the university needs to consider where it has the opportunity to bid for new CoREs. Engagement with REANNZ and the new PROs is underway, and we have engaged with the government on the development of the national IP policy. We are preparing for the introduction of the TREF through a University-wide Research Excellence Project focused on leading performance metrics, data systems and broader approaches to evaluating excellence in research. A review of research overhead and incentive settings is being planned to ensure the University can adapt to a more competitive, mission-oriented funding environment. In parallel, we are developing an internal AI Action Plan and eResearch strategy.

Collectively, these responses position the University to navigate an era of tighter, more targeted investment while maintaining its identity as a comprehensive research-intensive university.

Progress against priorities

Priority 1 and Priority 2: World-class research inspired by our place in Aotearoa and the Pacific AND A global powerhouse of innovation, creativity and entrepreneurship

The development of Signature Research Areas (SRA) is progressing well with all Faculties and LSRI’s engaged in information sessions and ideation workshops to identify areas of research foci. The data from a university-wide survey is now being consolidated into a summary report to assist with surfacing cross-cutting themes and emerging SRAs.

**Priority 5: Nurturing, recruiting and retaining outstanding research talent.**

A new Joint Graduate School is under development and will be established with the Public Health and Forensic Science PRO to support the activation of the University's new Infectious Diseases Strategy. All other existing Joint Graduate Schools will be refreshed and aligned with the new PRO structures at the Bioeconomy and Earth Sciences PROs.

**Priority 6: A research ecosystem characterised by collaboration, agility, simplicity, engagement, and empowerment**

UniServices restructuring is almost complete, with work underway to ensure the University's research support ecosystem reflects the skills, capability and infrastructure needed to navigate New Zealand's new research funding environment, the age of AI and eResearch and our new internal organisation.

The Research AI Plan has been communicated to staff. Work is underway to progress several activities in the plan, including the 2025 infrastructure investment. REANNZ has initiated the development of a national e-Research Strategy, and the University of Auckland is participating in this process.

**3. Partnerships and Engagement****Overview****Priority 1: Strengthen and deepen our relationships with tangata whenua.**

The University has launched a variety of new engagement initiatives specifically designed for Auckland-based tauira Māori, reaching over 300 students this year. Additionally, an analysis of our STEM Online learning and teaching platform shows that both a kura kaupapa Māori (Māori immersion secondary school) and Raukawa (Māori immersion tertiary organisation) are actively utilising the platform, presenting an opportunity to develop use cases that will strengthen partnerships with other Māori communities in the upcoming months.

**Priority 2: An ambitious and relevant partner that is globally networked.**

The University of Auckland and Southwest University (SWU) are celebrating the 10th anniversary of the Joint Programme in Data Science, established in 2015. Through this programme, undergraduate students complete three years at SWU and their final year at UoA. To date, UoA has enrolled seven cohorts from SWU, totalling 325 students, with a number progressing to postgraduate study at UoA.

**Priority 3: Deep engagement with diverse Aotearoa and Asia-Pacific communities.**

The Pacific Academy has continued its steady growth, now offering Math and Science tutoring to over 200 Māori and Pacific students each week across three Auckland locations. The 13-week programme is designed to help secondary students succeed in external exams.

To date, 48 successful Manaaki New Zealand Scholarship Programme students have been admitted to the University for the 2026 academic year. Countries represented include Cambodia (3), Fiji (5), Indonesia (19), Kiribati, (1), Lao PDR (3), Micronesia (2), Papua New Guinea (3), Philippines (9), Samoa (1), Timor Leste (1) and Vanuatu (1).

The Media Impact Report for Q2 2025 shows continued high levels of media presence and impact for the University. Key metrics include:

- Volume: In Q2, the University received a total of 5,431 news items, resulting in a 29 per cent share of voice (SOV) and the top spot among New Zealand universities.
- Tone: 83 per cent of media coverage about the University was either Very Positive (22 per cent) or Positive (61 per cent).
- Story Driver: 46 per cent of media coverage comprised expert academic commentary on topical issues, with a further 23 per cent relating to the impact and value of the University's research.
- Origin of Coverage: 67 per cent of media stories in Q2 were generated either by proactive (30 per cent) media engagement by the Communications team or facilitated (37 per cent) support to academics and journalists, with the remaining 33 per cent being media-driven.

#### **Priority 4: Enduring relationships with prospective students, students, alumni and donors**

Mānawa Mai Open Day on Saturday, 30 August, attracted a record number of visitors, with close to 16,500 registrations (19.6 per cent higher than in 2024). Hiwa was a significant draw card, with 6,000 visitors touring the world-class facilities throughout the day.

The University has introduced the Vice Chancellor's Scholarship for the 2026 cohort of school leavers, to attract top-performing students further. Valued at \$35,000, this scholarship will be awarded to up to 20 students each year, to enhance our standing among New Zealand's highest academic achievers.

The annual Celebration of Giving event was held on 30 July, acknowledging and thanking donors to the University.

More than 1,200 people attended the 2025 Raising the Bar event on 26 August, featuring 20 academics in 10 bars in central Auckland, bringing research from their area to the wider community.

#### **Priority 5: Diverse student body reflecting our communities.**

UoA welcomed 174 new students through its TNE partnerships for Semester Two 2025, with students arriving from China, Malaysia, India, and Vietnam. Notably, 24 students have been awarded the TNE High Achievers Award, each receiving \$5,000 in recognition of their academic excellence.

The Schools and Community Engagement Office have partnered with our Diversity, Equity, and Inclusion (DE&I) Team to develop role-specific training to ensure the Office is adequately supported to engage with a range of communities.

#### **Priority 6: Recognised and valued by our communities for the contributions we make towards a more sustainable future for all.**

The University hosted the Zero Waste Aotearoa annual Hui on 8-10 September, with several UoA academics as featured speakers.

## 4. Enabling our People and Culture

### Overview

The Values Led Culture programme's four workstreams are driving leadership growth and cultural integration. At the same time, the Kōrero Mai survey (4–18 August) and action planning, which will extend through to April 2026, will surface and address staff priorities. Concurrently, the Future Academic Workforce and Ngā Taumata Tutukinga frameworks are establishing clear career pathways and capability expectations across academic and professional roles.

### Progress against priorities:

#### Priority 1: Live our values and purpose

The Taumata Teitei-aligned Values Led Culture programme focuses on advancing leadership and cultural integration within the University. Of particular focus is the Pūhoro Senior Leaders Programme, which is nearing completion.

#### *Employee Engagement and Listening*

Kōrero Mai: Staff Engagement Survey closed on 18 August. The 70 per cent response rate was very pleasing, with more than 4400 staff responding to the survey. The response rate is the highest we have achieved at the University and is higher than benchmarked organisations. The overall engagement score is 56 per cent. Dean's and Service Directors are currently releasing their local results to their teams and starting to work with their teams to develop action plans in response to the results. The overall university results were shared with staff during a Zoom meeting led by the Vice-Chancellor on Wednesday, 25 September. There was significant engagement from staff, and a further all-staff Zoom meeting will take place on October 17, where a deeper dive into the results will occur.

#### Priority 2: Develop a future-ready workforce

The Future Academic Workforce programme of work is underway. A steering committee has been established and has approved the scope of this project, which includes developing fit-for-purpose academic roles and career pathways, defining the capabilities for the future and developing reward and recognition frameworks, including updating the current Academic Standards. Several working groups have been established, made up of academic staff, to inform this work.

#### Priority 4: Activate manaakitanga, whanaungatanga and kaitiakitanga across our People and Culture practices

The Maori Research Ecosystem project is continuing. A proposal to reshape this will shortly be discussed by senior management.

## 5. Our Enabling Environment

### Overview

| Indicators                        | Last Year | Current Year        |         |             |          |
|-----------------------------------|-----------|---------------------|---------|-------------|----------|
|                                   |           | To Date<br>(Aug-25) |         | End of Year |          |
|                                   | Actual    | Target              | Actual  | Target      | Forecast |
| Total revenue (\$M)               | 1,539.7   | 1,372.8             | 1,379.0 | 1,578.5     | 1,618.5  |
| Revenue achieved as a % of budget | 100.9%    | 100.0%              | 100.5%  | 100.0%      | 102.5%   |

*\*\* Excludes CIP loan and external sponsorship.*

### Progress against priorities:

#### Strategic Priority 1: Create Mana-enhancing experiences for our communities through effective, efficient, and valued operations and services

The focus continues on enabling and developing our staff to improve the effectiveness of operations and services offered:

Details of service commitments, which clearly describe the services available to staff (catalogues), and the associated service standards expected, have been published on the staff intranet. Additionally, a comprehensive A–Z services directory has been created to provide staff with a single point of entry. The catalogues and standards will continue to mature and integrate with initiatives such as Service Excellence Advocates (SEA).

An advisory framework drawing on international practice and guided by the principles in Whakamana Tangata, has been created to upskill academic advisory staff.

Proactive development and improvement of services and operations to meet the needs of our diverse communities:

Progress continues to be made in mapping the data and information needs of Academic Heads for key processes. The project team is currently collaborating with multiple stakeholders across professional services to test and validate the availability of data and determine the recommended next steps

With the new AI support capabilities (eg. UoA Assistant) proving very successful, further adoption of AI augmented services continues across our student support channels.

The transition of the National eScience Infrastructure (NeSI) assets and staff to REANNZ was successfully undertaken in time for the 1 July milestone. The University will continue to play an active role in shaping the future strategic direction of these services.

## **Priority 2: Deliver a distinctive, capable, and flexible people-centred environment that celebrates our place in Aotearoa New Zealand and the Pacific**

Delivery of the approved Property Capital Programme:

- Old Choral Hall: The building achieved Practical Completion in September 2025, with occupants to move in in November 2025.
- B230: Law & Performing Arts is now in the Detailed Design phase. The main contract tender was awarded to Naylor Love.
- Carlaw Park Stage 4 agreements have been executed, and enabling construction works are now underway. Detailed design is progressing.
- Grafton Research facility. Business Case for phase 1 developments approved, and the preferred option endorsed.

Estate Planning activities (Property and Digital):

- Planning activities continue for the refurbishment of the former Architecture library within B423 (Architecture, Urban Design and Planning).
- Work with Cisco continues to advance the transition to AI-optimised network services, enabling dynamic tuning and optimisation of Wifi and related services across all campuses. This will deliver an improved experience for staff and students when utilising network services.
- Onboarding of the new data centre hosting services with CDC (Canberra Data Centres) has been delayed, with delivery now expected at the end of October. This will allow the University to commence the transition of technology services from OGG data centre to CDC in December.

## **Priority 3: Actively continue and measure progress towards overall sustainability and net-zero carbon status**

The results of the staff commuting survey, completed earlier this year, are now available on the University website. The survey generated 1615 responses and provides insights into flexible work practices, modes of transport by and how these vary by commuting distance.

## **Priority 4: Enable long-term operational sustainability and resilience for the University through careful stewardship and planning and by enabling revenue growth**

Growth in enrolments this year has lifted revenue and contribution from teaching. The associated volume and activity growth will drive expansion in direct cost categories, which are being monitored closely. Against this, we are balancing pressures developing across the research portfolios through reductions in external funding sources.

Steady progress continues to be delivered through our performance improvement programme in areas relating to professional staffing costs and general operating overheads. However, a portion of the gains are being offset by the need to support strategic priorities such as AI, core infrastructure and services, automation and service improvement.

Overall, the University continues to maintain and forecast a stable financial position that aligns with a medium to low risk rating under the TEC Financial Monitoring Framework.

Professor Dawn Freshwater  
Vice-Chancellor

## Appendix One: University Gifts and Pledges [July and August 2025]

The following major new gifts and pledges were received by ARD in July and August 2025, totalling \$3,316,621:

- \$1,145,611 from the Auckland Medical Research Foundation for the 'Developing a "gene cream" therapy for extreme fragile skin conditions' study at Science, and for the 'Paternal diet and future heart health of the mother and child' study, the 'Evaluating the use of topical sevoflurane' study, the 'Trojan Horse Drugs for Pancreatic Cancer' study, the 'Disrupting Fibrotic Feedback in PMF' study, the 'One vaccine for two diseases?' study and the 'Zinc link in autism' study, all at Medical and Health Sciences
- \$760,000 from the Heavy Engineering Research Association for the HERA Chair in Steel Engineering and for PhD support in the Faculty of Engineering and Design
- \$691,989 from the Neurological Foundation of New Zealand for the 'Targeting Brain Border Immune Pathways to Enhance Waste Clearance in Parkinson's Disease' study and the 'Dysfunctional Innate Immunity at the Brain Borders as a Driver of Parkinson's Disease' study, both at Medical and Health Sciences, and for the 'STAMP: School-age Tracking and Assessment with MRI in Preterms' study at the Liggins Institute
- \$470,000 from the Estate of Noeleen Marjorie Smith for the Noeleen Smith Science Scholarship
- \$389,990 from the Wright Family Foundation for the Best Leap EEG Study at the Liggins Institute
- \$326,797 from the Human Frontier Science Program Organization for the 'Expanding the Chemical Space of Bioactive Modified Nucleotides to Endogenous Metal Ions' study at Science
- \$300,000 from the Neuro Research Charitable Trust (Cure Parkinson's NZ) for Cure Collective-Parkinson's disease research at Medical and Health Sciences
- \$300,000 from The Tyree Group for Sir William Tyree Scholarships at Engineering and Design
- \$278,006 from the Heart Foundation for the Heart Foundation Chair in Heart Health at Medical and Health Sciences
- \$242,325 from the University of California, San Diego for the 'Cultural phylogenetics and the long-run causal connection between religion and cooperation' study at Science
- \$223,881 from The Paradifference Foundation for the 'Targeted radio- and chemosensitisation of SDHB-mutant cancers' study at Science
- \$144,000 from the Ralph and Eve Seelye Charitable Trust for Ralph and Eve Seelye scholarships
- \$140,000 from Ian and Estelle Billings for Translational Medicine Research at Medical and Health Sciences
- \$130,626 from Cancer Society Auckland Northland for support for the Auckland Cancer Society Research Centre at Medical and Health Sciences
- \$130,000 from Liz and Paul Blackwell for Manaaki Manawa Centre for Heart Research at Medical and Health Sciences
- \$92,000 from the Margaret And John Kalman Charitable Trust for Kalman Teacher Fellowships at Science
- \$54,000 from Perpetual Guardian for William Chick Scholarships
- \$51,300 from Breast Cancer Cure for the 'Utility of changes in magnetic resonance spectroscopic imaging (MRSI) as a biomarker of cancer related cognitive impairment (CRCI)' study at Medical and Health Sciences
- \$50,000 from The Gama Foundation for the 2025 Critic and Conscience of Society Award at Medical and Health Sciences

- \$50,000 from Andrew Clark for the Dean's Engineering Leadership Programme
- \$50,000 from the Freemasons Hospice Charitable Trust for Freemasons Palliative Care Scholarships at Medical and Health Sciences
- \$42,000 from The SRSB Conservation Charitable Trust for Conservation Biology at Science
- \$30,000 from The Kelliher Charitable Trust for the Kelliher Economics Foundation Undergraduate Scholarship at the Business School
- \$30,000 from Istar Limited for the Menstrual Cup Research project at Medical and Health Sciences
- \$30,000 from the Kauri 2000 Trust for kauri dieback research at Science
- \$30,000 from the Estate of Eric Temple Williams for support for the Auckland Cancer Society Research Centre at Medical and Health Sciences
- \$25,000 from an anonymous donor for a scholarship for the Master of Public Policy degree at Arts and Education
- \$25,000 from the Te Moananui O Toi Restoration Trust for kelp forest restoration research at Marine Science
- \$25,000 from the Rotary Club of Auckland East Inc for Manaaki Manawa Centre for Heart Research at Medical and Health Sciences
- \$25,491 from Tonkin + Taylor for the Tonkin & Taylor Scholarship and the Tonkin & Taylor Masters Scholarship in Coastal Engineering

CHAIR APPROVED BUT NOT CONFIRMED BY THE COMMITTEE

Finance Committee MINUTES | PART A  
 26 September 2025  
 HYBRID | Council Meeting Room and via Zoom  
 8:00 am to 10:00 am



|                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Present:</b> Rob McDonald (Chair), Cecilia Tarrant, Cathy Quinn, Professor Dawn Freshwater, John Paitai, J. Arnott-Neenee, Gemma Skipper, Professor Julia Tolmie, and FaAfuha Fia<br><b>In Attendance:</b> Tim Bluett, Helen Cattanach, Cameron Thomas, Patricia Yap, Jeremy Greenbrook-Held, Martin Hookham-Simms, Brendan Tonkin, Natasha Ager and Ruwani Dharmawardana |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                             |
| <b>1. Apologies</b>                                                                                                                                                                                                                                                                                                                                                          | No apologies were received.                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                             |
| <b>2. Disclosures of Interest</b>                                                                                                                                                                                                                                                                                                                                            | The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.<br>Mr FaAfuha Fia declared an interest in item 11.0: Domestic Student Fees 2026 and International Student Fees 2027.<br>No further disclosures were made. |                                                                                                                                             |
| <b>3. Minutes of Finance Committee of 11.08.2025</b>                                                                                                                                                                                                                                                                                                                         | <b>Item No 3.1: Minutes, Part A 11.08.2025</b><br><b>Item No 3.2:</b> Matters Arising from the Minutes, Part A, not elsewhere on the agenda.<br>No matters were discussed that needed further attention, as part of the follow-up from the previous meeting.                                                                                                                               | <b>RESOLVED (Chair   Cathy Quinn)</b> that the Minutes, Part A, of the Finance Committee held on 11.08.2025 be taken as read and confirmed. |
| <b>4. Other Matters for Decision or Noting</b>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                             |

8.1

## CHAIR APPROVED BUT NOT CONFIRMED BY THE COMMITTEE

|                                       | <table><tr><th>University &amp; UniServices</th><th>2023<br/>Actual</th><th>2024<br/>Actual</th><th colspan="3">2025</th></tr><tr><th></th><th></th><th></th><th>Forecast</th><th>Budget</th><th>var</th></tr><tr><td><b>EFTS</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Domestic</td><td>29,072</td><td>30,008</td><td>31,354</td><td>30,192</td><td>1,162</td></tr><tr><td>International</td><td>5,607</td><td>5,699</td><td>6,534</td><td>5,977</td><td>557</td></tr><tr><td>Other</td><td>658</td><td>896</td><td>959</td><td>856</td><td>103</td></tr><tr><td></td><td>35,337</td><td>36,603</td><td>38,847</td><td>37,025</td><td>1,822</td></tr><tr><td><b>Income &amp; Expenditure (\$m)</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>TEC funding</td><td>375</td><td>424</td><td>440</td><td>431</td><td>9</td></tr><tr><td>Fees</td><td>412</td><td>432</td><td>506</td><td>471</td><td>34</td></tr><tr><td>PBRF/Other</td><td>123</td><td>132</td><td>137</td><td>129</td><td>8</td></tr><tr><td></td><td>910</td><td>989</td><td>1,082</td><td>1,031</td><td>51</td></tr><tr><td>People Costs</td><td>337</td><td>357</td><td>382</td><td>376</td><td>(6)</td></tr><tr><td>Opex &amp; depreciation</td><td>70</td><td>80</td><td>84</td><td>83</td><td>(1)</td></tr><tr><td>T&amp;R Contribution</td><td>503</td><td>552</td><td>616</td><td>571</td><td>44</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Research Revenue</td><td>351</td><td>344</td><td>324</td><td>344</td><td>(19)</td></tr><tr><td>Research Expenditure</td><td>320</td><td>323</td><td>298</td><td>320</td><td>22</td></tr><tr><td>Research Contribution</td><td>32</td><td>21</td><td>26</td><td>24</td><td>2</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Other revenue</td><td>197</td><td>207</td><td>209</td><td>195</td><td>14</td></tr><tr><td>People Costs &amp; Opex</td><td>523</td><td>559</td><td>592</td><td>570</td><td>(23)</td></tr><tr><td>Depreciation</td><td>178</td><td>186</td><td>235</td><td>201</td><td>(34)</td></tr><tr><td>Other contribution</td><td>(504)</td><td>(537)</td><td>(619)</td><td>(576)</td><td>(43)</td></tr><tr><td><b>Operating Surplus</b></td><td><b>31</b></td><td><b>36</b></td><td><b>23</b></td><td><b>19</b></td><td><b>4</b></td></tr><tr><td>University</td><td>12</td><td>25</td><td>25</td><td>18</td><td>7</td></tr><tr><td>UniServices</td><td>19</td><td>11</td><td>(2)</td><td>1</td><td>(3)</td></tr><tr><td>Fair value adjustments</td><td>81</td><td>(17)</td><td>(18)</td><td>(18)</td><td>0</td></tr><tr><td>Net Surplus</td><td>111</td><td>19</td><td>5</td><td>1</td><td>4</td></tr></table> | University & UniServices                                                                                                                                         | 2023<br>Actual | 2024<br>Actual | 2025     |  |  |  |  |  | Forecast | Budget | var | <b>EFTS</b> |  |  |  |  |  | Domestic | 29,072 | 30,008 | 31,354 | 30,192 | 1,162 | International | 5,607 | 5,699 | 6,534 | 5,977 | 557 | Other | 658 | 896 | 959 | 856 | 103 |  | 35,337 | 36,603 | 38,847 | 37,025 | 1,822 | <b>Income &amp; Expenditure (\$m)</b> |  |  |  |  |  | TEC funding | 375 | 424 | 440 | 431 | 9 | Fees | 412 | 432 | 506 | 471 | 34 | PBRF/Other | 123 | 132 | 137 | 129 | 8 |  | 910 | 989 | 1,082 | 1,031 | 51 | People Costs | 337 | 357 | 382 | 376 | (6) | Opex & depreciation | 70 | 80 | 84 | 83 | (1) | T&R Contribution | 503 | 552 | 616 | 571 | 44 |  |  |  |  |  |  | Research Revenue | 351 | 344 | 324 | 344 | (19) | Research Expenditure | 320 | 323 | 298 | 320 | 22 | Research Contribution | 32 | 21 | 26 | 24 | 2 |  |  |  |  |  |  | Other revenue | 197 | 207 | 209 | 195 | 14 | People Costs & Opex | 523 | 559 | 592 | 570 | (23) | Depreciation | 178 | 186 | 235 | 201 | (34) | Other contribution | (504) | (537) | (619) | (576) | (43) | <b>Operating Surplus</b> | <b>31</b> | <b>36</b> | <b>23</b> | <b>19</b> | <b>4</b> | University | 12 | 25 | 25 | 18 | 7 | UniServices | 19 | 11 | (2) | 1 | (3) | Fair value adjustments | 81 | (17) | (18) | (18) | 0 | Net Surplus | 111 | 19 | 5 | 1 | 4 | <p>A refresh of the previous forecast has been undertaken, reflecting actual enrolments and results as at 31 July. Forecasts and comparatives in the table to the left show the consolidation of the University and UniServices excluding the Foundation.</p> <p>The forecast operating surplus of \$23m is close to the budget which reflects revenue from higher student enrolments exceeding budget being partially offset by increased depreciation arising from the 2024 revaluation of land and buildings for statutory reporting.</p> <p>The 2025 enrolment numbers are 1,822 EFTS (equivalent full-time students) higher than budget, and in total are 6.1% above last year.</p> <p>TEC funding is constrained and does not match the additional growth. However, domestic and international student fee components deliver improved contribution.</p> <p>Research contribution remains lower than recent years as projects conclude faster than they are replaced and funding across the Science System is uncertain.</p> <p>Other selected costs are forecast above budget, reflecting the operational activity to support growth and delivery of key strategic projects.</p> <p>UniServices are going through a transformation, with a restructure and the transfer of some activities impacting on profitability for 2025. Stability is expected to return in 2026.</p> <p>Net operating cashflow remains steady and above budget.</p> <p>TEC risk ratios overall remain at lower risk levels.</p> |
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| University & UniServices              | 2023<br>Actual                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2024<br>Actual                                                                                                                                                   | 2025           |                |          |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                  | Forecast       | Budget         | var      |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <b>EFTS</b>                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Domestic                              | 29,072                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 30,008                                                                                                                                                           | 31,354         | 30,192         | 1,162    |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| International                         | 5,607                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 5,699                                                                                                                                                            | 6,534          | 5,977          | 557      |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Other                                 | 658                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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|                                       | 35,337                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <b>Income &amp; Expenditure (\$m)</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| TEC funding                           | 375                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Fees                                  | 412                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| PBRF/Other                            | 123                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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|                                       | 910                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| People Costs                          | 337                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Opex & depreciation                   | 70                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| T&R Contribution                      | 503                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Research Revenue                      | 351                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Research Expenditure                  | 320                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| Research Contribution                 | 32                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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       |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Other revenue                         | 197                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 207                                                                                                                                                              | 209            | 195            | 14       |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| People Costs & Opex                   | 523                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 559                                                                                                                                                              | 592            | 570            | (23)     |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Depreciation                          | 178                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 186                                                                                                                                                              | 235            | 201            | (34)     |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Other contribution                    | (504)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | (537)                                                                                                                                                            | (619)          | (576)          | (43)     |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 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| <b>Operating Surplus</b>              | <b>31</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>36</b>                                                                                                                                                        | <b>23</b>      | <b>19</b>      | <b>4</b> |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| University                            | 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 25                                                                                                                                                               | 25             | 18             | 7        |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| UniServices                           | 19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 11                                                                                                                                                               | (2)            | 1              | (3)      |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Fair value adjustments                | 81                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | (17)                                                                                                                                                             | (18)           | (18)           | 0        |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Net Surplus                           | 111                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 19                                                                                                                                                               | 5              | 1              | 4        |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 5. Leave of Absence                   | The Chair noted that no apologies had been received for the 19 November 2025 meeting and advised members to inform the Committee Secretary in advance if they are unable to attend.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          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  |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6. Public Exclusions                  | The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>RESOLVED (Chair   Professor Dawn Freshwater)</b> that the public be excluded from Part B of this meeting AND THAT Mr Bluett, Ms Cattanach, Mr Thomas, Ms Yap, |                |                |          |  |  |  |  |  |          |        |     |             |  |  |  |  |  |          |        |        |        |        |       |               |       |       |       |       |     |       |     |     |     |     |     |  |        |        |        |        |       |                                       |  |  |  |  |  |             |     |     |     |     |   |      |     |     |     |     |    |            |     |     |     |     |   |  |     |     |       |       |    |              |     |     |     |     |     |                     |    |    |    |    |     |                  |     |     |     |     |    |  |  |  |  |  |  |                  |     |     |     |     |      |                      |     |     |     |     |    |                       |    |    |    |    |   |  |  |  |  |  |  |               |     |     |     |     |    |                     |     |     |     |     |      |              |     |     |     |     |      |                    |       |       |       |       |      |                          |           |           |           |           |          |            |    |    |    |    |   |             |    |    |     |   |     |                        |    |      |      |      |   |             |     |    |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      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## CHAIR APPROVED BUT NOT CONFIRMED BY THE COMMITTEE

|                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                                                                                                                                                                                                           | <p>for the passing of this resolution are as follows:<br/>General subject of each matter to be considered:</p> <p><b>Item No 7.1: Finance Committee Meeting 11 August 2025, Minutes Part B</b></p> <p><b>Item No 7.2: Matters Arising from the Minutes, Part B, not elsewhere on the agenda.</b></p> <p><b>Item No 8.0: Treasury Management, Compliance and Cash Flow Report</b></p> <p><b>Item No 9.0: Financial Performance 2025 to 2027</b></p> <p><b>Item No 10.0: Unfunded EFTS</b></p> <p><b>Item No 11.0: Domestic Student Fees 2026 and International Student Fees 2027</b></p> <p>Reason for passing this resolution in relation to each matter: The protection of the interests mentioned below.<br/>Grounds under section 48(1) for the passing of this resolution: Those in Section 9 of the Official Information Act 1982 namely:</p> <ul style="list-style-type: none"> <li>i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations; and</li> <li>ii) To enable the University to carry on without prejudice or disadvantage negotiations; and</li> <li>iii) To prevent the disclosure or use of Official Information for improper gain or advantage.</li> </ul> | <p>Mr Greenbrook-Held, Mr Hookham-Simms, Mr Tonkin, Ms Ager and Ms Dharmawardana be permitted to remain for this part of the meeting, after the public be excluded, because of their knowledge of the matters to be discussed.</p> <p>This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of the University of Auckland for which those persons are responsible.</p> |
| <p><b>The meeting moved into a Public Excluded session at 08.08am.</b><br/><b>The meeting closed at 9.45 am.</b><br/><b>Approved as a true and correct record.</b></p> <p><b>Rob McDonald, Chair</b><br/><b>Date:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



Waipapa  
Taumata Rau  
**University  
of Auckland**

# Fees Paper 2026

26th September 2025

Waipapa Taumata Rau, University of Auckland

8.1

## FINANCE COMMITTEE

Date: 26 September 2025  
 Agenda Item: Item 11.0  
 Item Title: Domestic Student Fees 2026 and International Student Fees 2027  
 Prepared by: Tim Bluett, Deputy Vice-Chancellor (Corporate Services & Chief Financial Officer)  
 Adrienne Cleland, Deputy Vice-Chancellor (Operations & Registrar)  
 University Executive Sponsor: Professor Dawn Freshwater, Vice-Chancellor  
 Paper Type: For Noting and Recommendation

### Purpose:

The purpose of this paper is to recommend a schedule of 2026 domestic tuition fees and the Compulsory Student Services Fee, with 2027 international fees for consideration by the University's Finance Committee, and to present to Council for approval in accordance with the University's Fees Statute which applies to these fees.

### Resolution/Recommendation:

**It is recommended that Finance Committee recommend to Council that:**

- i. This report be received.
- ii. Council approves the attached Domestic Fees Schedule for 2026 in line with the Government's AMFM (Appendix A).
- iii. Council approves the attached International Fees Schedule for 2027 including Study Abroad, Up Education and ELA Fee Schedule (Appendix B).
- iv. Council authorises the Vice-Chancellor to assign any new programmes, including Government (DQ7+) funded micro-credentials, or programmes becoming newly available to international students in 2027, to an appropriate band to enable offers to be made during the recruitment cycle, and report these decisions back to Council.
- v. Council authorises the Vice-Chancellor to set fees for non-Government (DQ7+) funded Micro-credentials and for University programmes delivered off shore subject to such fees being reported to the Council meeting immediately following.
- vi. Council approves the Compulsory Student Services Fee at \$9.77 per point (GST inclusive) a 2.2% increase and the associated changes to the student fee schedule (Appendix C).
- vii. Council approves the attached Other Fees Schedule for 2026 (Appendix C).

### Appendices:

APPENDIX A: Domestic Fee Schedule  
 APPENDIX B: International Fee Schedule  
 APPENDIX C: Fee Schedule A – All Students  
 APPENDIX D: Student Levy Setting Consultation

## 1. Introduction

### Background

This paper presents the fee recommendations for domestic students' tuition, Compulsory Student Services Fee (CSSF) and other fees for 2026, as well as international students' tuition for 2027, which all require the approval of Council (Education and Training Act 2020).

The outlook to 2026 reflects a shift by Government in budget priorities as available per student funding reduces, while also preferring STEM and teaching-based disciplines. This change requires careful balancing of income streams in the University's teaching portfolio between government funding, domestic and international student fees and how these funds are able to be efficiently utilised to deliver high-quality teaching for students sustainably. Teaching revenue accounts for 60% of the University's total income, highlighting the significance of getting the balance correct.

The University has retained its position at 65th in the 2026 QS World University Rankings, reaffirming our status as the highest-ranked University in Aotearoa New Zealand and the only institution in the country to feature in the global top 100. Maintaining a high ranking is important to the University, its staff and its students, as it allows us to attract world-class researchers, gives us access to international collaborations and opportunities, and ensures we attract high-quality international students. Sustaining and improving our ranking requires us to continue our efforts in investing in academic excellence and world-class facilities. To do that, we need to maintain the current average revenues per student to support appropriate cost delivery structures.

### Environment

#### Domestic

The country is gradually emerging from the peak of the cost-of-living crisis with the RBNZ's inflation projection easing towards a target range of 1% to 3%, but the effects of prior year funding deficits persist. The Government's May Budget update has reaffirmed that TEC funding remains constrained and will not keep pace with the continued growth in our enrolments-growth that is being driven by a strong pipeline of high school leavers and working professionals. Compounding this challenge is the removal of the 4% temporary funding boost, alongside limited indexation increases that apply only to Government-priority areas such as STEM, teacher education, and other health professions. For the first time, funding in all other subject areas will experience a year-on-year decrease in 2026. This further compounds our reliance on student tuition fees and international students to grow revenue.

Current year forecast shows domestic EFTS for the current year are 4.6% higher than last year, representing an increase of approximately 1,342 EFTS. A significant portion of this growth is attributable to school leavers who are expected to return in 2026 to continue their studies. Our 2026 forecast already exceeds the Mix of Provision submission, giving rise to approximately \$22.7m of unfunded EFTS. To help address this widening funding gap, we are seeking approval to increase domestic student fees by 6% under the Annual Maximum Fee Movement (AMFM) policy.

#### International

International tuition fee increases are not limited in the way that domestic fees are, and a combination of cost and market factors are considered in reaching a recommendation. The geopolitical landscape is currently acting in favour of New Zealand when it comes to its attractiveness as a destination for international students. Our main competitors in USA, Canada, UK and Australia have all seen their competitiveness erode through political hardening over immigration policies.

In line with best practice, the University sets international student fees two years in advance to maximise recruitment efficiency and allow interested students and their families to plan for their investment. Council last year approved a 5% increase to international tuition fees for 2026, and this paper proposes an increase of 5% to be applied for 2027\*\*, which falls in the mid-range when considering similar offerings within New Zealand and Australia.

\*The Minister for Universities has confirmed 6% AMFM for 2026 on 13 August.

\*\* Where areas have fallen out of alignment with the market, a variation to the 5% has been proposed. Faculty of Business and Economics 6%, MBChB programme 0%, and other Foundation Partners as reported.

## 2. Domestic Tuition Fees 2026

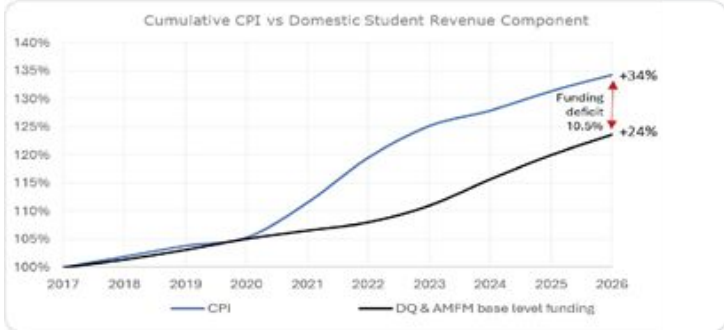
The University is currently operating in a revenue constrained environment, driven by two key factors. Firstly, TEC funding allocations have not kept pace with student enrolments, resulting in a growing number of unfunded students. Secondly, the 2026 funding framework has realigned to reflect Government priority areas, with increased support for STEM and teaching disciplines. This shift has created a funding imbalance, requiring the University to consider cross-subsidising other subject areas to maintain a broad and comprehensive academic offering. In setting these budgets, the Government has recognised the mounting cost pressures on tertiary providers, and in doing so, has confirmed an AMFM of 6%.

Our objective is to ensure the University can operate sustainably in the medium and long term by aligning costs with revenues as much as possible. The University is proactively implementing a comprehensive, organisation-wide Financial Sustainability Framework aimed at achieving a \$45m margin improvement by 2026. This initiative along with others, have been designed to improve the University's TEC Risk Score, targeting a low-to-medium risk level of 4% surplus.

Graph 1 highlights the inflationary pressures on the University's costs base which is not being met by inflation on TEC Domestic Qualification funding (DQ, incorporating DQ3-7 and DQ7+) and the AMFM, particularly in the post-Covid era where inflation peaked at 7.2% in 2022. Since 2017, CPI has increased by 34%, while the combined weighted AMFM and TEC DQ funding has only increased by 24%; a shortfall of 10.5%.

It is important to highlight that the 6% AMFM fee increase set by the government will not be sufficient on their own to ensure the University's financial sustainability, but they are an integral part of a thorough plan to ensure the long-term sustainable operation of the University and allow for investment.

Management acknowledges that the Government funding policy currently places greater burden on the student with the AMFM increase of 6%. As this paper highlights, the DQ7+ tuition subsidy component is significantly lower, and exacerbated by the weighting towards STEM coupled with the reversal of the temporary 4% additional indexation that applied in 2024 and 2025. Our recommendation reflects all these dimensions in the context of financial sustainability, and the need to continue to invest strategically in areas including student and campus experience.



Graph 1: Cumulative CPI vs Domestic Student Revenue Component (DQ funding and AMFM)

\* the 4% temporary funding from the government has not been incorporated in the base level funding line, as it is a temporary injection for 2024 and 2025 only.

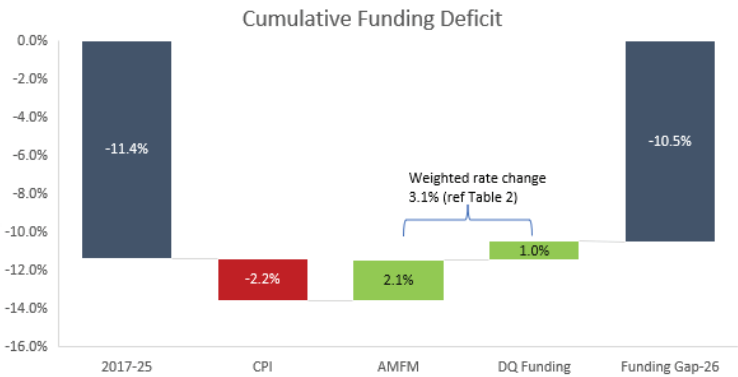
The University's costs can be grouped under three key categories, with a projected overall cost inflation increase of 2.4%, slightly above CPI.

- **People Cost:** inflation of 2% reflects the outcome of the collective bargaining agreement.
- **Other Operating Costs:** A CPI inflation factor of 2.2% has been indicated in the Reserve Bank's Monetary Policy Statement August 2025.
- **Building & Asset-Related Costs:** (e.g. depreciation, maintenance, cleaning, utilities, security, insurance), driven by the previous capital expenditure decisions, have been considered separate to the last two categories given the stepped timing of new building projects and sites coming on stream via the University's financial forecasting and budgeting processes.

| COST TYPE                      | % INCREASE | % MIX OF COSTS | AGGREGATE |
|--------------------------------|------------|----------------|-----------|
| People Costs                   | 2.0%       | 53.3%          | 1.1%      |
| Other Operating Costs          | 2.2%       | 31.9%          | 0.7%      |
| Building & Asset-Related Costs | 4.0%       | 14.8%          | 0.6%      |
| UoA Inflation Estimate:        |            |                | 2.4%      |

Table 1: Projected UoA cost increase

## 2. Domestic Tuition Fees 2026



Graph 2: 2026 funding deficit

The graph above highlights the cumulative funding shortfall of 11.4% from 2017 to 2025 and accounting for the anticipated cost inflation, adoption of the 6% AMFM domestic fees increase and average DQ per EFTS. A funding gap of 10.5% would still remain in 2026, and previous shortfalls would not have been recouped.

Note a 6% AMFM increase in domestic tuition fees equates to a weighted 2.1% increase when considered against the total domestic teaching revenue (i.e. including TEC Domestic Qualification funding). This reflects the relatively smaller proportion that tuition fees contribute to overall domestic revenue.

|                    | 2025 forecast | VOLUME % | VOLUME \$m | RATE % | RATE \$m | MOVEMENT | 2026 forecast |
|--------------------|---------------|----------|------------|--------|----------|----------|---------------|
| Government Funding | \$422.3       | 1.2%     | \$5.1      | 1.4%   | \$6.1    | \$11.2   | \$433.6       |
| Domestic Fees      | \$242.2       | 1.2%     | \$2.9      | 6.0%   | \$14.5   | \$17.5   | \$260.4       |
| Total              | \$664.5       | 1.2%     | \$8.0      | 3.1%   | \$20.6   | \$28.6   | \$694.0       |

Table 2: Fees increase required to maintain real revenue per EFTS in 2026

The 2026 domestic student components rate change presented in the waterfall chart is reflected in dollar terms in Table 2. A 6% increase in domestic fee rates equates to \$17.5m and will help address the low government funding inflation.

The consequences of not implementing a 6% fee increase as allowable under the AMFM would lean towards a deficit with compounding impacts being felt in future years.

## 2. Domestic Tuition Fees 2026

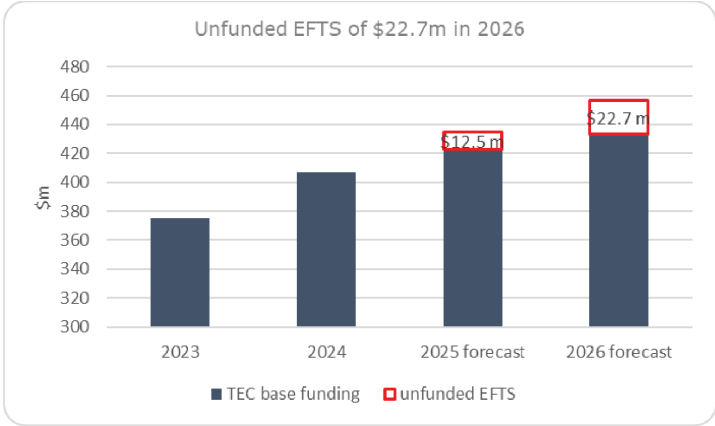
### Government Unfunded EFTS

A growing challenge faced by the University is EFTS which are not being funded by the Government. This results from the University's growth in the number of domestic enrolments with a different course mix than the Government is willing to fund. The actual difference or shortfall arises from the mix of provision (actual vs planned) and we express the monetary value in terms of the equivalent number of full time students the total cost represents.

### Student Scholarships

The University is conscious the proposed 6% AMFM in 2026 will have an adverse impact on the financial situation of students and their debt levels. Scholarships are an important aspect of the University's initiatives as they provide immediate financial relief for students who may otherwise not have the means to attend and provide recognition of high-performing students. Of our centrally managed scholarships, 75% is awarded to domestic students while 25% is awarded to international students to enable diversity of students.

Prizes and Scholarships expenditure is anticipated to be maintained at just over \$100m, in an environment where the University is striving to balance strategic and equity values against financial limitations.



Graph 3: TEC Domestic Qualification funding allocations 2023-2026

## 2. Domestic Tuition Fees 2026

### Domestic foundation, undergraduate and postgraduate

Given that the application of the maximum allowable fee increase of 6% is a significant component to ensuring financial sustainability at the University and also reflecting that increases in domestic fee rates are significantly outpaced by the growth in cost inflation, management believes the applying maximum allowable increase is justified.

**We recommend that tuition fees for all domestic undergraduate and postgraduate courses be increased by 6%, the maximum allowable under the Annual Maximum Fee Movement regulations.**

### Micro-credentials

The fees for Government DQ-funded micro-credentials are subject to the AMFM, which for 2026 remains capped at \$64.00 per point (0%). If a micro-credential is comprised of courses that lead to an undergraduate or postgraduate qualification, the permitted fee is the same as the constituent courses. As with other fees, we have considered how it aligns with inflationary impacts on cost.

In 2025, Health Science 7001MC was priced below this threshold at \$45.93 per point, reflecting a deliberate pricing strategy aimed at maximising accessibility for the communities it serves. We are proposing a 6% increase, which considers affordability while aligning with allowable fee adjustments.

**We recommend that fees for Government-funded micro-credentials are set at the maximum allowable under the AMFM Policy.**

**If the University offers micro-credentials that are not government-funded, the fees are not limited by the AMFM policy. We recommend that fees are set to recover the costs of delivering the courses plus a modest return on revenue and that the Vice-Chancellor is delegated the authority to set the fees for non-Government funded micro-credentials.**

### New Start

New Start is outside the AMFM as it is below level 3 on the NZQCF.

**We recommend an increase for domestic learners for 2026 as per Table 3 below.**

| Programme  | 2024    | 2025    | 2026    |
|------------|---------|---------|---------|
| New Start  | \$88.17 | \$92.58 | \$98.13 |
| YoY change |         | 5.0%    | 5.0%    |

*Table 3: New Start fee proposal*

### 3. International Tuition Fees 2027

#### International Market Conditions

Global student demand for international education remains strong and is projected to have an estimated annual growth rate of approximately 4% over the next decade. Despite this, the global international student recruitment environment will continue to see uncertainty driven by shifting geopolitical climates, evolving economic conditions, and changing student preferences.

Political tensions and policy changes in the US, Canada and the UK have limited the attractiveness of these countries as international study destinations. While Australia remains competitive, perceptions of international student caps have impacted recruitment. Australian institutions have moved fast in response to grow Transnational Education pathways and expand international scholarships to diversify risk and maintain international tuition fee income.

In New Zealand, the Ministry of Education recently launched the International Education Going for Growth Plan, outlining actions to double the economic contribution of international education from \$3.6B in 2024 to \$7.2B by 2034 and expand work rights for eligible student visa holders.

Education New Zealand has subsequently launched a refreshed brand campaign, realigning New Zealand as a country for high-quality education opportunities, leading to excellent career outcomes – key motivating factors for prospective students. Weight is also given to promoting domestic doctoral fees, which are available to international students, to further signal that New Zealand is open and welcoming to new international students.

As a result, New Zealand is uniquely positioned as one of the only English-speaking destinations where the government is seeking to grow international student enrolments and changing policy settings to ensure a positive welcoming message towards prospective students.

Nevertheless, New Zealand and the University are heavily reliant on international students

from China (41% of NZ international student body) by comparison to other destinations such as the US (32% reliance on China). Globally, India remains the next largest source market of international students, where New Zealand underperforms relative to markets such as Canada, the UK, Australia and the US, demonstrating a need for action that supports diversification.

While the University's International Office has identified markets that are projected to have strong population and economic growth rates with the potential for student recruitment growth, these are in more price-sensitive markets in South and Southeast Asia.

The University has continued to maintain a collective tuition fee price point behind the Go8 and ahead of NZ institutions as a preferred positioning strategy (Appendices A1 and A2). However, with the University's current ranking above some Go8 institutions (QS) and the relative attractiveness of New Zealand as a destination, there is an opportunity to reassess positioning to be more assertive in pricing to further support the University's financial sustainability.

While premium pricing supports education quality and the brand position of the University, it limits opportunities to drive student enrolments beyond more developed countries without market interventions such as scholarships and awards.

**We recommended a 5% increase in international tuition fees, excluding the MBChB programme, which will remain unchanged (0% increase) and excludes all courses in the Faculty of Business and Economics, which will increase by 6%.**

The Faculty of Business and Economics has fallen behind the price positioning strategy for its programmes, and seeks to reposition based on market relativities and strategic commitment to maintaining competitive positioning in the Go8 landscape to attract high-quality international applicants.

### 3. International Tuition Fees 2027

**Enrolments**

The University achieved record new international full-fee EFTS in 2025. Engineering and Design, Law, Medical and Health Sciences faculties surpassed their budgeted international EFTS targets by more than 10% for the year. Primarily, international EFTS growth has been generated by taught postgraduate enrolments, with all levels of study now greater than pre-pandemic numbers.

Current University forecasts indicate full-fee EFTS annualised growth of 4.9% to 2027 followed by a more conservative growth rate of 2% through to 2030. International student enrolments are largest for Science and Business programmes, followed by Arts and Education, with external reports indicating further demand, particularly in science, technology, engineering, and mathematics (STEMM) fields.

**Channels of recruitment**

International student recruitment is dominated by business-to-business relationships supporting applicant conversion through to enrolment. While a significant proportion of individuals still apply directly to the University, the likelihood of them enrolling is significantly lower without the additional guidance agents or institutional partners provide. At the University of Auckland c.70% of enrolled students have come via one of these pathways.



Graph 4: Forecasted International EFTS

**Agents**

Agents make up the largest share of business relationships, with over 50% of Chinese and 85% of Indian applicants using them to support their education journey. Often acting as a filter to ensure quality and completeness of applications, the average commission payable of 12% of first-year tuition fees, paid upon successful enrolment, is considered a vital channel to support international student enrolments.

Agents are also a significant source of market intelligence, providing local sentiment and feedback that supports process improvement and responsiveness to developing market conditions.

**Transnational Education (TNE)**

TNE articulation pathways are projected to significantly increase International enrolments in the next three years. Many of the anticipated agreements will be designed so that existing students from overseas institutes will progress to Auckland. This has previously resulted in high application-to-enrolment conversion rates.

While there is potential to grow this channel, often students initially require additional support as they transition into more advanced years of study than would be typically seen through other recruitment channels. Sentiment in faculty and the professional services reflects a desire to ensure investment into this area and holistically review the TNE international student experience before significant new growth is delivered via this channel.

## 4. Other International Tuition Fees 2027

### Study Abroad

International Study Abroad enrolment figures have remained remarkably constant from 2023 to 2025 at around 790, alongside a reasonably constant applicant pool. The US drives the majority of Study Abroad enrolments, followed by China, East Asia (excluding China) and Europe.

New Zealand is perceived as a safe, environmentally unique and well-established Study Abroad destination in Oceania, as well as a traditional English-speaking destination. The majority of US Study Abroad is in Europe, followed by Latin America, with Oceania having a comparatively small market share and New Zealand hosting approximately 35%. Growing generational price sensitivity in all markets, along with the rise in cost of living, is a consideration factor for Study Abroad students and may be influential to the demonstrated enrolment figures.

From a tuition fee positioning perspective, there are a variety of approaches across the Go8 and NZ universities. The University maintained a Study Abroad fee freeze 2023-2025, diverging from standard undergraduate and postgraduate international tuition fee increases, to test the impact on the market. By comparison, the Study Abroad fees for most of the Go8 are noticeably higher than UoA, with UNSW Sydney a marked exception with very low pricing. The Universities of Otago and Victoria are priced slightly higher for 2025. A 4% fee increase (\$13,728) was supported for 2026 to reposition UoA commensurate with the standard international tuition fee strategy to align with ranking correlation and Go8 pricing, and to support market perception that price remains a key indicator of quality.

Australia remains a real competitor for Study Abroad programmes, with a very distinct country-level positioning strategy and well-established institutions offering Study Abroad programmes. Education New Zealand's strategy "Going for Growth Plan", launched in July 2025, to reposition New Zealand as less "niche" and a more high-quality study destination of choice could be a significant foundation for Study Abroad growth once the ENZ strategy has time to establish itself in key markets. There are enhanced provisions that allow Study Abroad students to work while in New Zealand, which may offset rising cost of living concerns for particularly price-sensitive students, although historically Study Abroad students are less price sensitive than full programme international students.

In October 2024, Immigration New Zealand increased student visa fees from \$375 to \$750, which is particularly significant for short-term programmes, although markedly less than the

current AU\$2k Australia student visa fee. IDP's "IQ Demand Analytics" report, August 2025, expects a popularity increase in SE Asia TNE programmes to also challenge traditional study abroad destinations, such as New Zealand.

UoA student numbers participating in international exchange programmes continues to be lower compared to exchange students coming to UoA. As a result, the current strategy has shifted towards offering more fee-paying Study Abroad programmes to partner institutions, to support the interest from international students and a pathway to study at UoA rather than divert to another institution. The University of Auckland 2025 General Education Administrative Guidelines restriction on the use of General Electives is likely to see a further reduction on UoA students travelling internationally, and a greater need to redirect incoming exchange students to Study Abroad opportunities.

Study Abroad is not indicating utility as a recruitment funnel for full programmes and typically financial ROI is lower due to the need to recruit by semester, increasing recruitment costs and increasing application and support load across student experience teams.

The 2027 tuition fee increase is intended to rebalance the Study Abroad fee behind the Go8 as a quality indicator and regain market share. Based on 2025 Study Abroad fees, UoA could increase by 7% and still remain appropriately positioned, without taking into account other institution's price increases and expected repositioning strategies by UNSW Sydney and the University of Sydney due to international student cap responses (Appendix A5).

**We recommend a 7% Study Abroad fee increase for 2027 to reposition Study Abroad and bring it in line with the University's brand positioning and closer to Go8 competitors.**

8.1

## 4. Other International Tuition Fees 2027

|               | Points | 2026        |               | % increase |         |                       | 2027        |               |
|---------------|--------|-------------|---------------|------------|---------|-----------------------|-------------|---------------|
|               |        | Base fee    | Fee per point | UOA avg.   | UP 2027 | % variation from UOA* | Base fee    | Fee per point |
| Accelerated   | 90     | \$27,623.00 | \$306.92      | 5%         | 5.9%    | 0.9% (max 5%)         | \$29,253.00 | \$325.03      |
| Standard      | 120    | \$36,830.00 | \$306.92      | 5%         | 5.9%    | 0.9% (max 5%)         | \$39,003.00 | \$325.03      |
| Fast-track    | 120    | \$36,830.00 | \$306.92      | 5%         | 5.9%    | 0.9% (max 5%)         | \$39,003.00 | \$325.03      |
| Enrolment fee | -      | \$550.00    | -             | -          | 4.5%    | 0.5% (max 5%)         | \$575.00    | -             |

\* Services Subcontract between UP Education Limited and the University of Auckland signed in 2020, clause 8.1(a)iii "... increase/decrease be no more than 5 percentage points above/below the overall average percentage increase/decrease (for that year) in fees charged by the University ..."

Table 3: Proposed UP Education fee increase for 2027

### UP Education

UP Education provide foundation level programmes for AUT and Victoria University of Wellington in New Zealand, as well as Swinburne, Charles Darwin University and the University of Tasmania in Australia.

In recent years, we have seen an increasing number of applications and subsequent enrolments, though at a lower rate. Enrolments are driven by the Chinese market, which has jumped in both 2024 and 2025. Enrolments are also growing exponentially in East Asia markets (excluding China).

**We recommend a 5.9% increase to UP Education fees, which is placed within the price positioning allowance window and is in line with price increases from other NZ Universities.**

**We recommend a 4.5% increase to the Up Education enrolment fee to \$575.00, within the 5% allowance. For noting at this committee, UP has confirmed the enrolment fee is only charged to international students.**

## 4. Other International Tuition Fees 2027

| Offer         | Points | Approved 2026 | Increase | Fee per point 2026 | Proposed 2027 | Increase | Fee per point 2027 |
|---------------|--------|---------------|----------|--------------------|---------------|----------|--------------------|
| GE 2-11 weeks | 2      | \$515.00      | 2.0%     | \$257.50           | \$525.00      | 1.9%     | \$262.50           |
| AE (10 weeks) | 20     | \$6,200.00    | 4.2%     | \$310.00           | \$6,400.00    | 3.2%     | \$320.00           |
| EPUS          | 30     | \$7,000.00    | 7.7%     | \$233.33           | \$7,200.00    | 2.8%     | \$240.00           |
| EPPS          | 30     | \$7,000.00    | 7.7%     | \$233.33           | \$7,200.00    | 2.8%     | \$240.00           |
| FCertEAP      | 60     | \$14,000.00   | 7.7%     | \$233.33           | \$14,400.00   | 2.8%     | \$240.00           |
| CELTA         | 20     | \$3,900.00    | 2.6%     | \$195.00           | \$4,000.00    | 2.6%     | \$200.00           |

*Table 4: Proposed English Language Academy fee increase for 2027*

### English Language Academy (ELA)

Pathway programmes (EPUS, EPPS, FCertEAP) is set for a more significant increase in tuition fees in 2026 to readjust years of moderated price increases during the pandemic years. 2027 will see a return to more standard tuition fee increase levels.

GE (General English) is most popular with independent Japanese and Korean students. This profile is extremely price sensitive, hence the proposal of a lower relative percentage increase. Japanese students typically progress to a Study Abroad programme.

The significant majority of ELA enrolments are from China, with the greatest numbers in the FCertEAP, and an increasing opportunity for new enrolments indicated from East Asia (excluding China). ELA reports approximately 90% of enrolled students continue to their main programme of study at UoA.

**We recommend an increase to ELA tuition fees in line with Table 5 for 2027.**

## 5. Compulsory Student Services Fee (CSSF)

### Student Consultation

Consultation for the 2026 Student Services Fee took place during July and August. Consultation began in July at the Student Consultative Group (SCG) with an overview of the CSSF, services covered by the Fee and the proposed 2026 consultation timeline.

The 'Consultation Document,' which was shared with students on the Student Services Fee webpages in early August, outlined the forecasted 2025 spending in each category and summarised the services covered. The maximum proposed fee increase to be charged for 2026 was communicated as 3.5%. Consulting on the proposed maximum fee is a new regulatory requirement of all tertiary institutions.

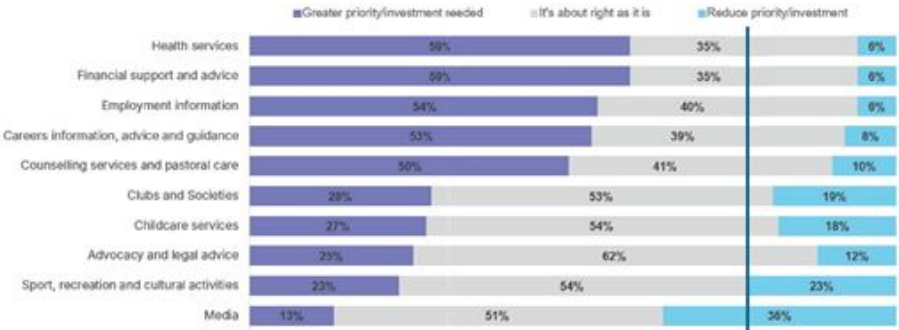
A survey was open for 11 days in August to canvas feedback from students. There were just over 1500 verified responses, accounting for approximately 4% of the student population (in line with last year's response rate). Marketing of the consultation period included all student e-mails, targeted e-mails to service users, a social media campaign, use of e-screens across campus, internal staff communications and increased incentivisation for completion of the survey.

### Summary Survey Results

For all service categories a very clear majority of respondents said they believe funding is either 'about right' or that additional spending is required.

Media was the category with the highest number of respondents (36%) calling for a reduction in priority/investment, followed by Sport, Recreation and Cultural activities (23%). In both these categories a majority (51% and 54% respectively) believe the allocation is 'about right', with further support (13% and 23%) for increasing spending in those categories.

*Do you think the funding allocated across each category is about right or would you like to see greater or lesser investment?*

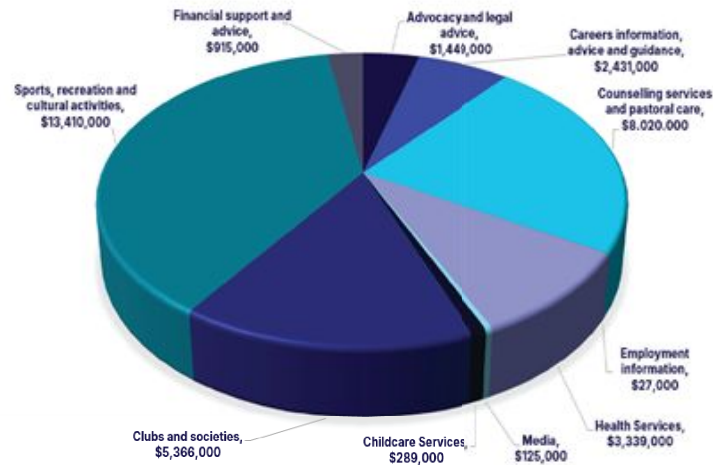


Graph 5: Survey – investment level

For all categories except for Media, at least 77% of students believe that the priority/investment is about right or should be greater.

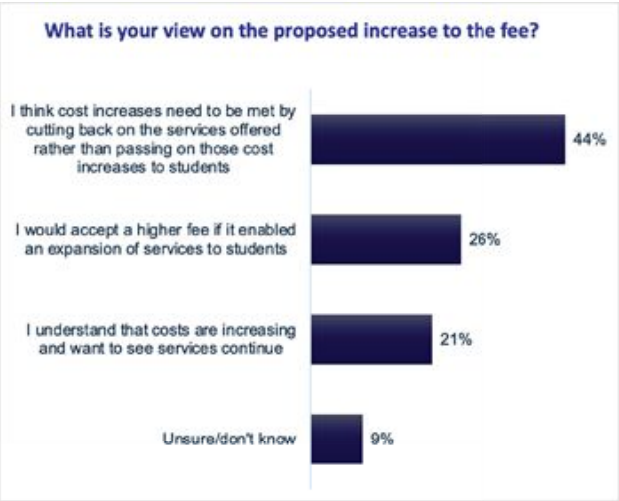
## 5. Compulsory Student Services Fee (CSSF)

The below graph shows the total forecasted levy contributions to the services provided by the University within the ten designated categories for 2025.



Graph 6: 2025 CSSF expenditure categories

44% of respondents said that cost increases need to be met by cutting back on services rather than passing those cost increases onto students. However, a combined 47% of respondents were accepting of a higher CSSF to either maintain current services or expand them.



Graph 7: Survey – Proposed fee increase

Full results of the survey can be found on the University of Auckland website

## 5. Compulsory Student Services Fee (CSSF)

### Student Services Fees for New Zealand Universities

In 2025, the University of Auckland's compulsory student services fee was the lowest among universities, with a comparable increase to AUT. A comparison of 2025 Student Services fees for New Zealand Universities is shown in the table below (based on a student taking a full-time programme of study at 120 credits ).

Eight papers = 120 points

Victoria University of Wellington

AUT

University of Canterbury

University of Otago

Massey University

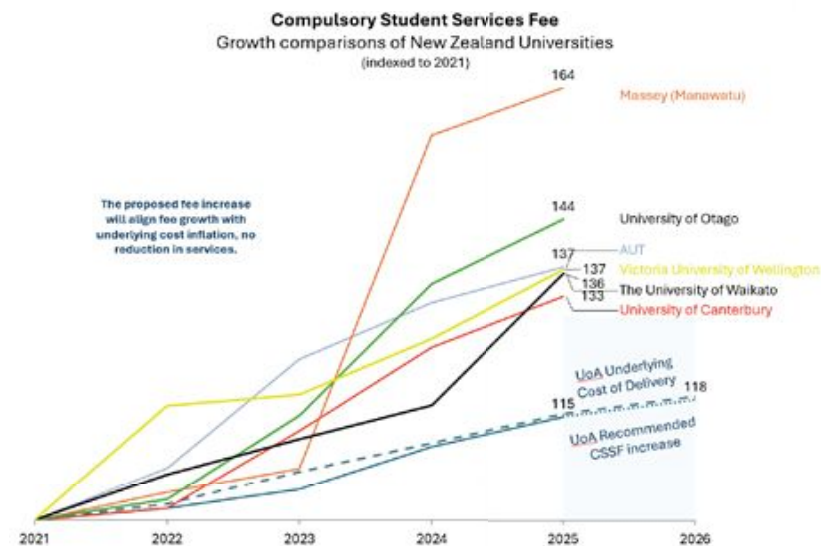
University of Auckland

The University of Waikato

|                                   | FY23  | FY24  | FY25  | FY23 Δ | FY24 Δ | FY25 Δ |
|-----------------------------------|-------|-------|-------|--------|--------|--------|
| Victoria University of Wellington | 1,032 | 1,104 | 1,193 | 1.4%   | 7.0%   | 8.0%   |
| AUT                               | 1,074 | 1,146 | 1,192 | 15.0%  | 6.7%   | 4.0%   |
| University of Canterbury          | 992   | 1,100 | 1,166 | 11.2%  | 10.9%  | 6.0%   |
| University of Otago               | 1,015 | 1,076 | 1,152 | 12.0%  | 6.0%   | 7.1%   |
| Massey University                 | 741   | 1,080 | 1,128 | 3.4%   | 45.7%  | 4.4%   |
| University of Auckland            | 1,006 | 1,066 | 1,109 | 2.7%   | 6.0%   | 4.0%   |
| The University of Waikato         | 887   | 926   | 1,080 | 5.0%   | 4.5%   | 16.6%  |

Table 5: NZ Universities CSSF fees

Over the last years, most universities have increased their fees substantially to offset rising costs while we have been focused on keeping increases below or in line with inflation.



Graph 8: NZ Universities CSSF fees

## 5. Compulsory Student Services Fee (CSSF)

### Key themes from the SCG discussion

#### Clarity and Communication of Services

The SCG noted that some students requested additional services that are already available, indicating a gap in awareness and understanding of what is funded by the CSSF. There was consensus that the format of the survey and related documentation could be improved to more clearly identify what service falls within each category. This would help students better understand how funds are allocated and enable more informed feedback. Overlaps between categories, such as health services, counselling, and pastoral care, were also identified as a potential source of confusion.

#### Health Services Participation

Despite health services being identified as a high-priority area, it was noted that participation rates have declined. It was agreed further investigation is needed to understand barriers to access and to ensure that services are meeting student needs. Improved communication and outreach may help address this issue.

#### Financial Hardship Fund Utilisation

The financial hardship fund is under-utilised, even though students rate financial support as a high priority. The University agreed to review the fund eligibility criteria and application process to ensure students are aware of and able to access support when needed.

#### Hiwa Facility – Health and Wellbeing

There was considerable discussion around the Hiwa facility, with students praising its positive impact on health and wellbeing and noting that its low price point supports inclusive participation. While some discussion occurred around the possibility of a higher user pays charge to allow for increased spending in other areas, there was consensus that raising the Recreation and Wellbeing Centre (RWC) fee too much could risk making it inaccessible for some students.

#### Approach to Future Funding

Student representatives were interested in understanding the process by which their input, particularly around priority areas such as health services and financial support, is considered when allocations are set for the following year. There was a desire for greater transparency about how student-identified priorities are weighed against other factors in the final funding model. It was agreed that for next year's consultation the University would provide more transparency on the forecast spend per CSSF area for both the current and following years.

While there was no clear consensus on future funding allocations, the SCG agreed that any increase in the CSSF should be minimal. There was support for investigating options in the future to redistribute funding to better reflect student-identified priorities, rather than increasing the overall fee.



## 5. Compulsory Student Services Fee (CSSF)

### Recommendation for 2026 Compulsory Student Services Fee

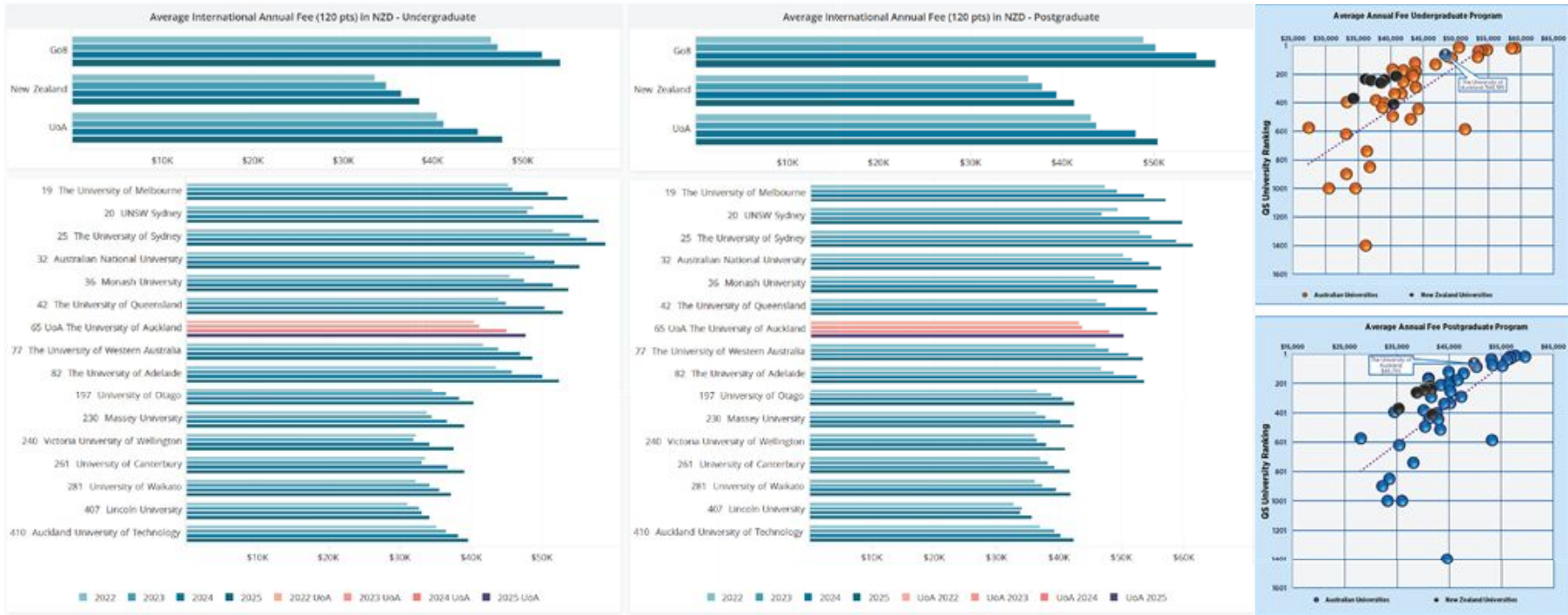
Our ongoing commitment is to minimise fee increases for students wherever possible. For 2026, the weighted underlying cost inflation is estimated at 2.2%. To maintain current service levels, it is necessary to adjust the CSSF in line with these underlying increases in our costs. Without this adjustment, key services would face reductions, an outcome most students have indicated they do not support.

**It is therefore recommended that the Compulsory Student Services Fee be increased by 2.2% for 2026. This increase will enable the University to meet rising costs and continue delivering essential services at current standards.**

For a full-time student, this represents an increase of \$24, resulting in a CSSF of \$1,133 in 2026, up from \$1,109 in 2025. The University will continue to review service delivery and funding allocations to ensure ongoing alignment with student priorities and efficient use of resources.

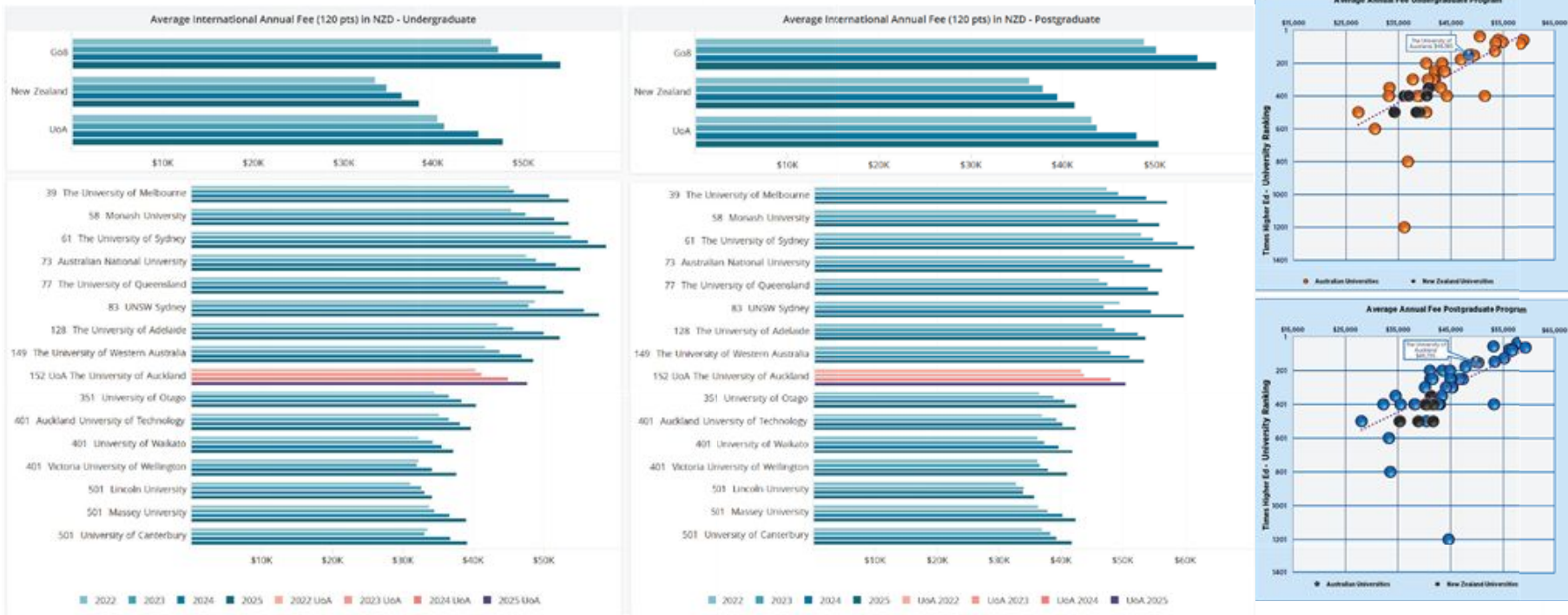
**8.1**

# Appendix A1 - Average International Fees by QS Rankings



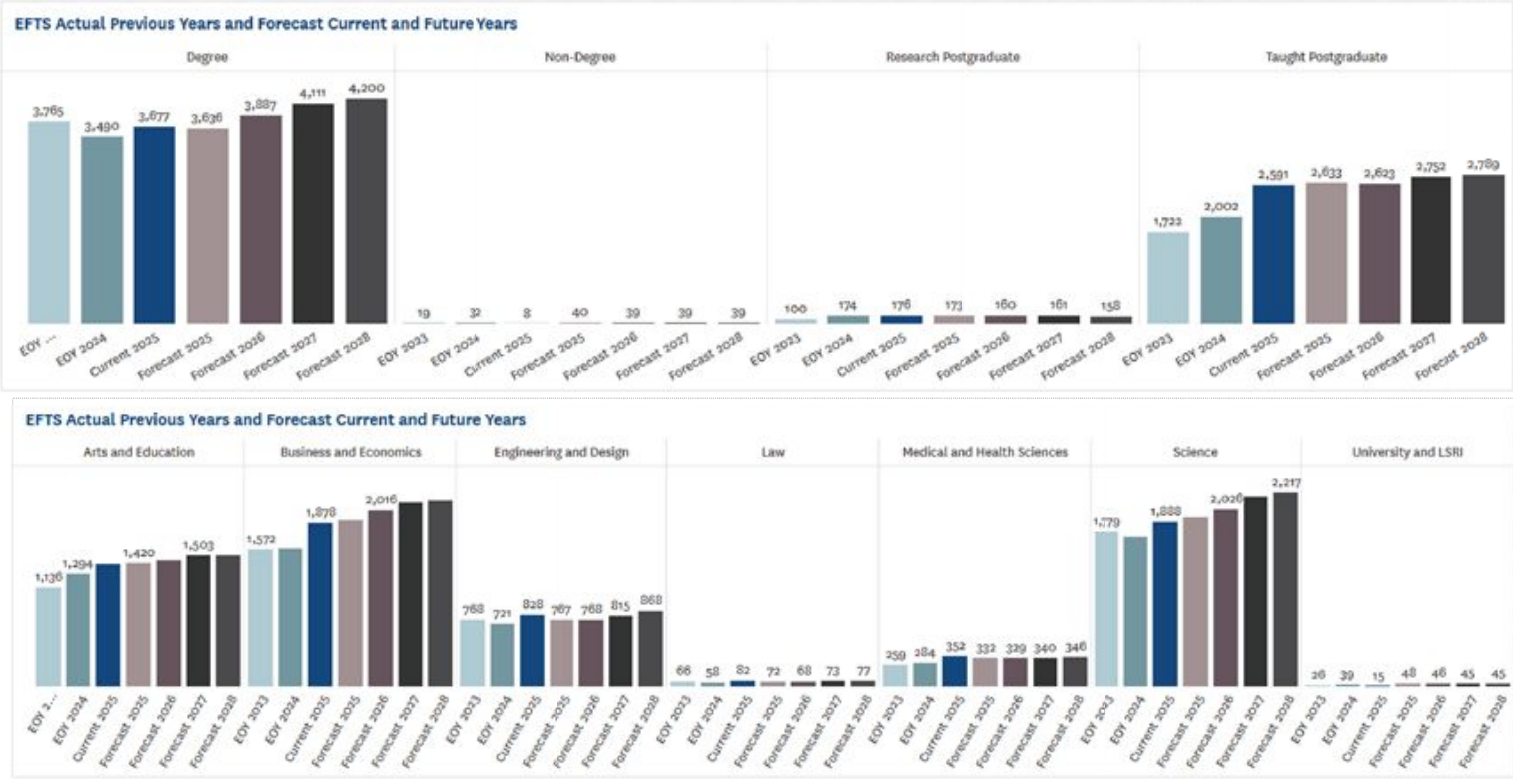
8.1

# Appendix A2 - Average International Fees by THE Ranking



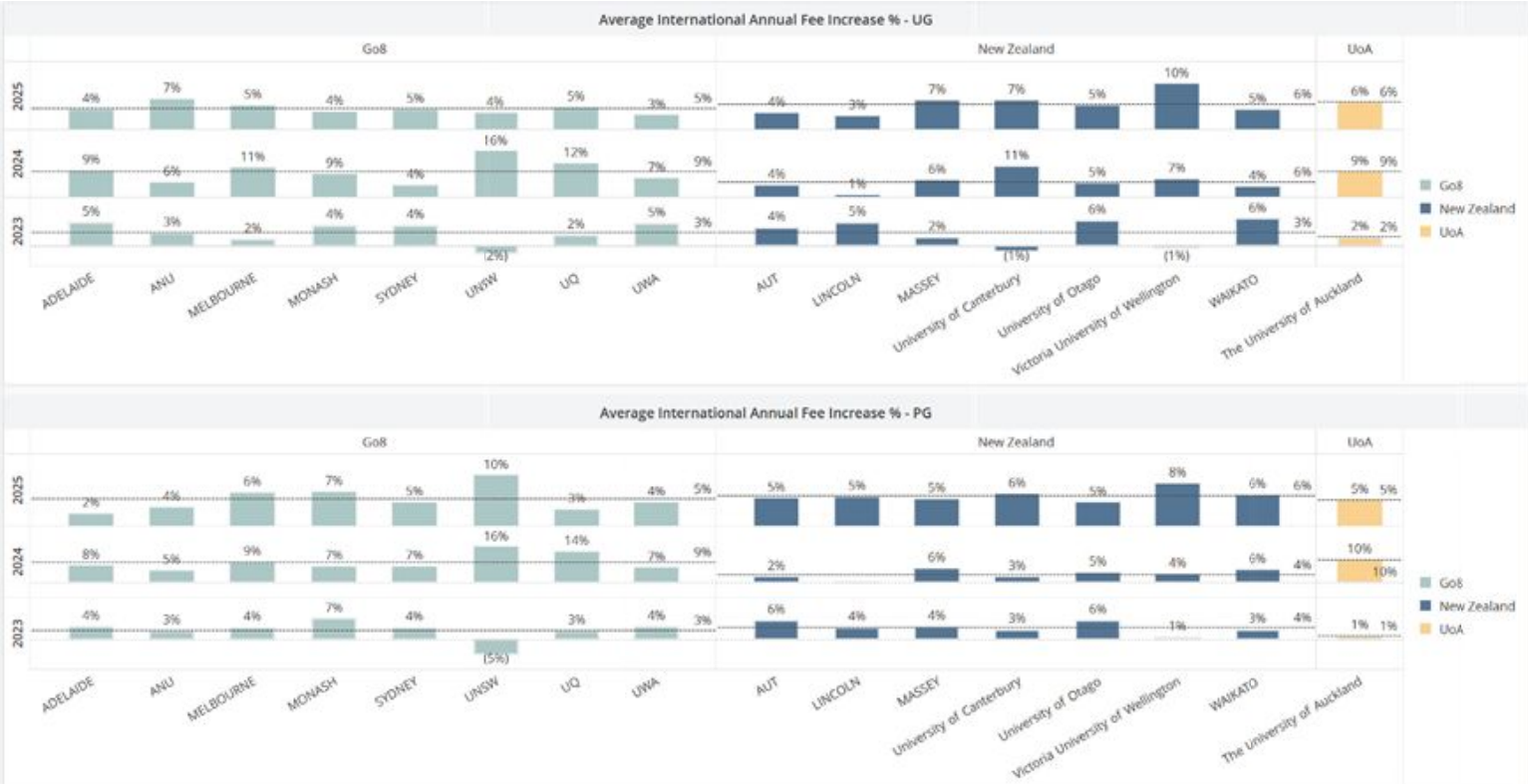
8.1

Appendix A3 - International Full-Fee EFTS by Level and Faculty

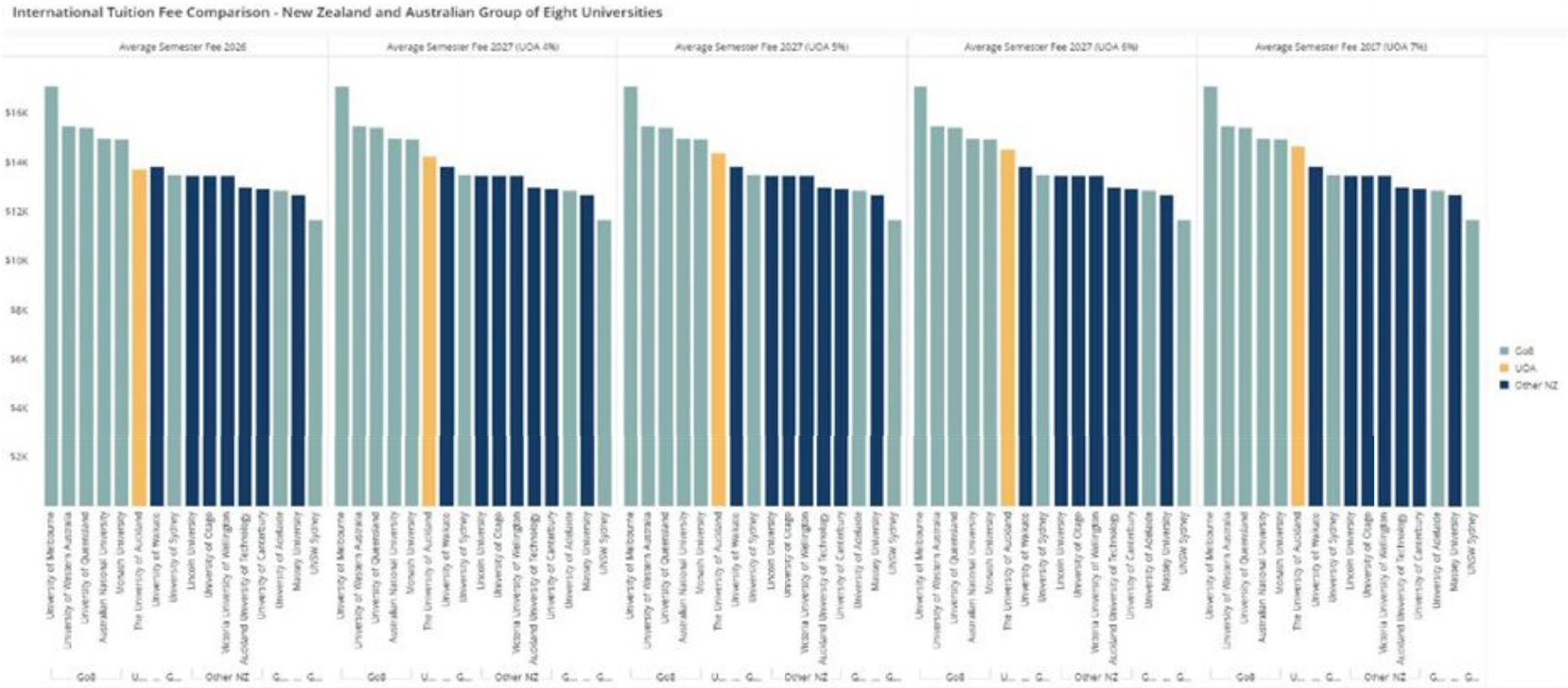


8.1

Appendix A4 - Average International Tuition Fee Increases by Tertiary Institutes



# Appendix A5 - Study Abroad Price Positioning





## 2024 - 2026 Domestic Fees projection by Fee band

|                               |                              | 2024          |         |                   | 2025          |         |                   | 2026          |       |         |                   |  |
|-------------------------------|------------------------------|---------------|---------|-------------------|---------------|---------|-------------------|---------------|-------|---------|-------------------|--|
|                               |                              | Forecast EFTS | Fee/pt  | Projected Revenue | Forecast EFTS | Fee/pt  | Projected Revenue | Forecast EFTS | Δ     | Fee/pt  | Projected Revenue |  |
| Faculty of Arts and Education |                              |               |         |                   |               |         |                   |               |       |         |                   |  |
| Undergraduate                 |                              |               |         |                   |               |         |                   |               |       |         |                   |  |
| AUC-STD                       | UG-Arts Standard             | 3,140.2       | \$56.49 | \$ 21,286,788     | 3,072.7       | \$59.88 | \$ 22,079,517     | 3,049.2       | 6.00% | \$63.47 | \$ 23,223,876     |  |
| AUC-PRM                       | UG-Arts Premium              | 131.6         | \$65.16 | \$ 1,029,007      | 110.7         | \$69.07 | \$ 917,763        | 111.2         | 6.00% | \$73.21 | \$ 976,789        |  |
| DUQ-STD                       | UG-Education                 | 623.8         | \$56.49 | \$ 4,228,615      | 563.8         | \$59.88 | \$ 4,050,888      | 504.1         | 6.00% | \$63.47 | \$ 3,839,769      |  |
| CUC-DMSTD                     | UG-Dance & Music Standard    | 93.4          | \$56.49 | \$ 633,140        | 44.6          | \$59.88 | \$ 320,735        | 46.0          | 6.00% | \$63.47 | \$ 350,702        |  |
| CUC-DMPRM                     | UG-Dance & Music Premium     | 270.6         | \$65.16 | \$ 2,115,876      | 282.2         | \$69.07 | \$ 2,339,026      | 295.9         | 6.00% | \$73.21 | \$ 2,599,221      |  |
| CUQ-FA                        | UG-Fine Arts                 | 196.9         | \$65.16 | \$ 1,539,600      | 177.1         | \$69.07 | \$ 1,467,552      | 178.4         | 6.00% | \$73.21 | \$ 1,566,894      |  |
| Postgraduate                  |                              |               |         |                   |               |         |                   |               |       |         |                   |  |
| APT-STD                       | PGT-Arts Standard            | 242.9         | \$77.54 | \$ 2,260,136      | 238.8         | \$82.19 | \$ 2,355,598      | 269.0         | 6.00% | \$87.12 | \$ 2,812,305      |  |
| APT-STD-EXT                   | PGT-Arts Standard (Ext)      | -             | \$38.76 | \$ -              | -             | \$41.09 | \$ -              | -             | 6.00% | \$43.55 | \$ -              |  |
| APT-PRM                       | PGT-Arts Premium             | 11.8          | \$85.63 | \$ 121,252        | 21.9          | \$90.77 | \$ 238,829        | 24.7          | 6.00% | \$96.21 | \$ 284,861        |  |
| APR-STD                       | PGR-Arts Standard            | 66.8          | \$69.66 | \$ 558,395        | 81.5          | \$73.84 | \$ 721,964        | 87.4          | 6.00% | \$78.27 | \$ 820,533        |  |
| APR-STD-EXT                   | PGR-Arts Standard (Ext)      | -             | \$34.82 | \$ -              | -             | \$36.91 | \$ -              | -             | 6.00% | \$39.12 | \$ -              |  |
| APR-PRM                       | PGR-Arts Premium             | 8.8           | \$78.76 | \$ 83,171         | 11.8          | \$83.49 | \$ 118,351        | 11.5          | 6.00% | \$88.49 | \$ 121,842        |  |
| APR-PRM-EXT                   | PGR-Arts Premium (Ext)       | -             | \$39.38 | \$ -              | -             | \$41.74 | \$ -              | -             | 6.00% | \$44.24 | \$ -              |  |
| DPT-STD                       | PGT-Education Standard       | 337.3         | \$71.02 | \$ 2,874,606      | 378.5         | \$75.28 | \$ 3,419,633      | 386.2         | 6.00% | \$79.79 | \$ 3,697,671      |  |
| DPT-STD-EXT                   | PGT-Education Standard (Ext) | -             | \$35.50 | \$ -              | -             | \$37.63 | \$ -              | -             | 6.00% | \$39.88 | \$ -              |  |
| DPR-STD                       | PGR-Education Standard       | 42.7          | \$69.66 | \$ 356,938        | 28.4          | \$73.84 | \$ 251,228        | 29.2          | 6.00% | \$78.27 | \$ 274,195        |  |
| DPR-STD-EXT                   | PGR-Education Standard (Ext) | -             | \$34.82 | \$ -              | -             | \$36.91 | \$ -              | -             | 6.00% | \$39.12 | \$ -              |  |
| DPQ-GDTCH                     | PG-Grad Dip. Teaching        | 413.9         | \$56.83 | \$ 2,822,632      | 514.6         | \$60.24 | \$ 3,719,870      | 519.3         | 6.00% | \$63.85 | \$ 3,979,190      |  |
| DPQ-PGCAP                     | PG-PGCert. Acad Practice     | -             | \$77.54 | \$ -              | -             | \$82.19 | \$ -              | -             | 6.00% | \$87.12 | \$ -              |  |
| CPT-MUSSTD                    | PGT-Music Standard           | 1.4           | \$77.54 | \$ 13,027         | 0.1           | \$82.19 | \$ 1,452          | 0.2           | 6.00% | \$87.12 | \$ 1,742          |  |
| CPT-MUSPRM                    | PGT-Music Premium            | 28.1          | \$85.63 | \$ 288,744        | 22.8          | \$90.77 | \$ 248,483        | 25.8          | 6.00% | \$96.21 | \$ 298,251        |  |
| CPT-MUSPRM-EXT                | PGT-Music Premium (Ext)      | -             | \$42.82 | \$ -              | -             | \$45.39 | \$ -              | -             | 6.00% | \$48.11 | \$ -              |  |
| CPT-PASTD                     | PGT-Dance Standard           | -             | \$77.54 | \$ -              | -             | \$82.19 | \$ -              | -             | 6.00% | \$87.12 | \$ -              |  |
| CPT-PAPRM                     | PGT-Dance Premium            | 7.6           | \$85.63 | \$ 78,095         | 6.7           | \$90.77 | \$ 72,843         | 7.0           | 6.00% | \$96.21 | \$ 80,567         |  |
| CPT-FA                        | PGT-Fine Arts                | 15.9          | \$85.63 | \$ 163,382        | 21.4          | \$90.77 | \$ 232,825        | 22.0          | 6.00% | \$96.21 | \$ 253,994        |  |
| CPT-FA-EXT                    | PGT-Fine Arts (Ext)          | -             | \$42.82 | \$ -              | -             | \$45.39 | \$ -              | -             | 6.00% | \$48.11 | \$ -              |  |
| CPR-FA                        | PGR-Fine Arts                | 0.3           | \$75.56 | \$ 2,720          | 2.5           | \$80.09 | \$ 24,027         | 2.0           | 6.00% | \$84.89 | \$ 20,374         |  |

|                                   |                                  | 2024          |          |                   | 2025          |          |                   | 2026          |       |          |                   |
|-----------------------------------|----------------------------------|---------------|----------|-------------------|---------------|----------|-------------------|---------------|-------|----------|-------------------|
|                                   |                                  | Forecast EFTS | Fee/pt   | Projected Revenue | Forecast EFTS | Fee/pt   | Projected Revenue | Forecast EFTS | Δ     | Fee/pt   | Projected Revenue |
| CPR-FA-EXT                        | PGR- Fine Arts (Ext)             | -             | \$37.77  | \$ -              | -             | \$40.04  | \$ -              | -             | 6.00% | \$42.44  | \$ -              |
| CPR-PA                            | PGR-Performing Arts              | 9.2           | \$78.57  | \$ 86,741         | 12.5          | \$83.28  | \$ 124,710        | 11.0          | 6.00% | \$88.27  | \$ 116,745        |
| CPR-PA-EXT                        | PGR-Performing Arts (Ext)        | -             | \$39.28  | \$ -              | -             | \$41.64  | \$ -              | -             | 6.00% | \$44.13  | \$ -              |
| CPR-MUS                           | PGR-Music                        | 5.0           | \$78.57  | \$ 47,142         | 6.4           | \$83.28  | \$ 64,112         | 8.0           | 6.00% | \$88.27  | \$ 84,739         |
| CPR-MUS-EXT                       | PGR-Music (Ext)                  | -             | \$39.28  | \$ -              | -             | \$41.64  | \$ -              | -             | 6.00% | \$44.13  | \$ -              |
| Faculty of Business and Economics |                                  |               |          |                   |               |          |                   |               |       |          |                   |
| Undergraduate                     |                                  |               |          |                   |               |          |                   |               |       |          |                   |
| BUQ-STD                           | UG-Business Standard             | 3,804.9       | \$60.87  | \$ 27,792,512     | 4,166.7       | \$64.52  | \$ 32,259,964     | 4,395.9       | 6.00% | \$68.39  | \$ 36,076,114     |
| Postgraduate                      |                                  |               |          |                   |               |          |                   |               |       |          |                   |
| BPT-STD                           | PGT-Business Standard            | 355.8         | \$86.19  | \$ 3,679,968      | 356.5         | \$91.36  | \$ 3,907,849      | 370.4         | 6.00% | \$96.84  | \$ 4,304,117      |
| BPR-STD                           | PGR-Business Standard            | 16.6          | \$79.36  | \$ 158,085        | 18.7          | \$84.12  | \$ 188,817        | 20.9          | 6.00% | \$89.16  | \$ 223,941        |
| BPR-STD-EXT                       | PGR-Business (Ext)               | -             | \$39.68  | \$ -              | -             | \$42.06  | \$ -              | -             | 6.00% | \$44.58  | \$ -              |
| BPQ-MBA1                          | PG-MBA Part 1                    | 6.5           | \$168.49 | \$ 131,422        | 4.3           | \$178.60 | \$ 92,593         | 4.4           | 6.00% | \$189.31 | \$ 99,067         |
| BPQ-MBA2                          | PG-MBA Part 2                    | 61.6          | \$256.60 | \$ 1,896,787      | 65.9          | \$272.00 | \$ 2,149,409      | 66.5          | 6.00% | \$288.32 | \$ 2,299,781      |
| BPQ-PROMSR                        | PG-Professional Masters-Business | 89.4          | \$162.01 | \$ 1,738,043      | 77.2          | \$171.73 | \$ 1,591,770      | 78.0          | 6.00% | \$182.03 | \$ 1,703,094      |
| Faculty of Engineering and Design |                                  |               |          |                   |               |          |                   |               |       |          |                   |
| Undergraduate                     |                                  |               |          |                   |               |          |                   |               |       |          |                   |
| EUQ-STD                           | UG-Engineering Standard          | 2,607.5       | \$75.34  | \$ 23,573,886     | 2,695.8       | \$79.86  | \$ 25,834,580     | 2,588.1       | 6.00% | \$84.65  | \$ 26,289,608     |
| CUQ-ARCSTD                        | UG-Architecture Standard         | 175.6         | \$61.77  | \$ 1,301,617      | 131.6         | \$65.48  | \$ 1,033,812      | 139.4         | 6.00% | \$69.40  | \$ 1,161,333      |
| CUQ-ARCPRM                        | UG-Architecture Premium          | 140.8         | \$75.34  | \$ 1,272,945      | 118.6         | \$79.86  | \$ 1,136,990      | 126.5         | 6.00% | \$84.65  | \$ 1,285,458      |
| CUQ-DSGN                          | UG-Design                        | 171.6         | \$75.34  | \$ 1,551,401      | 173.1         | \$79.86  | \$ 1,659,092      | 164.3         | 6.00% | \$84.65  | \$ 1,669,447      |
| CUQ-PLNSTD                        | UG-Urban Planning Standard       | 74.6          | \$61.77  | \$ 552,965        | 126.3         | \$65.48  | \$ 992,288        | 129.5         | 6.00% | \$69.40  | \$ 1,078,722      |
| CUQ-PLNPRM                        | UG-Urban Planning Premium        | 83.3          | \$75.34  | \$ 753,099        | 210.3         | \$79.86  | \$ 2,015,752      | 210.9         | 6.00% | \$84.65  | \$ 2,142,263      |
| Postgraduate                      |                                  |               |          |                   |               |          |                   |               |       |          |                   |
| EPT-STD                           | PGT-Engineering Standard         | 900.9         | \$95.34  | \$ 10,307,017     | 927.4         | \$101.06 | \$ 11,247,097     | 911.0         | 6.00% | \$107.12 | \$ 11,710,511     |
| EPT-STD-EXT                       | PGT-Engineering Standard (Ext)   | -             | \$47.66  | \$ -              | -             | \$50.52  | \$ -              | -             | 6.00% | \$53.55  | \$ -              |
| EPR-STD                           | PGR-Engineering Standard         | 44.2          | \$89.10  | \$ 472,586        | 67.6          | \$94.45  | \$ 766,457        | 49.8          | 6.00% | \$100.11 | \$ 597,751        |
| EPR-STD-EXT                       | PGR-Engineering Standard (Ext)   | -             | \$44.52  | \$ -              | -             | \$47.19  | \$ -              | -             | 6.00% | \$50.02  | \$ -              |
| EPQ-LGTMTL                        | PG-PG Cert. Eng in Light Metals  | -             | \$318.70 | \$ -              | -             | \$337.82 | \$ -              | -             | 6.00% | \$358.08 | \$ -              |
| EPQ-PGCGT                         | PG-PGCert. Geo Energy Tech       | 1.4           | \$95.34  | \$ 16,017         | 0.6           | \$101.06 | \$ 7,764          | 0.6           | 6.00% | \$107.12 | \$ 7,129          |
| EPQ-DISMG                         | PG-Master of Disaster Mgmt       | 0.4           | \$162.01 | \$ 7,776          | 1.6           | \$171.73 | \$ 33,991         | 1.7           | 6.00% | \$182.03 | \$ 36,623         |
| CPT-ARCSTD                        | PGT-Architecture Standard        | 90.6          | \$78.57  | \$ 854,213        | 107.4         | \$83.28  | \$ 1,073,253      | 86.0          | 6.00% | \$88.27  | \$ 911,400        |
| CPT-UBDSTD                        | PGT-Urban Design Standard        | 63.0          | \$85.63  | \$ 647,363        | 55.9          | \$90.77  | \$ 608,849        | 44.8          | 6.00% | \$96.21  | \$ 517,037        |

|                                        |                                 | 2024          |          |    | Projected Revenue | 2025          |          |    | Projected Revenue | 2026          |       |          | Projected Revenue |            |
|----------------------------------------|---------------------------------|---------------|----------|----|-------------------|---------------|----------|----|-------------------|---------------|-------|----------|-------------------|------------|
|                                        |                                 | Forecast EFTS | Fee/pt   |    |                   | Forecast EFTS | Fee/pt   |    |                   | Forecast EFTS | Δ     | Fee/pt   |                   |            |
| CPT-UBDSTD-EXT                         | PGT-Urban Design Standard (Ext) | -             | \$0.00   | \$ | -                 | -             | \$0.00   | \$ | -                 | -             | 6.00% | \$0.00   | \$                | -          |
| CPT-UBDPRM                             | PGT-Urban Design Premium        | 34.4          | \$95.34  | \$ | 393,564           | 35.8          | \$101.06 | \$ | 433,868           | 28.7          | 6.00% | \$107.12 | \$                | 368,454    |
| CPR-ARC                                | PGR-Architecture                | 82.0          | \$70.88  | \$ | 697,459           | 81.1          | \$75.13  | \$ | 731,570           | 97.5          | 6.00% | \$79.63  | \$                | 932,038    |
| CPR-ARC-EXT                            | PGR-Architecture (Ext)          | -             | \$35.45  | \$ | -                 | -             | \$37.58  | \$ | -                 | -             | 6.00% | \$39.83  | \$                | -          |
| CPQ-DSGN                               | PG-Design                       | 13.4          | \$85.63  | \$ | 137,693           | 8.7           | \$90.77  | \$ | 94,854            | 11.0          | 6.00% | \$96.21  | \$                | 126,997    |
| CPR-PLN                                | PGR-Urban Planning              | 2.6           | \$70.88  | \$ | 22,115            | 4.8           | \$75.13  | \$ | 42,967            | 5.8           | 6.00% | \$79.63  | \$                | 55,426     |
| CPR-PLN-EXT                            | PGR-Urban Planning (Ext)        | -             | \$35.45  | \$ | -                 | -             | \$37.58  | \$ | -                 | -             | 6.00% | \$39.83  | \$                | -          |
| Faculty of Law                         |                                 |               |          |    |                   |               |          |    |                   |               |       |          |                   |            |
| Undergraduate                          |                                 |               |          |    |                   |               |          |    |                   |               |       |          |                   |            |
| LUQ-STD                                | UG-Law Standard                 | 1,763.5       | \$60.87  | \$ | 12,881,309        | 1,837.9       | \$64.52  | \$ | 14,229,956        | 1,806.7       | 6.00% | \$68.39  | \$                | 14,827,084 |
| Postgraduate                           |                                 |               |          |    |                   |               |          |    |                   |               |       |          |                   |            |
| LPT-STD                                | PGT-Law Standard                | 115.9         | \$93.29  | \$ | 1,297,477         | 112.3         | \$98.89  | \$ | 1,333,187         | 118.5         | 6.00% | \$104.82 | \$                | 1,490,599  |
| LPT-STD-EXT                            | PGT-Law Standard (Ext)          | -             | \$46.64  | \$ | -                 | -             | \$49.44  | \$ | -                 | -             | 6.00% | \$52.40  | \$                | -          |
| LPR-STD                                | PGR-Law Standard                | 7.0           | \$79.36  | \$ | 66,662            | 6.2           | \$84.12  | \$ | 62,095            | 7.8           | 6.00% | \$89.16  | \$                | 83,395     |
| LPR-STD-EXT                            | PGR-Law Standard (Ext)          | -             | \$39.68  | \$ | -                 | -             | \$42.06  | \$ | -                 | -             | 6.00% | \$44.58  | \$                | -          |
| LPQ-PROMSR                             | PG-Professional Masters-Law     | 7.0           | \$168.49 | \$ | 141,532           | 6.6           | \$178.60 | \$ | 142,434           | 7.5           | 6.00% | \$189.31 | \$                | 170,663    |
| Faculty of Medical and Health Sciences |                                 |               |          |    |                   |               |          |    |                   |               |       |          |                   |            |
| Foundation                             |                                 |               |          |    |                   |               |          |    |                   |               |       |          |                   |            |
| MFQ-CTHSC                              | Foundation-Cert Health Sci      | 93.0          | \$0.00   | \$ | -                 | 108.5         | \$0.00   | \$ | -                 | 110.0         | 6.00% | \$0.00   | \$                | -          |
| Undergraduate                          |                                 |               |          |    |                   |               |          |    |                   |               |       |          |                   |            |
| MUC-LAB                                | UG-Med Lab                      | -             | \$73.32  | \$ | -                 | -             | \$77.72  | \$ | -                 | -             | 6.00% | \$82.38  | \$                | -          |
| MUQ-HSCSTD                             | UG-Health Science Standard      | 130.6         | \$56.49  | \$ | 885,311           | 158.0         | \$59.88  | \$ | 1,135,485         | 163.2         | 6.00% | \$63.47  | \$                | 1,242,981  |
| MUQ-HSCPRM                             | UG-Health Science Premium       | 473.4         | \$65.16  | \$ | 3,701,609         | 608.5         | \$69.07  | \$ | 5,043,139         | 622.0         | 6.00% | \$73.21  | \$                | 5,464,766  |
| MUQ-HSCLAB                             | UG-Health Science Lab           | 156.0         | \$73.32  | \$ | 1,372,550         | 153.6         | \$77.72  | \$ | 1,432,330         | 167.5         | 6.00% | \$82.38  | \$                | 1,655,890  |
| MUQ-MBCHB                              | UG-MBChB                        | 1,348.5       | \$144.86 | \$ | 23,441,245        | 1,396.0       | \$153.55 | \$ | 25,722,677        | 1,485.8       | 6.00% | \$162.76 | \$                | 29,019,670 |
| MUQ-NURSE                              | UG-Nursing                      | 181.3         | \$65.16  | \$ | 1,417,621         | 190.3         | \$69.07  | \$ | 1,577,206         | 209.3         | 6.00% | \$73.21  | \$                | 1,838,818  |
| MUQ-OPTOM                              | UG-Optometry                    | 190.8         | \$82.43  | \$ | 1,887,317         | 193.3         | \$87.38  | \$ | 2,026,672         | 192.7         | 6.00% | \$92.62  | \$                | 2,141,892  |
| MUQ-OPTOM-EXT                          | UG-Optometry (Ext)              | -             | \$41.21  | \$ | -                 | -             | \$43.68  | \$ | -                 | -             | 6.00% | \$46.30  | \$                | -          |
| MUQ-PHARM                              | UG-Pharmacy                     | 180.5         | \$73.32  | \$ | 1,588,111         | 220.2         | \$77.72  | \$ | 2,053,559         | 216.3         | 6.00% | \$82.38  | \$                | 2,138,690  |
| Postgraduate                           |                                 |               |          |    |                   |               |          |    |                   |               |       |          |                   |            |
| MPT-CLNIMG                             | PGT-Clinical Imaging            | 28.8          | \$85.63  | \$ | 295,937           | 20.9          | \$90.77  | \$ | 227,806           | 19.6          | 6.00% | \$96.21  | \$                | 226,655    |
| MPT-STD                                | PGT-Med Standard                | 1,222.4       | \$85.63  | \$ | 12,560,893        | 1,151.6       | \$90.77  | \$ | 12,543,810        | 1,190.0       | 6.00% | \$96.21  | \$                | 13,738,510 |

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|                       |                                 | 2024          |          |                   | 2025          |          |                   | 2026          |       |          |                   |  |
|-----------------------|---------------------------------|---------------|----------|-------------------|---------------|----------|-------------------|---------------|-------|----------|-------------------|--|
|                       |                                 | Forecast EFTS | Fee/pt   | Projected Revenue | Forecast EFTS | Fee/pt   | Projected Revenue | Forecast EFTS | Δ     | Fee/pt   | Projected Revenue |  |
| MPT-STD-EXT           | PGT-Med Standard (Ext)          | -             | \$42.81  | \$ -              | -             | \$45.38  | \$ -              | -             | 6.00% | \$48.10  | \$ -              |  |
| MPR-STD               | PGR-Standard                    | 161.7         | \$78.76  | \$ 1,528,259      | 207.4         | \$83.49  | \$ 2,077,412      | 184.4         | 6.00% | \$88.49  | \$ 1,957,952      |  |
| MPR-STD-EXT           | PGR-Standard (Ext)              | -             | \$39.38  | \$ -              | -             | \$41.74  | \$ -              | -             | 6.00% | \$44.24  | \$ -              |  |
| MPR-OPTOM             | PGR-Optometry                   | -             | \$80.18  | \$ -              | -             | \$84.99  | \$ -              | -             | 6.00% | \$90.08  | \$ -              |  |
| MPQ-DPPAE             | PGR-Dip Paediatrics             | -             | \$52.30  | \$ -              | -             | \$55.44  | \$ -              | -             | 6.00% | \$58.76  | \$ -              |  |
| Faculty of Science    |                                 |               |          |                   |               |          |                   |               |       |          |                   |  |
| Undergraduate         |                                 |               |          |                   |               |          |                   |               |       |          |                   |  |
| SUC-STD               | UG-Science Standard             | 1,193.5       | \$56.49  | \$ 8,090,498      | 1,175.7       | \$59.88  | \$ 8,447,881      | 1,194.9       | 6.00% | \$63.47  | \$ 9,100,821      |  |
| SUC-PRM               | UG-Science Premium              | 4,697.1       | \$65.16  | \$ 36,727,564     | 4,889.9       | \$69.07  | \$ 40,529,294     | 4,951.8       | 6.00% | \$73.21  | \$ 43,502,798     |  |
| SUC-LAB               | UG-Science Lab                  | -             | \$67.11  | \$ -              | -             | \$71.14  | \$ -              | -             | 6.00% | \$75.40  | \$ -              |  |
| Postgraduate          |                                 |               |          |                   |               |          |                   |               |       |          |                   |  |
| SPT-STD               | PGT-Science Standard            | 62.0          | \$81.10  | \$ 603,384        | 61.1          | \$85.97  | \$ 630,082        | 58.9          | 6.00% | \$91.12  | \$ 644,236        |  |
| SPT-STD-EXT           | PGT-Science Standard (Ext)      | -             | \$40.54  | \$ -              | -             | \$42.97  | \$ -              | -             | 6.00% | \$45.54  | \$ -              |  |
| SPT-PRM               | PGT-Science Premium             | 559.0         | \$85.63  | \$ 5,744,060      | 626.2         | \$90.77  | \$ 6,821,194      | 622.1         | 6.00% | \$96.21  | \$ 7,181,884      |  |
| SPT-PRM-EXT           | PGT-Science Premium (Ext)       | -             | \$42.81  | \$ -              | -             | \$45.38  | \$ -              | -             | 6.00% | \$48.10  | \$ -              |  |
| SPR-STD               | PGR-Science Standard            | 14.5          | \$73.89  | \$ 128,569        | 10.1          | \$78.32  | \$ 94,790         | 9.8           | 6.00% | \$83.01  | \$ 97,371         |  |
| SPR-STD-EXT           | PGR-Science Standard (Ext)      | -             | \$36.95  | \$ -              | -             | \$39.17  | \$ -              | -             | 6.00% | \$41.52  | \$ -              |  |
| SPR-PRM               | PGR-Science Premium             | 180.6         | \$78.76  | \$ 1,706,887      | 200.0         | \$83.49  | \$ 2,004,154      | 193.8         | 6.00% | \$88.49  | \$ 2,057,444      |  |
| SPR-PRM-EXT           | PGR-Science Premium (Ext)       | -             | \$39.38  | \$ -              | -             | \$41.74  | \$ -              | -             | 6.00% | \$44.24  | \$ -              |  |
| University Programmes |                                 |               |          |                   |               |          |                   |               |       |          |                   |  |
| " UFQ-NWSTRT          | New Start                       | -             | \$88.17  | \$ -              | -             | \$92.58  | \$ -              | -             | 5.00% | \$97.20  | \$ -              |  |
| UFQ-TFC               | Tertiary Foundation Certificate | 465.1         | \$0.00   | \$ -              | 560.4         | \$0.00   | \$ -              | 549.8         |       | \$0.00   | \$ -              |  |
| UFQ-FSTCT             | FoundStudCert (Study Group)     | 3.6           | \$56.47  | \$ 24,395         | -             |          |                   | -             |       |          |                   |  |
| UFQ-CRTFS             | CertFoundStud (UP Education)    | 57.3          | \$56.47  | \$ 388,288        | 47.6          | \$59.86  | \$ 341,599        | 48.9          | 6.00% | \$63.45  | \$ 372,455        |  |
| ~ UFQ-FCEAP           | FCertEngAcadP/EPPS/EPUS         | -             | \$56.47  | \$ -              | -             | \$59.86  | \$ -              | -             | 6.00% | \$63.45  | \$ -              |  |
| "~ UFQ-ACADENG        | ELA-Academic English            | -             | \$285.00 | \$ -              | -             | \$297.51 | \$ -              | -             | 4.20% | \$310.00 | \$ -              |  |
| "~ UFQ-GENLENG        | ELA-General English             | -             | \$245.00 | \$ -              | -             | \$252.50 | \$ -              | -             | 1.98% | \$257.50 | \$ -              |  |
| "~ UFQ-CELTA          | ELA-CELTA                       | -             | \$185.00 | \$ -              | -             | \$190.00 | \$ -              | -             | 2.64% | \$195.00 | \$ -              |  |
| URQ-DOC               | PG-Higher Doctorate             | 82.1          | \$65.62  | \$ 646,488        | 88.4          | \$69.56  | \$ 738,238        | 90.6          | 6.00% | \$73.73  | \$ 801,783        |  |
| URQ-PHD               | PG-PhD                          | 2,135.9       | \$65.62  | \$ 16,818,931     | 2,275.6       | \$69.56  | \$ 18,995,066     | 2,330.7       | 6.00% | \$73.73  | \$ 20,620,996     |  |
| URQ-MPHL              | MPhil                           | -             | \$65.62  | \$ -              | -             | \$69.56  | \$ -              | -             | 6.00% | \$73.73  | \$ -              |  |
| UUQ-EXCHGE            | Inbound Exchange COPEX          | -             | \$0.00   | \$ -              | -             | \$0.00   | \$ -              | -             | 0.00% | \$0.00   | \$ -              |  |
| UUQ-EXOUT             | Outbound Exchange               | -             | \$56.49  | \$ -              | -             | \$59.88  | \$ -              | -             | 6.00% | \$63.47  | \$ -              |  |
| * UQQ-MCR             | Micro-Credentials               | 18.2          | \$64.00  | \$ 139,776        | 8.3           | \$64.00  | \$ 63,987         | 8.3           | 0.00% | \$64.00  | \$ 63,855         |  |

8.1

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|                      |                     | 2024          |         |                   | 2025          |         |                   | 2026          |       |         |                   |
|----------------------|---------------------|---------------|---------|-------------------|---------------|---------|-------------------|---------------|-------|---------|-------------------|
|                      |                     | Forecast EFTS | Fee/pt  | Projected Revenue | Forecast EFTS | Fee/pt  | Projected Revenue | Forecast EFTS | Δ     | Fee/pt  | Projected Revenue |
| UQQ-MC1              | Micro-Credentials 1 | -             | \$89.10 | \$ -              | -             | \$55.07 | \$ -              | -             | 6.00% | \$58.37 | \$ -              |
| UQQ-MC2              | Micro-Credentials 2 | 10.1          | \$43.33 | \$ 52,516         | 4.0           | \$45.93 | \$ 22,051         | 3.9           | 6.00% | \$48.68 | \$ 23,000         |
|                      |                     | 30,009        |         | \$ 252,685,731    | 31,354        |         | \$ 278,969,095    | 31,685        |       |         | \$ 299,464,779    |
| Student Services Fee |                     |               | \$8.88  | \$ 31,977,271     |               | \$9.24  | \$ 34,765,046     |               | 3.50% | \$9.56  | \$ 36,348,532     |

**Notes:**  
Extension for research courses have normal fee bands but are charged at 50% of the full rate.  
CSSF is not charged fully for some enrolments, please refer to the CSSF paper for details  
\* the fee applies unless the micro-credential is equivalent to a course covered by the standard fee schedule for which a higher fee is approved.  
~ Invoiced by Auckland UniServices Limited  
" Domestic Full-Fees, not eligible for loans, allowances, fees-free and not subjected to Annual Maximum Fee Movement Policy  
^ a discounted rate is provided to learners on 12 or more weeks



## 2024 - 2027 International Fees projection by Fee band

8.1

|                                      |                              | 2025          |          |               | 2026          |          |               | 2027          |      |          |               |
|--------------------------------------|------------------------------|---------------|----------|---------------|---------------|----------|---------------|---------------|------|----------|---------------|
|                                      |                              | Forecast EFTS | Fee/pt   | Pro. Revenue  | Forecast EFTS | Fee/pt   | Pro. Revenue  | Forecast EFTS | Δ    | Fee/pt   | Pro. Revenue  |
| <b>Faculty of Arts and Education</b> |                              |               |          |               |               |          |               |               |      |          |               |
| <b>Undergraduate</b>                 |                              |               |          |               |               |          |               |               |      |          |               |
| AUC-STD                              | UG-Arts Standard             | 678.8         | \$319.25 | \$ 26,006,031 | 669.9         | \$335.21 | \$ 26,947,932 | 687.1         | 5.0% | \$351.97 | \$ 29,019,339 |
| AUC-PRM                              | UG-Arts Premium              | 28.6          | \$374.77 | \$ 1,286,300  | 28.7          | \$393.51 | \$ 1,354,642  | 29.4          | 5.0% | \$413.18 | \$ 1,455,720  |
| DUQ-STD                              | UG-Education                 | 155.1         | \$321.40 | \$ 5,981,712  | 171.1         | \$337.47 | \$ 6,930,700  | 185.2         | 5.0% | \$354.34 | \$ 7,873,403  |
| CUC-DMSTD                            | UG-Dance & Music Standard    | 8.0           | \$374.77 | \$ 358,170    | 7.9           | \$393.51 | \$ 373,807    | 8.5           | 5.0% | \$413.18 | \$ 421,008    |
| CUC-DMPRM                            | UG-Dance & Music Premium     | 32.1          | \$374.77 | \$ 1,445,117  | 33.2          | \$393.51 | \$ 1,566,098  | 34.6          | 5.0% | \$413.18 | \$ 1,714,617  |
| CUQ-FA                               | UG-Fine Arts                 | 46.1          | \$356.93 | \$ 1,976,439  | 48.1          | \$374.78 | \$ 2,163,553  | 48.1          | 5.0% | \$393.51 | \$ 2,271,679  |
| <b>Postgraduate</b>                  |                              |               |          |               |               |          |               |               |      |          |               |
| APT-STD                              | PGT-Arts Standard            | 155.1         | \$356.90 | \$ 6,642,723  | 161.1         | \$374.75 | \$ 7,244,811  | 163.9         | 5.0% | \$393.48 | \$ 7,736,889  |
| APT-STD-EXT                          | PGT-Arts Standard (Ext)      | -             | \$178.45 | \$ -          | -             | \$187.37 | \$ -          | -             | 5.0% | \$196.73 | \$ -          |
| APT-PRM                              | PGT-Arts Premium             | 11.1          | \$419.35 | \$ 559,601    | 11.5          | \$440.32 | \$ 609,721    | 11.7          | 5.0% | \$462.33 | \$ 650,658    |
| APR-STD                              | PGR-Arts Standard            | 23.1          | \$356.90 | \$ 987,341    | 24.1          | \$374.75 | \$ 1,085,674  | 25.0          | 5.0% | \$393.48 | \$ 1,178,473  |
| APR-STD-EXT                          | PGR-Arts Standard (Ext)      | -             | \$178.45 | \$ -          | -             | \$187.37 | \$ -          | -             | 5.0% | \$196.73 | \$ -          |
| APR-PRM                              | PGR-Arts Premium             | 5.3           | \$419.35 | \$ 265,177    | 5.4           | \$440.32 | \$ 283,494    | 5.4           | 5.0% | \$462.33 | \$ 298,188    |
| APR-PRM-EXT                          | PGR-Arts Premium (Ext)       | -             | \$209.68 | \$ -          | -             | \$220.16 | \$ -          | -             | 5.0% | \$231.16 | \$ -          |
| DPT-STD                              | PGT-Education Standard       | 120.9         | \$346.62 | \$ 5,027,290  | 135.8         | \$363.95 | \$ 5,932,196  | 140.2         | 5.0% | \$382.14 | \$ 6,427,311  |
| DPT-STD-EXT                          | PGT-Education Standard (Ext) | -             | \$173.32 | \$ -          | -             | \$181.99 | \$ -          | -             | 5.0% | \$191.08 | \$ -          |
| DPR-STD                              | PGR-Education Standard       | 9.3           | \$346.62 | \$ 386,368    | 9.1           | \$363.95 | \$ 395,706    | 8.9           | 5.0% | \$382.14 | \$ 407,716    |
| DPR-STD-EXT                          | PGR-Education Standard (Ext) | -             | \$173.32 | \$ -          | -             | \$181.99 | \$ -          | -             | 5.0% | \$191.08 | \$ -          |
| DPQ-GDTCH                            | PG-Grad Dip. Teaching        | 80.2          | \$268.06 | \$ 2,578,638  | 89.5          | \$281.46 | \$ 3,021,529  | 94.7          | 5.0% | \$295.53 | \$ 3,360,096  |
| DPQ-PGCAP                            | PG-PGCert. Acad Practice     | -             | \$268.06 | \$ -          | -             | \$281.46 | \$ -          | -             | 5.0% | \$295.53 | \$ -          |
| CPT-MUSSTD                           | PGT-Music Standard           | 0.9           | \$374.77 | \$ 38,918     | 0.8           | \$393.51 | \$ 38,559     | 0.8           | 5.0% | \$413.18 | \$ 38,726     |
| CPT-MUSPRM                           | PGT-Music Premium            | 21.8          | \$374.77 | \$ 979,447    | 20.6          | \$393.51 | \$ 970,410    | 19.7          | 5.0% | \$413.18 | \$ 974,616    |
| CPT-MUSPRM-EXT                       | PGT-Music Premium (Ext)      | -             | \$187.39 | \$ -          | -             | \$196.76 | \$ -          | -             | 5.0% | \$206.59 | \$ -          |
| CPT-PASTD                            | PGT-Dance Standard           | -             | \$440.35 | \$ -          | -             | \$462.37 | \$ -          | -             | 5.0% | \$485.48 | \$ -          |
| CPT-PAPRM                            | PGT-Dance Premium            | 12.6          | \$440.35 | \$ 668,395    | 13.1          | \$462.37 | \$ 726,019    | 13.1          | 5.0% | \$485.48 | \$ 762,307    |
| CPT-FA                               | PGT-FA                       | 5.3           | \$419.39 | \$ 264,216    | 7.0           | \$440.36 | \$ 369,902    | 7.0           | 5.0% | \$462.37 | \$ 388,391    |
| CPT-FA-EXT                           | PGT-FA (Ext)                 | -             | \$209.70 | \$ -          | -             | \$220.19 | \$ -          | -             | 5.0% | \$231.19 | \$ -          |

|                                          |                                  | 2025          |          |               | 2026          |          |               | 2027          |      |          |               |
|------------------------------------------|----------------------------------|---------------|----------|---------------|---------------|----------|---------------|---------------|------|----------|---------------|
|                                          |                                  | Forecast EFTS | Fee/pt   | Pro. Revenue  | Forecast EFTS | Fee/pt   | Pro. Revenue  | Forecast EFTS | Δ    | Fee/pt   | Pro. Revenue  |
| CPR-FA                                   | PGR-Fine Arts                    | 1.0           | \$387.75 | \$ 46,530     | 1.5           | \$407.14 | \$ 73,285     | 1.5           | 5.0% | \$427.49 | \$ 76,948     |
| CPR-FA-EXT                               | PGR-Fine Arts (Ext)              | -             | \$193.89 | \$ -          | -             | \$203.58 | \$ -          | -             | 5.0% | \$213.75 | \$ -          |
| CPR-MUS                                  | PGR-Music                        | 3.2           | \$374.77 | \$ 145,295    | 3.6           | \$393.51 | \$ 171,561    | 3.6           | 5.0% | \$413.18 | \$ 176,616    |
| CPR-MUS-EXT                              | PGR-Music (Ext)                  | -             | \$187.38 | \$ -          | -             | \$196.75 | \$ -          | -             | 5.0% | \$206.58 | \$ -          |
| CPR-PA                                   | PGR-Performing Arts              | 15.0          | \$440.35 | \$ 790,631    | 12.9          | \$462.37 | \$ 716,575    | 12.9          | 5.0% | \$485.48 | \$ 752,391    |
| CPR-PA-EXT                               | PGR-Performing Arts (Ext)        | -             | \$220.20 | \$ -          | -             | \$231.21 | \$ -          | -             | 5.0% | \$242.77 | \$ -          |
| <b>Faculty of Business and Economics</b> |                                  |               |          |               |               |          |               |               |      |          |               |
| <b>Undergraduate</b>                     |                                  |               |          |               |               |          |               |               |      |          |               |
| BUQ-STD                                  | UG-Business Standard             | 1,012.6       | \$382.01 | \$ 46,418,293 | 1,108.0       | \$401.11 | \$ 53,331,053 | 1,222.8       | 6.0% | \$425.17 | \$ 62,385,213 |
| <b>Postgraduate</b>                      |                                  |               |          |               |               |          |               |               |      |          |               |
| BPT-STD                                  | PGT-Business Standard            | 200.4         | \$378.37 | \$ 9,098,952  | 194.4         | \$397.29 | \$ 9,266,365  | 196.2         | 6.0% | \$421.12 | \$ 9,917,362  |
| BPR-STD                                  | PGR-Business Standard            | 24.9          | \$378.37 | \$ 1,132,060  | 22.3          | \$397.29 | \$ 1,060,961  | 20.9          | 6.0% | \$421.12 | \$ 1,057,849  |
| BPR-STD-EXT                              | PGR-Business (Ext)               | -             | \$189.20 | \$ -          | -             | \$198.66 | \$ -          | -             | 6.0% | \$210.57 | \$ -          |
| BPQ-MBA1                                 | PG-MBA Part 1                    | -             | \$478.48 | \$ -          | -             | \$502.40 | \$ -          | -             | 6.0% | \$532.54 | \$ -          |
| BPQ-MBA2                                 | PG-MBA Part 2                    | -             | \$478.48 | \$ -          | -             | \$502.40 | \$ -          | -             | 6.0% | \$532.54 | \$ -          |
| BPQ-PROMSR                               | PG-Professional Masters Business | 706.4         | \$397.66 | \$ 33,708,332 | 721.7         | \$417.54 | \$ 36,158,179 | 733.6         | 6.0% | \$442.59 | \$ 38,962,185 |
| <b>Faculty of Engineering and Design</b> |                                  |               |          |               |               |          |               |               |      |          |               |
| <b>Undergraduate</b>                     |                                  |               |          |               |               |          |               |               |      |          |               |
| EUQ-STD                                  | UG-Engineering Standard          | 186.3         | \$460.39 | \$ 10,290,220 | 226.2         | \$483.41 | \$ 13,122,645 | 260.0         | 5.0% | \$507.58 | \$ 15,833,527 |
| CUQ-ARCSTD                               | UG-Architecture Standard         | 14.0          | \$413.88 | \$ 694,779    | 12.2          | \$434.57 | \$ 634,587    | 13.3          | 5.0% | \$456.29 | \$ 726,834    |
| CUQ-ARCPRM                               | UG-Architecture Premium          | 13.2          | \$413.88 | \$ 657,334    | 11.4          | \$434.57 | \$ 593,572    | 12.5          | 5.0% | \$456.29 | \$ 683,769    |
| CUQ-DSGN                                 | UG-Design                        | 70.6          | \$390.69 | \$ 3,311,098  | 63.6          | \$410.22 | \$ 3,132,424  | 64.3          | 5.0% | \$430.73 | \$ 3,321,393  |
| CUQ-PLNSTD                               | UG-Urban Planning Standard       | 12.0          | \$374.77 | \$ 541,105    | 10.7          | \$393.51 | \$ 506,540    | 11.6          | 5.0% | \$413.18 | \$ 573,110    |
| CUQ-PLNPRM                               | UG-Urban Planning Premium        | 19.0          | \$374.77 | \$ 855,858    | 19.8          | \$393.51 | \$ 932,792    | 21.7          | 5.0% | \$413.18 | \$ 1,073,617  |
| <b>Postgraduate</b>                      |                                  |               |          |               |               |          |               |               |      |          |               |
| EPT-STD                                  | PGT-Engineering Standard         | 379.8         | \$440.35 | \$ 20,067,767 | 377.0         | \$462.37 | \$ 20,917,823 | 410.4         | 5.0% | \$485.48 | \$ 23,909,693 |
| EPT-STD-EXT                              | PGT-Engineering Standard (Ext)   | -             | \$220.20 | \$ -          | -             | \$231.21 | \$ -          | -             | 5.0% | \$242.77 | \$ -          |
| EPR-STD                                  | PGR-Engineering Standard         | 21.5          | \$440.35 | \$ 1,135,633  | 18.1          | \$462.37 | \$ 1,003,223  | 17.6          | 5.0% | \$485.48 | \$ 1,026,783  |
| EPR-STD-EXT                              | PGR-Engineering Standard (Ext)   | -             | \$220.20 | \$ -          | -             | \$231.21 | \$ -          | -             | 5.0% | \$242.77 | \$ -          |
| EPQ-LGTMTL                               | PG-PG Cert. Eng in Light Metals  | -             | \$440.35 | \$ -          | -             | \$462.37 | \$ -          | -             | 5.0% | \$485.48 | \$ -          |

|                                               |                                 | 2025          |          |              | 2026          |          |              | 2027          |      |          |              |
|-----------------------------------------------|---------------------------------|---------------|----------|--------------|---------------|----------|--------------|---------------|------|----------|--------------|
|                                               |                                 | Forecast EFTS | Fee/pt   | Pro. Revenue | Forecast EFTS | Fee/pt   | Pro. Revenue | Forecast EFTS | Δ    | Fee/pt   | Pro. Revenue |
| EPQ-PGCGT                                     | PG-PGCert. Geo Energy Tech      | 13.4          | \$541.32 | \$ 872,129   | 12.7          | \$568.39 | \$ 863,625   | 20.5          | 5.0% | \$596.80 | \$ 1,466,247 |
| EPQ-DISMG                                     | PG-Master of Disaster Mgmt      | 12.4          | \$443.36 | \$ 659,618   | 12.6          | \$465.53 | \$ 701,366   | 13.5          | 5.0% | \$488.80 | \$ 789,177   |
| CPT-ARCSTD                                    | PGT-Architecture Standard       | 19.0          | \$440.35 | \$ 1,005,366 | 13.2          | \$462.37 | \$ 733,747   | 10.2          | 5.0% | \$485.48 | \$ 592,937   |
| CPT-UBDSTD                                    | PGT-Urban Design Standard       | 16.0          | \$440.35 | \$ 848,064   | 11.2          | \$462.37 | \$ 618,943   | 8.6           | 5.0% | \$485.48 | \$ 500,165   |
| CPT-UBDSTD-EXT                                | PGT-Urban Design Standard (Ext) | -             | \$220.18 | \$ -         | -             | \$231.19 | -            | -             | 5.0% | \$242.74 | -            |
| CPT-UBDPRM                                    | PGT-Urban Design Premium        | 12.4          | \$440.35 | \$ 656,565   | 8.6           | \$462.37 | \$ 479,182   | 6.6           | 5.0% | \$485.48 | \$ 387,224   |
| CPR-ARC                                       | PGR-Architecture                | 15.8          | \$440.35 | \$ 835,864   | 12.6          | \$462.37 | \$ 697,888   | 8.2           | 5.0% | \$485.48 | \$ 477,455   |
| CPR-ARC-EXT                                   | PGR-Architecture (Ext)          | -             | \$220.20 | \$ -         | -             | \$231.21 | \$ -         | -             | 5.0% | \$242.77 | \$ -         |
| CPQ-DSGN                                      | PG-Design                       | 33.0          | \$440.35 | \$ 1,743,786 | 31.0          | \$462.37 | \$ 1,720,016 | 31.0          | 5.0% | \$485.48 | \$ 1,805,986 |
| CPR-PLN                                       | PGR-Urban Planning              | 2.2           | \$374.77 | \$ 98,122    | 1.7           | \$393.51 | \$ 81,924    | 1.1           | 5.0% | \$413.18 | \$ 56,048    |
| CPR-PLN-Ext                                   | PGR-Urban Planning (Ext)        | -             | \$187.39 | \$ -         | -             | \$196.76 | \$ -         | -             | 5.0% | \$206.59 | \$ -         |
| <b>Faculty of Law</b>                         |                                 |               |          |              |               |          |              |               |      |          |              |
| <b>Undergraduate</b>                          |                                 |               |          |              |               |          |              |               |      |          |              |
| LUQ-STD                                       | UG-Law Standard                 | 35.5          | \$374.74 | \$ 1,596,207 | 35.4          | \$393.48 | \$ 1,671,813 | 35.3          | 5.0% | \$413.15 | \$ 1,747,915 |
| <b>Postgraduate</b>                           |                                 |               |          |              |               |          |              |               |      |          |              |
| LPT-STD                                       | PGT-Law Standard                | 45.3          | \$385.68 | \$ 2,096,053 | 44.4          | \$404.96 | \$ 2,159,183 | 53.5          | 5.0% | \$425.20 | \$ 2,727,399 |
| LPT-STD-EXT                                   | PGT-Law Standard (Ext)          | -             | \$192.87 | \$ -         | -             | \$202.51 | \$ -         | -             | 5.0% | \$212.63 | \$ -         |
| LPR-STD                                       | PGR-Law Standard                | 1.9           | \$385.68 | \$ 89,961    | 1.4           | \$404.96 | \$ 69,778    | 1.5           | 5.0% | \$425.20 | \$ 78,340    |
| LPR-STD-EXT                                   | PGR-Law Standard (Ext)          | -             | \$192.87 | \$ -         | -             | \$202.51 | \$ -         | -             | 5.0% | \$212.63 | \$ -         |
| LPQ-PROMSR                                    | PGR-Professional Masters Law    | 5.0           | \$478.48 | \$ 288,064   | 4.9           | \$502.40 | \$ 296,560   | 5.9           | 5.0% | \$527.52 | \$ 370,660   |
| <b>Faculty of Medical and Health Sciences</b> |                                 |               |          |              |               |          |              |               |      |          |              |
| <b>Undergraduate</b>                          |                                 |               |          |              |               |          |              |               |      |          |              |
| MUC-LAB                                       | UG-Med Lab                      | -             | \$421.37 | \$ -         | -             | \$442.44 | \$ -         | -             | 5.0% | \$464.56 | \$ -         |
| MUQ-HSCSTD                                    | UG-Health Science Standard      | 9.9           | \$339.83 | \$ 403,895   | 11.2          | \$356.82 | \$ 478,928   | 11.9          | 5.0% | \$374.66 | \$ 533,562   |
| MUQ-HSCPRM                                    | UG-Health Science Premium       | 40.0          | \$339.83 | \$ 1,631,819 | 43.1          | \$356.82 | \$ 1,846,230 | 48.3          | 5.0% | \$374.66 | \$ 2,170,147 |
| MUQ-HSCLAB                                    | UG-Health Science Lab           | 8.1           | \$339.83 | \$ 328,907   | 8.2           | \$356.82 | \$ 350,792   | 8.9           | 5.0% | \$374.66 | \$ 398,199   |
| MUQ-MBCHB                                     | UG-MBChB                        | 91.6          | \$721.34 | \$ 7,927,376 | 94.2          | \$721.34 | \$ 8,153,085 | 89.5          | 0.0% | \$721.34 | \$ 7,750,636 |
| MUQ-NURSE                                     | UG-Nursing                      | 16.4          | \$339.83 | \$ 668,095   | 15.1          | \$356.82 | \$ 644,886   | 15.1          | 5.0% | \$374.66 | \$ 678,072   |
| MUQ-OPTOM                                     | UG-Optometry                    | 5.0           | \$545.42 | \$ 327,203   | 7.0           | \$572.69 | \$ 484,178   | 6.3           | 5.0% | \$601.32 | \$ 455,734   |
| MUQ-OPTOM-EXT                                 | UG-Optometry (Ext)              | -             | \$272.71 | \$ -         | -             | \$286.35 | \$ -         | -             | 5.0% | \$300.66 | \$ -         |
| MUQ-PHARM                                     | UG-Pharmacy                     | 12.2          | \$438.21 | \$ 642,546   | 15.7          | \$460.12 | \$ 869,006   | 12.0          | 5.0% | \$483.12 | \$ 692,884   |

|                              |                                 | 2025          |          |               | 2026          |          |               | 2027          |      |          |               |
|------------------------------|---------------------------------|---------------|----------|---------------|---------------|----------|---------------|---------------|------|----------|---------------|
|                              |                                 | Forecast EFTS | Fee/pt   | Pro. Revenue  | Forecast EFTS | Fee/pt   | Pro. Revenue  | Forecast EFTS | Δ    | Fee/pt   | Pro. Revenue  |
| <b>Postgraduate</b>          |                                 |               |          |               |               |          |               |               |      |          |               |
| MPT-CLNIMG                   | PGT-Clinical Imaging            | 0.1           | \$438.21 | \$ 7,368      | 0.2           | \$460.12 | \$ 9,760      | 0.2           | 5.0% | \$483.12 | \$ 12,011     |
| MPT-STD                      | PGT-Med Standard                | 134.9         | \$438.21 | \$ 7,095,265  | 126.5         | \$460.12 | \$ 6,984,524  | 130.0         | 5.0% | \$483.12 | \$ 7,535,187  |
| MPT-STD-EXT                  | PGT-Med Standard (Ext)          | -             | \$219.11 | \$ -          | -             | \$230.07 | \$ -          | -             | 5.0% | \$241.57 | \$ -          |
| MPR-STD                      | PGR-Standard                    | 10.5          | \$438.21 | \$ 553,928    | 11.3          | \$460.12 | \$ 625,992    | 12.4          | 5.0% | \$483.12 | \$ 718,174    |
| MPR-STD-EXT                  | PGR-Standard (Ext)              | -             | \$219.11 | \$ -          | -             | \$230.07 | \$ -          | -             | 5.0% | \$241.57 | \$ -          |
| MPR-OPTOM                    | PGR-Optometry                   | -             | \$438.21 | \$ -          | -             | \$460.12 | \$ -          | -             | 5.0% | \$483.12 | \$ -          |
| MPQ-DPPAE                    | PGR-Dip Paediatrics             | -             | \$105.73 | \$ -          | -             | \$111.02 | \$ -          | -             | 5.0% | \$116.57 | \$ -          |
| <b>Faculty of Science</b>    |                                 |               |          |               |               |          |               |               |      |          |               |
| <b>Undergraduate</b>         |                                 |               |          |               |               |          |               |               |      |          |               |
| SUC-STD                      | UG-Science Standard             | 366.9         | \$374.77 | \$ 16,500,837 | 406.6         | \$393.51 | \$ 19,199,497 | 431.1         | 5.0% | \$413.18 | \$ 21,376,603 |
| SUC-PRM                      | UG-Science Premium              | 812.7         | \$374.77 | \$ 36,550,900 | 910.3         | \$393.51 | \$ 42,986,416 | 930.3         | 5.0% | \$413.18 | \$ 46,125,395 |
| SUC-LAB                      | UG-Science Lab                  | -             | \$374.77 | \$ -          | -             | \$393.51 | \$ -          | -             | 5.0% | \$413.18 | \$ -          |
| <b>Postgraduate</b>          |                                 |               |          |               |               |          |               |               |      |          |               |
| SPT-STD                      | PGT-Science Standard            | 64.3          | \$440.35 | \$ 3,396,819  | 64.5          | \$462.37 | \$ 3,579,347  | 84.8          | 5.0% | \$485.48 | \$ 4,939,051  |
| SPT-STD-EXT                  | PGT-Science Standard (Ext)      | -             | \$220.20 | \$ -          | -             | \$231.21 | \$ -          | -             | 5.0% | \$242.77 | \$ -          |
| SPT-PRM                      | PGT-Science Premium             | 553.0         | \$440.35 | \$ 29,222,848 | 560.7         | \$462.37 | \$ 31,109,690 | 574.4         | 5.0% | \$485.48 | \$ 33,465,469 |
| SPT-PRM-EXT                  | PGT-Science Premium (Ext)       | -             | \$220.20 | \$ -          | -             | \$231.21 | \$ -          | -             | 5.0% | \$242.77 | \$ -          |
| SPR-STD                      | PGR-Science Standard            | 1.8           | \$440.35 | \$ 93,956     | 1.8           | \$462.37 | \$ 99,466     | 4.5           | 5.0% | \$485.48 | \$ 264,215    |
| SPR-STD-EXT                  | PGR-Science Standard (Ext)      | -             | \$220.20 | \$ -          | -             | \$231.21 | \$ -          | -             | 5.0% | \$242.77 | \$ -          |
| SPR-PRM                      | PGR-Science Premium             | 116.8         | \$440.35 | \$ 6,173,275  | 113.2         | \$462.37 | \$ 6,281,627  | 132.8         | 5.0% | \$485.48 | \$ 7,734,166  |
| SPR-PRM-EXT                  | PGR-Science Premium (Ext)       | -             | \$220.20 | \$ -          | -             | \$231.21 | \$ -          | -             | 5.0% | \$242.77 | \$ -          |
| <b>University Programmes</b> |                                 |               |          |               |               |          |               |               |      |          |               |
| * UFQ-NWSTRT                 | Foundation New Start            | -             |          |               | -             |          |               | -             |      |          |               |
| * UFQ-TFC                    | Tertiary Foundation Certificate | -             |          |               | -             |          |               | -             |      |          |               |
| UFQ-CRTFS                    | CertFoundStud (UP Education)    | -             | \$289.82 | \$ -          | -             | \$306.92 | \$ -          | -             | 5.9% | \$325.03 | \$ -          |
| ~ UFQ-FCEAP                  | FCertEngAcadP/EPUS/EPUS         | 2.0           | \$216.67 | \$ 52,107     | 4.9           | \$233.33 | \$ 137,756    | 4.9           | 2.9% | \$240.00 | \$ 141,693    |
| ~ UFQ-ACADENG                | ELA-Academic English            | -             | \$297.51 | \$ -          | -             | \$310.00 | \$ -          | -             | 3.2% | \$320.00 | \$ -          |
| ^~ UFQ-GENLENG               | ELA-General English             | -             | \$252.50 | \$ -          | -             | \$257.50 | \$ -          | -             | 1.9% | \$262.50 | \$ -          |
| UFQ-CELTA                    | ELA-CELTA                       | -             | \$190.00 | \$ -          | -             | \$195.00 | \$ -          | -             | 2.6% | \$200.00 | \$ -          |
| URQ-DOC                      | PG-Higher Doctorate             | -             | \$439.75 | \$ -          | -             | \$461.74 | \$ -          | -             | 5.0% | \$484.82 | \$ -          |
| URQ-PHD                      | PG-PhD                          | 0.7           | \$439.75 | \$ 35,198     | -             | \$461.74 | \$ -          | -             | 5.0% | \$484.82 | \$ -          |

|                      |                        | 10            |          |              | Working draft document - not for distribution or release |          |              |               |      |          |              |
|----------------------|------------------------|---------------|----------|--------------|----------------------------------------------------------|----------|--------------|---------------|------|----------|--------------|
|                      |                        | 2025          |          |              | 2026                                                     |          |              | 2027          |      |          |              |
|                      |                        | Forecast EFTS | Fee/pt   | Pro. Revenue | Forecast EFTS                                            | Fee/pt   | Pro. Revenue | Forecast EFTS | Δ    | Fee/pt   | Pro. Revenue |
| URQ-MPHL             | MPhil                  | 1.0           | \$439.75 | \$ 52,770    | -                                                        | \$461.74 | \$ -         | -             | 5.0% | \$484.82 | \$ -         |
| UUQ-STDABD           | Study Aboard           | -             | \$220.00 | \$ -         | -                                                        | \$228.80 | \$ -         | -             | 7.0% | \$244.81 | \$ -         |
| UUQ-EXCHGE           | Inbound Exchange COPEX | -             | \$0.00   | \$ -         | -                                                        | \$0.00   | \$ -         | -             |      | \$0.00   | \$ -         |
| UUQ-EXOUT            | Outbound Exchange      | -             | \$229.93 | \$ -         | -                                                        | \$229.93 | \$ -         | -             | 5.0% | \$241.42 | \$ -         |
| * UQQ-MCR            | Micro-Credentials      | -             |          |              | -                                                        |          |              | -             |      |          |              |
| * UQQ-MC1            | Micro-Credentials 1    | -             |          |              | -                                                        |          |              | -             |      |          |              |
| * UQQ-MC2            | Micro-Credentials 2    | -             |          |              | -                                                        |          |              | -             |      |          |              |
|                      |                        | 6,534         |          | 306,800,682  | 6,824                                                    |          | 335,571,548  | 7,179         |      |          | 371,447,176  |
| Student Services Fee |                        | \$9.24        |          | \$ 7,245,102 | \$9.56                                                   |          | \$ 7,829,055 |               |      |          |              |

**Notes:**  
Extension for research courses have normal fee bands but are charged at 50% of the full rate.  
CSSF is not charged fully for some enrolments, please refer to the CSSF paper for details  
^ a discounted rate is provided to learners on 12 or more weeks  
\* not offered to International students

## Appendix C - General Fees 2026

### Fees Schedule A - All Students

| Schedule – Part A – All Students                                                                                                                                                                                            |         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <b>Admission (domestic students only)</b>                                                                                                                                                                                   |         |
| Admission ad eundem statum through overseas tertiary study                                                                                                                                                                  | \$100   |
| Admission ad eundem statum through overseas secondary study                                                                                                                                                                 | \$85    |
| Discretionary Entrance, Special Admission                                                                                                                                                                                   | \$60    |
| <b>Admission (international)</b>                                                                                                                                                                                            |         |
| Admission ad eundem statum through overseas tertiary study                                                                                                                                                                  | \$100*  |
| Admission ad eundem statum through overseas secondary study                                                                                                                                                                 | \$85*   |
| * Fee does not apply to applicants applying through a registered Agent, under an Articulation Agreement with partner institutions, through Study Abroad Agreements or to <b>Manaaki New Zealand Scholarship</b> applicants. |         |
| Enrolment Fee – Certificate of Foundation Studies                                                                                                                                                                           | \$550   |
| <b>External Transfer Credit</b>                                                                                                                                                                                             |         |
| Each application from any study undertaken at another tertiary institution (eg, Summer School, concurrent enrolment at another institution)                                                                                 | \$85    |
| Each application from any study undertaken at an overseas tertiary institution                                                                                                                                              | \$85    |
| <b>Refund Processing</b>                                                                                                                                                                                                    |         |
| Refund processing fee                                                                                                                                                                                                       | \$60    |
| International admission administration fee (applies to new international students only) charged at time of refund                                                                                                           | \$1,000 |
| <b>Instalment Payment, Deferred or Delayed Payment Surcharge</b>                                                                                                                                                            |         |
| Instalment payment, deferred or delayed payment surcharge                                                                                                                                                                   | \$60    |
| <b>Late Payment Fee</b>                                                                                                                                                                                                     |         |
| Late Payment Fee (tuition fees and student services fees)                                                                                                                                                                   | \$120   |
| Late Payment Fee (examination fines and charges)                                                                                                                                                                            | \$60    |

8.1

|                                                                                                                                                                               |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Academic transcripts and letters</b>                                                                                                                                       |       |
| ID card replacement                                                                                                                                                           | \$20  |
| Hard copy transcript or official letter                                                                                                                                       | \$30  |
| Hard copy transcript or official letter – urgent delivery                                                                                                                     | \$120 |
| Each additional hard copy – transcript or official letter                                                                                                                     | \$10  |
| Special statements (eg, admission to the Bar)                                                                                                                                 | \$30  |
| Reconsideration of Academic English Language Requirements discontinuation                                                                                                     | \$60  |
| Digital transcript for Graduands/Alumni via My eEquals from 2010 onwards                                                                                                      | NIL   |
| Digital transcript via My eEquals – with any changes to enrolment post-Graduation or for students who have not completed a formal award or for Alumni graduated prior to 2010 | \$30  |
| Digital letter via My eEquals                                                                                                                                                 | \$30  |
| <b>Degree or Diploma Certificate</b>                                                                                                                                          |       |
| Hard copy certificate at Graduation or in Absentia                                                                                                                            | NIL   |
| Digital certificate via My eEquals – following Graduation                                                                                                                     | NIL   |
| Replacement of hard copy certificate                                                                                                                                          | \$85  |
| <b>Courier and handling charges</b>                                                                                                                                           |       |
| Within New Zealand                                                                                                                                                            | \$10  |
| To Australia                                                                                                                                                                  | \$30  |
| To all other countries                                                                                                                                                        | \$60  |
| <b>Examinations</b>                                                                                                                                                           |       |
| Recount of marks, each course (refundable if successful)                                                                                                                      | \$60  |
| Examination script (per copy)                                                                                                                                                 | \$15  |
| <b>Examinations sat in New Zealand but outside University of Auckland campuses</b>                                                                                            |       |
| Application for single examination per venue                                                                                                                                  | \$140 |
| Application for each additional examination at the same venue                                                                                                                 | \$30  |
| <b>Examinations outside New Zealand</b>                                                                                                                                       |       |
| Application for single examination per venue                                                                                                                                  | \$175 |

|                                                                                                                                                                                              |                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Application for each additional examination at the same venue                                                                                                                                | \$30                                    |
| <b>Examinations sat outside the timetable</b>                                                                                                                                                |                                         |
| Application for single examination on a day other than timetabled                                                                                                                            | \$120*                                  |
| Application for further examination on a day other than timetabled                                                                                                                           | \$30*                                   |
| * Declined applications will receive a 50 percent refund of the relevant examination application fee.                                                                                        |                                         |
| <b>Student Services Fee</b>                                                                                                                                                                  |                                         |
| Charged based on campus as follows:                                                                                                                                                          |                                         |
| Students studying on City, Grafton, Newmarket campuses                                                                                                                                       | \$9.56 per point <sup>1</sup>           |
| Students studying on South Auckland and Tai Tokerau campuses                                                                                                                                 | \$4.78 per point <sup>1</sup>           |
| <del>Domestic students overseas – studying online (NO campus)</del>                                                                                                                          | <del>\$4.78 per point<sup>1</sup></del> |
| International students overseas – studying online (OO campus)                                                                                                                                | \$4.78 per point <sup>1</sup>           |
| Students enrolled in the Tertiary Foundation Certificate, Certificate in Health Sciences or Young Scholars programmes, or students studying overseas as part of an approved exchange scheme. | Exempt                                  |
| All other students (including University of Auckland Online)                                                                                                                                 | \$4.78 per point <sup>1</sup>           |

<sup>1</sup> pending confirmation of the 2026 Student Services Fee.



## Student Services Levy

2026 Levy Setting Consultation



Waipapa  
Taumata Rau  
**University  
of Auckland**

STUDENT SERVICES LEVY



8.1



## Contents

|                                                                   |    |
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| What is the Student Services Levy? .....                          | 2  |
| Forecasted Expenditure of the Student Services Levy in 2025 ..... | 3  |
| Proposed increase to the Student Services Levy for 2026 .....     | 10 |
| Consultation .....                                                | 10 |



## What is the Student Services Levy?

The Student Services Levy is the fee paid by all enrolled students to fund non-academic student support services provided by the University. In 2025 the fee is \$9.24 per point, which works out to be \$1,108.80 for a typical undergraduate taking eight papers.

There are specific categories of services that the Levy can be used to fund (as defined by the Education Amendment Act (2011), these are:

| Category                                         | Description                                                                                                                                                                                 |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Advocacy and legal advice</b>                 | Advocating on behalf of individual students and groups of students and providing independent support to resolve problems. This includes advocacy and legal advice relating to accommodation |
| <b>Careers information, advice and guidance</b>  | Supporting students' transition into post-study employment                                                                                                                                  |
| <b>Childcare services</b>                        | Providing affordable childcare services while parents are studying                                                                                                                          |
| <b>Clubs and societies</b>                       | Supporting student clubs and societies, including through the provision of administrative support and facilities for clubs and societies                                                    |
| <b>Counselling services and pastoral care</b>    | Providing non-academic counselling and pastoral care, such as chaplains                                                                                                                     |
| <b>Employment information</b>                    | Providing information about employment opportunities for students while they are studying                                                                                                   |
| <b>Finance support and advice</b>                | Providing hardship assistance and advice to students with financial issues                                                                                                                  |
| <b>Health services</b>                           | Providing health care and related welfare services                                                                                                                                          |
| <b>Media</b>                                     | Supporting the production and dissemination of information by students to students, including newspapers, radio, television and internet-based media                                        |
| <b>Sport, recreation and cultural activities</b> | Providing sports, recreation and cultural activities for students                                                                                                                           |

It's important to note that the categories are broad and sometimes cover a wide range of activities. For example Sport, recreation and cultural activities includes Orientation and Transition, Co-curricular activities, social events on campus and recognition programmes amongst other activities. Counselling services and pastoral care includes Te Papa Manaaki | Campus Care, Be Well Team, the Chapel and Faith Spaces, Faculty support and mentoring programmes.

The Levy is set at a level sufficient to cover the costs of the student services it funds. Some of these services have other revenue sources and these are taken into account. For example, we receive funding from the Ministry of Health that partially covers our student wellbeing services and reduces the amount we need to contribute from the Levy. Other

services such as Early Childhood Centres, the Health Service and the Recreation Centre, are partially funded by fees from those students who use them.

Every year we consult with students and seek views on the types of services we should fund through the levy and how to achieve the best balance between levy funding and user-charges. We do this through two mechanisms:

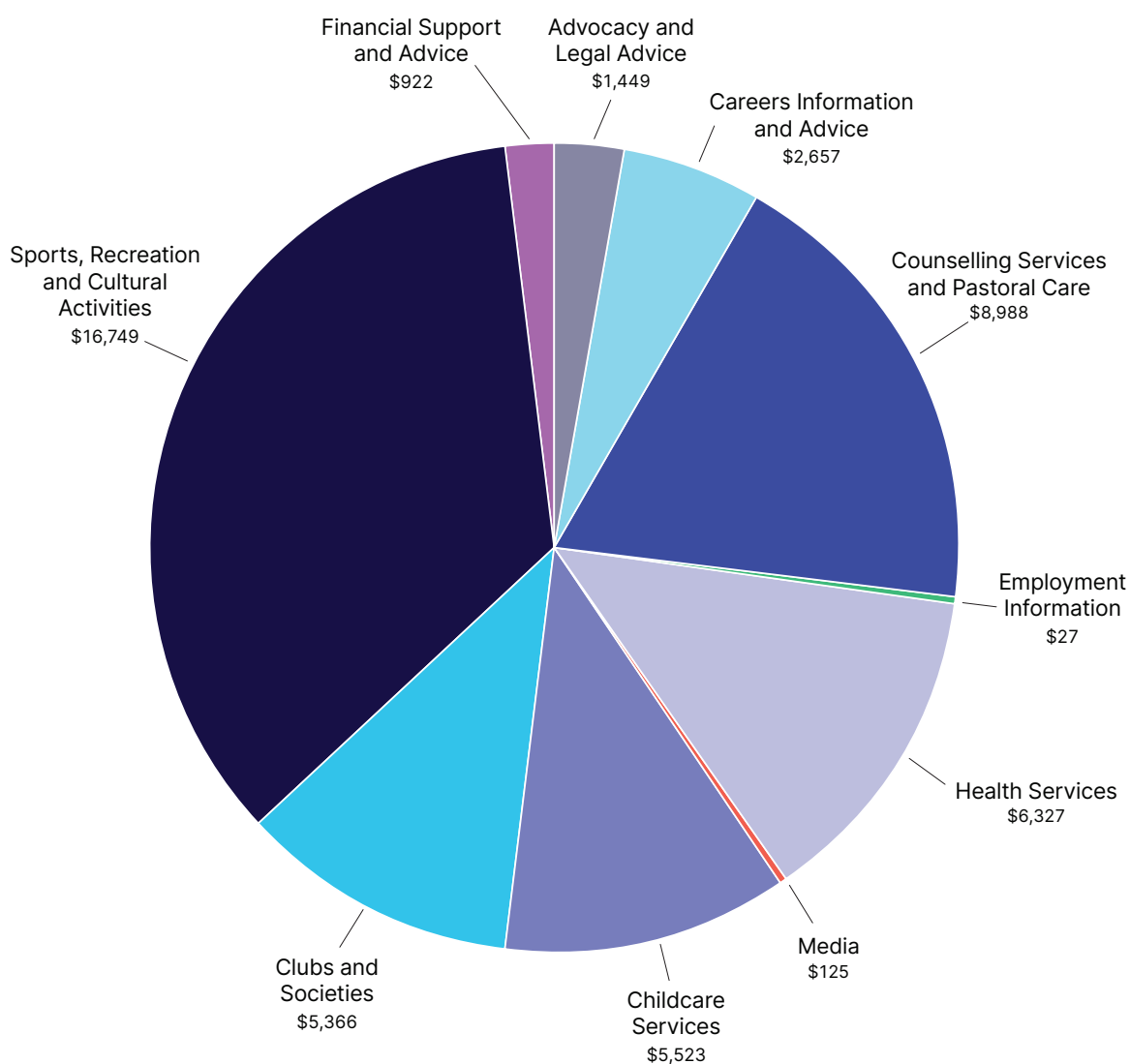
- A survey open to all students.
- Consultations with elected student representatives through the Student Consultative Group (SCG).

## STUDENT SERVICES LEVY

## Forecasted Expenditure of the Student Services Levy in 2025\*

The below graph shows the total forecasted expenditure on the services provided within the ten designated categories. This expenditure is made up from **combined student services levy contributions and other external income** (in '000s) (e.g. Ministry of Health Funding for Wellbeing Services).

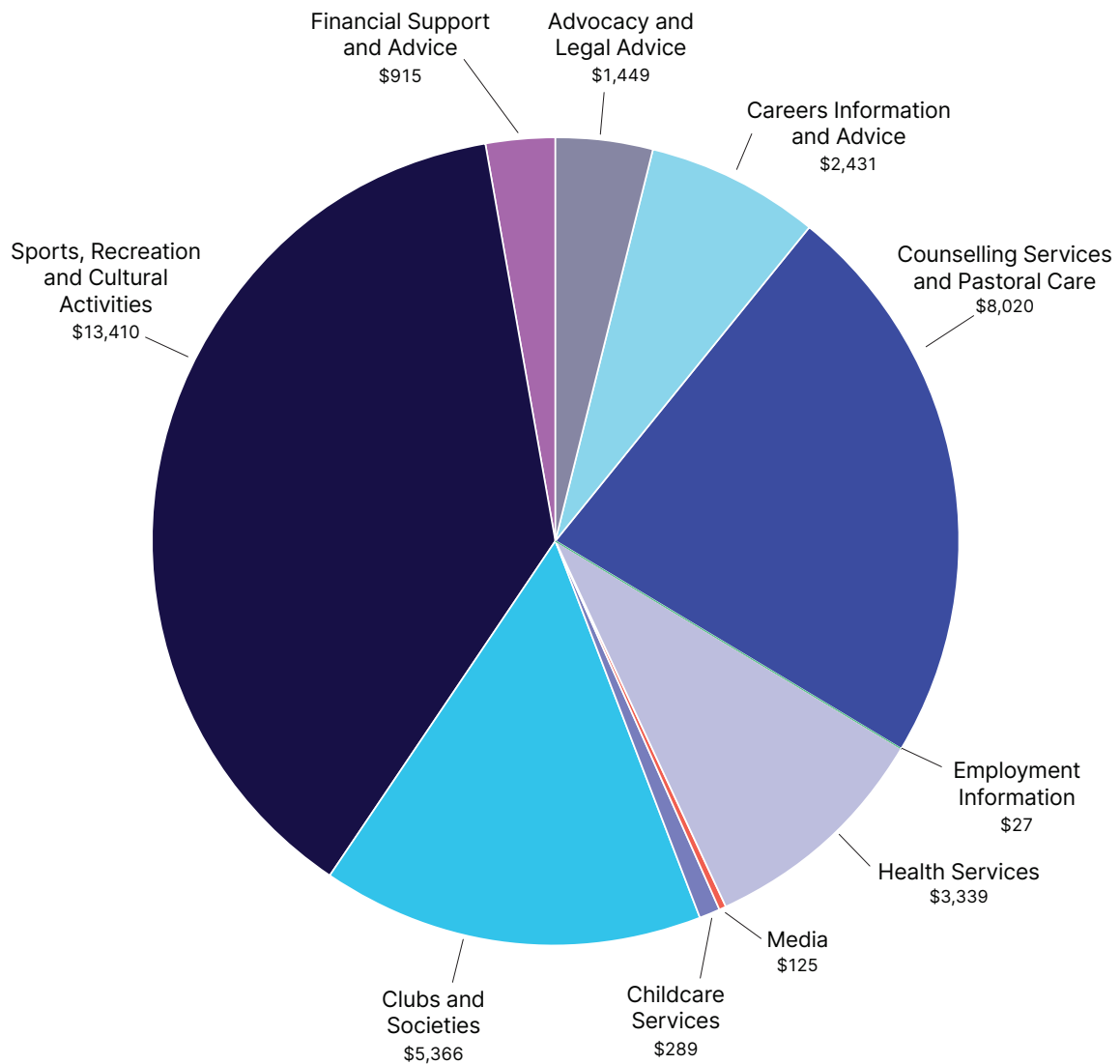
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\*The amounts stated are as per the May Forecast, as this is the latest official Forecast we have at the time of publishing this information and the numbers will be subject to change.

## STUDENT SERVICES LEVY

The below graph shows the **total forecasted student services levy contributions** (in '000s) to the services provided by the University within the ten designated categories.



A total of \$48.1m is expected to be spent on the provision of Student Services by the University of Auckland in 2025. Of that total, \$35.4m comes from the levy and \$12.8m is provided from non-levy funding sources.

*\*The amounts stated are as per the May Forecast, as this is the latest official Forecast we have at the time of publishing this information and the numbers will be subject to change.*

## STUDENT SERVICES LEVY

The below table shows the forecasted split of funding (levy vs. direct funding) for each of the ten categories, and the value per \$100 collected from the levy spent on University services within the defined categories.

| Key Areas of spend (2025)                        | How costs are funded |      | Value per \$100 |
|--------------------------------------------------|----------------------|------|-----------------|
| <b>Advocacy and legal advice</b>                 | SSL Funded           | 100% | \$4             |
|                                                  | Direct Funding       | 0%   |                 |
| <b>Careers information, advice and guidance</b>  | SSL Funded           | 91%  | \$7             |
|                                                  | Direct Funding       | 9%   |                 |
| <b>Counselling services and pastoral care</b>    | SSL Funded           | 89%  | \$23            |
|                                                  | Direct Funding       | 11%  |                 |
| <b>Employment information</b>                    | SSL Funded           | 100% | \$.1            |
|                                                  | Direct Funding       | 0%   |                 |
| <b>Health services</b>                           | SSL Funded           | 53%  | \$9             |
|                                                  | Direct Funding       | 47%  |                 |
| <b>Media</b>                                     | SSL Funded           | 100% | \$.4            |
|                                                  | Direct Funding       | 0%   |                 |
| <b>Childcare services</b>                        | SSL Funded           | 5%   | \$.8            |
|                                                  | Direct Funding       | 95%  |                 |
| <b>Clubs and societies</b>                       | SSL Funded           | 100% | \$15            |
|                                                  | Direct Funding       | 0%   |                 |
| <b>Sport, recreation and cultural activities</b> | SSL Funded           | 80%  | \$38            |
|                                                  | Direct Funding       | 20%  |                 |
| <b>Finance support and advice</b>                | SSL Funded           | 99%  | \$3             |
|                                                  | Direct Funding       | 1%   |                 |

\*The amounts stated are as per the May Forecast, as this is the latest official Forecast we have at the time of publishing this information and the numbers will be subject to change.

## STUDENT SERVICES LEVY



An overview of the key services and activities that are funded by the Levy is provided below (with all figures based on the 2025 forecast).

## Advocacy and legal advice

Key services and activities included:

- Auckland University Students Association – Advocacy and Representation (\$700k)
- Auckland University Students Association – Occupied spaces, repairs and maintenance (\$750k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

The University funds AUSA to provide representation and advocacy services. AUSA Advocacy plays an important role in representation and advocacy for both individuals and student groups. It is important for students to have a safe and independent advocate to help them understand their options, rights and responsibilities. AUSA is a voice for students in other important ways, including representation on University Committees. AUSA has sole use of a number of spaces on campus to ensure its vital advocacy and support work can be delivered effectively, this includes AUSA House, Womxn's Space and Queer Space. A portion of the funding in this category covers the occupancy costs paid on behalf of AUSA for their physical spaces. This covers items such as property taxes, insurance and utilities.

## Careers information advice and guidance

Key services and activities included:

- Career Development and Employability Services (CDES) (\$1.0m)
- Faculty career support teams (\$1.3m)
- Capital (Space Costs Allocation) (\$107k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

CDES, along with Career Development teams within Faculties assist current students to clarify their future direction, build employability skills during their studies and confidently navigate the transition from campus to career. The funding is also used for a number of expos, career events and presentations, which provide opportunities for students to connect with employers on campus.

A priority of the Tertiary Education Strategy (updated in 2022) is 'Ensure learners, vocational education providers, employers and industry are fit for today's needs and tomorrow's expectations.' Career development for students ensures students have opportunities to develop employability skills so they are 'work ready' upon graduation.

## Childcare services

Key services and activities included:

- Early Childhood Centres (\$276k)
- Capital (Space Costs Allocation) (\$13k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

ECE centres are available to parents and caregivers at both the City and Grafton campuses. The funding provided subsidises the costs of access to childcare services for students. Early Childhood Centres allow students with pre-school aged children to have access to cost-effective, high-quality childcare which is conveniently located for them and is suited to the student timetable.



## Clubs and societies

Key services and activities included:

- AUSA events and Ngā Taura Māori (\$500k)
- Club grants/events (\$1.2m)
- Administrative support for clubs (\$3.5m)
- Capital (Space Costs Allocation) (\$236k)

**WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:** We have 286 active clubs on campus supported by engagement teams in Campus Life, across the faculties and by several service divisions. Clubs receive administrative assistance and have access to a range of support and resources including spaces on campus, equipment, funding, training and development workshops. Club events are delivered throughout the year including expos, award events, social and networking events. The funding allocated to AUSA in this category is used to cover the cost of staff salaries, the remuneration of Student Council representatives and the funding of club events as part of themed weeks such as International Week and Politics Week.

Having a range of strong student clubs and associations is important in contributing to student engagement levels and creating a sense of belonging across the University. Well-run clubs and associations with strong and active memberships mean that a diverse range of events and activities are in place for students to engage in.

## Counselling services and pastoral care

Key services and activities included:

- University Health and Counselling Services (\$800k)
- Te Papa Manaaki | Campus Care (\$1.95m)
- Wellbeing Ambassadors and AUSA International buddies (\$150k)
- Faith and Chaplaincy services (\$400k)
- Student Support & Teams in service divisions and faculties (\$4.3m)
- Capital (Space Costs Allocation) (\$353k)

**WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:**

The University provides student support teams in each faculty and in service divisions including the International Office and Campus Life. These teams are available as a first point of contact for students who need help. They can work with students to develop support plans or refer to more specialist services such as Te Papa Manaaki | Campus Care or Health and Counselling.

Pastoral care is about more than addressing issues when they arise. It is also about helping students to engage fully in University life and develop a strong sense of belonging because that is critical to a successful and enjoyable student experience. The Code of Pastoral Care also requires that universities consider the needs of Māori and equity groups and that we seek to provide safe and inclusive learning environments.

Further details on the pastoral care services that the University provides can be found at:

<https://www.auckland.ac.nz/en/students/student-support/personal-support.html>

## STUDENT SERVICES LEVY



## Employment Information

Key services and activities included:

- AUSA - Student Job Search (\$27k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

A portion of the levy is provided to AUSA to retain membership to the Student Job Search (SJS) service, the University also looks to promote opportunities for students while they are studying with us, providing students with easy access to job information.

8.1

## Financial Support and Advice

Key services and activities included:

- Hardship funds and financial advice (\$915k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

Hardship funding assists students experiencing unforeseen financial difficulty and can cover a wide range of needs including food, travel, accommodation, medical expenses and laptop repairs. Sudden financial hardship can cause significant disruption to a student's life and their ability to study. The emergency funds are available to provide short-term relief for students who are in sudden, unexpected hardship to enable them to continue to study.

## Health services

Key services and activities included:

- University Health Services (\$2.76m)
- Disability Services (\$432k)
- Capital (Space Costs Allocation) (\$147k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

The University provides primary healthcare services to students to help prevent and overcome personal difficulties relating to their physical and mental wellbeing. The funding is used to partially fund GPs and nurse salaries to deliver health services, along with more specialist services including Health Coaches, Health Improvement Practitioners and Mental Health specialists. UHCS is a low- cost service which aims to keep healthcare accessible to all students who need it.

Student Disability Services (SDS) who provide support for students with a wide range of impairments, both visible and invisible. These supports range from ensuring the campus can be safely accessed by all students, to advising and assisting individuals and departments in how to access a range of specialist equipment such as adaptive technology and specialist services such as New Zealand Sign Language Interpreters. The University is committed to ensuring that all students can reach their potential irrespective of any disability.

## Media

Key services and activities included:

- Craccum (\$117k)
- Faculty journals (\$8k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

This funding allocation is used by AUSA to produce AUSA's weekly paper 'Craccum' and other specialty student journals and publications. A strong student voice is essential at the University. Publications produced by and for students allow students to showcase their achievements and share authentic insights into life as a student with one another.



## Sports, Recreation & Cultural Activities

Key services and activities included:

- Recreation Centre (\$9.0m)
- Sport tournaments and activities (\$1.6m)
- Orientation (\$260k)
- AUSA events (\$377k)
- Recognition awards and events programme (\$280k)
- Student events including Faculty Support (\$1.25m)
- Capital (Space Costs Allocation) (\$591k)

### WHAT THE FEE COVERS & WHY WE THINK IT'S IMPORTANT:

The University provides sports and recreation facilities, services, and a range of cultural activities on campus. This funding enables the Sport and Recreation team to operate and subsidise sport, fitness and active wellbeing facilities for over 20,000 current student members annually via the Hiwa Recreation Centre and sport and recreation programmes. There have already been over 700,000 visits to Hiwa, since it opened. The Hiwa membership is comprised of 95% University of Auckland students. On a peak day, over 8000 users will visit the Hiwa Recreation Centre. Fitness and sports facilities, programmes, services and tournaments are provided to benefit students. Over 2000 students play in organised sports leagues each week, in addition to the many student club-led programmes and more social sports hosted weekly. Events, wellness programmes and supporting student sports club activities are key priorities for the funding support. Participants in sports programmes report an average 92% overall programme experience rating. The University also offers a High-Performance Support Programme to help students manage tertiary study while competing at elite sports or performance activities; in 2025, there are 279 students supported by this programme and 98% reported feeling 'supported' or 'very supported'.

The University offers a broad range of recreational, cultural and recognition-based events for students, which are provided free of charge or heavily subsidised. Run by and with central services, faculties, AUSA, and/or other partners, these events are designed to appeal to a wide range of interests, spanning culture, music, performance, sport, and skill development. These events are designed to help students make friends and develop a sense of belonging. Activities last year included Orientation activities (\$258k), Campus Calling (\$80k), Comedy Week (\$10k), Music Week (\$10k), Blues Awards (\$85k) and Distinguished Graduate Awards (\$20k).

Both academic and social engagement are key to academic success. Social engagement becomes especially important in institutions as large as Waipapa Taumata Rau, with many students commuting rather than living on campus. A range of small, medium and significant events on campus that cater to the diverse student body enables students to take a break from their studies and assists in helping students make connections with others, create a sense of belonging, promote wellbeing and contribute to good student outcomes.



## Proposed increase to the Student Services Levy for 2026

The University, like the rest of New Zealand, continues to face inflated costs. CPI is currently tracking at 2.7% as of July 2025 and some costs, such as wages and salaries, have been higher than CPI. For example, living wage costs have increased by 4.2%. To cover the cost of inflation across all services, and to fund the additional expenditure above, the University is proposing a maximum 3.5% increase in the Student Services Levy for 2026. This would see the fee increase from \$9.24 per point to \$9.56 per point, meaning for a typical undergraduate student taking eight papers the fee would be a maximum \$1,147.20 in 2026, up from \$1,108.80 in 2025.

The final fee will be determined later this year following the completion of the consultation period and consideration of feedback by the Finance committee. It is expected that even with the proposed increase, the levy will remain one of the lowest in New Zealand universities, despite a higher cost base in Auckland.

| NZ\$ (GST inclusive)        | Canterbury   | Massey (Manawatu) | Massey (Albany) | Otago        | Waikato      | Victoria (within the Wellington Region) | Victoria (within NZ or overseas) | Auckland     | AUT          |
|-----------------------------|--------------|-------------------|-----------------|--------------|--------------|-----------------------------------------|----------------------------------|--------------|--------------|
| 2025                        | \$1,166      | \$1,128           | \$1,128         | \$1,152      | \$926        | \$1,193                                 | \$596                            | \$1,109      | \$1,192      |
| 2024                        | \$1,100      | \$900             | \$1,080         | \$1,076      | \$926        | \$1,104                                 | \$552                            | \$1,066      | \$1,146      |
| 2023                        | \$992        | \$741             | \$793           | \$1,015      | \$887        | \$1,032                                 | \$516                            | \$1,006      | \$1,074      |
| 2022                        | \$892        | \$717             | \$767           | \$906        | \$845        | \$1,018                                 |                                  | \$979        | \$934        |
| 2021                        | \$877        | \$689             | \$739           | \$879        | \$792        | \$890                                   |                                  | \$962        | \$867        |
| <b>Change vs. 2021 (\$)</b> | <b>\$289</b> | <b>\$439</b>      | <b>\$389</b>    | <b>\$273</b> | <b>\$134</b> | <b>\$303</b>                            |                                  | <b>\$147</b> | <b>\$325</b> |
| <b>Change vs. 2021 (%)</b>  | <b>33%</b>   | <b>64%</b>        | <b>53%</b>      | <b>31%</b>   | <b>17%</b>   | <b>34%</b>                              |                                  | <b>15%</b>   | <b>37%</b>   |

## Consultation

The University is inviting feedback on the above allocations and welcomes your opinions. To provide your feedback please complete the Student Services Levy survey which will be open 12–24 August 2025.

Survey feedback will be discussed at the [Student Consultative Group](#) in August, prior to final decisions by University Council in October.

\*The amounts stated are as per the May Forecast, as this is the latest official Forecast we have at the time of publishing this information and the numbers will be subject to change.

Audit and Risk Committee MINUTES | PART A  
17 September 2025  
HYBRID | Council Meeting Room and via Zoom  
8.00 am to 10.30 am



|                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Present:</b> Jonathan Mason (Chair), Cecilia Tarrant, Candace Kinser<br><b>In Attendance:</b> Professor Dawn Freshwater, Tim Bluett, Rachelle Miller, James Harper, Brent Penrose, Michelle Yu, Murtaza Ali, Aashita Mehta, Andrew Phipps, Julian Michael, James Harper and Ruwani Dharmawardana |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1. Apologies</b>                                                                                                                                                                                                                                                                                 | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>2. Disclosures of Interest</b>                                                                                                                                                                                                                                                                   | The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.<br>No further disclosures were made.                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>3. Minutes of Audit and Risk Committee of 30.04.2025</b>                                                                                                                                                                                                                                         | <b>Item No 3.1: Minutes, Part A 30.04.2025</b><br><b>Item No 3.2:</b> Matters Arising from the Minutes, Part A, not elsewhere on the agenda.<br>No matters were discussed that needed further attention, as part of the follow-up from the previous meeting.                                                                                                                                                                                                                                                              | <b>RESOLVED (Chair   Cecilia Tarrant)</b><br>that the Minutes, Part A, of the Audit and Risk Committee held on 30.04.2025 be taken as read and confirmed.                                                                                                                                                                                                                                            |
| <b>4. Other Matters for Decision or Noting</b>                                                                                                                                                                                                                                                      | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>5. Leave of Absence</b>                                                                                                                                                                                                                                                                          | No leave of absence was requested for the meeting scheduled 10.11.2025.                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>6. Public Exclusions</b>                                                                                                                                                                                                                                                                         | The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:<br>General subject of each matter to be considered:<br><b>Item No 7.1: Audit and Risk Committee Meeting 30 April 2025, Minutes Part B</b><br><b>Item No 7.2: Audit and Risk Committee Meeting</b> | <b>RESOLVED (Chair   Cecilia Tarrant)</b><br>that the public be excluded from Part B of this meeting AND THAT Professor Freshwater, Mr Bluett, Ms Miller, Mr Ali, Ms Yu, Mr Penrose, Ms Mehta, Mr Harper, Mr Phipps, Mr Michael, and Mrs Dharmawardana be permitted to remain for this part of the meeting, after the public be excluded, because of their knowledge of the matters to be discussed. |

|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                       | <p><b>30 April 2025, Matters Arising from Minutes, Part B</b></p> <p><b>Item No 8.0: Audit Plan Year End 2025</b></p> <p><b>Item No 9.0: Combined Assurance Report</b></p> <p><b>Item No 10.0: Internal Audit Programme Update</b></p> <p><b>Item No 11.0: Insurance Renewal Strategy</b></p> <p><b>Item No 12.0: Student Non-Academic Complaints Report 2024</b></p> <p><b>Item No 13.0: Health, Safety &amp; Wellbeing Programme Update</b></p> <p><b>Item No 14.0: CyberSecurity Programme Update</b></p> <p><b>Item No 15.0: Enterprise Risk Programme Update</b></p> <p>Reason for passing this resolution in relation to each matter: The protection of the interests mentioned below.</p> <p>Grounds under section 48(1) for the passing of this resolution: Those in Section 9 of the Official Information Act 1982 namely:</p> <ul style="list-style-type: none"> <li>i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations; and</li> <li>ii) To enable the University to carry on without prejudice or disadvantage negotiations; and</li> <li>iii) To prevent the disclosure or use of Official Information for improper gain or advantage.</li> </ul> | <p>This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of the University of Auckland for which those persons are responsible.</p> |
| <p><b>The meeting moved into a Public Excluded session at 08.07 am.</b></p> <p><b>The meeting closed at 9.56 am.</b></p> <p><b>Approved as a true and correct record.</b></p> <p><b>Jonathan Mason, Chair</b></p> <p><b>Date:</b></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                            |                                                                                                                                                                                                                                                                         |                                                                                                                                                   |        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Naming Committee Minutes Part A</b><br><br><b>17.09.2025</b><br><b>Lippincott Room – Level 2 ClockTower, Princes Street 22, Auckland and remotely via Zoom</b><br><b>7.45am- 8.00am</b> |                                                                                                                                                                                                                                                                         |  <b>Waipapa<br/>Taumata Rau<br/>University<br/>of Auckland</b> | Page # |
| <b>PRESENT:</b>                                                                                                                                                                            | Ms Tarrant (Chair), Professor Freshwater (Vice-Chancellor), Professor Young, Associate Professor Clarke, Ms Quinn, Ms Kinser, and Mr Bentley                                                                                                                            |                                                                                                                                                   |        |
| <b>IN ATTENDANCE:</b>                                                                                                                                                                      | Ms Verschaeren                                                                                                                                                                                                                                                          |                                                                                                                                                   |        |
| <b>1. APOLOGIES</b>                                                                                                                                                                        | None                                                                                                                                                                                                                                                                    |                                                                                                                                                   |        |
| <b>2. DISCLOSURES OF INTEREST BY MEMBERS</b>                                                                                                                                               | <p>The attention of Members is drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the Agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.</p> <p>No disclosures were made.</p> |                                                                                                                                                   |        |

**PUBLIC EXCLUSIONS**

**The Chancellor moves** that the public be excluded from Part B of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:  
General subject of each matter to be considered:

Item No. 1.1          Naming of a new departmental research centre in Wireless Power Technology in the Engineering School after Distinguished Emeritus Professor John Boys

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations; and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Wendy Verschaeren be permitted to remain for this part of the meeting, after the public has been excluded, because of their knowledge of, or need to be briefed about, the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of The University of Auckland for which those persons are responsible.

|                                                                                                                                     |                                                                                                                                                                                                                                                                  |                                                                                                                                                   |        |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Honours Committee Minutes Part A (Open Minutes)</b><br><br><b>08.10.2025</b><br><b>Online via Zoom</b><br><b>3.00pm - 4.00pm</b> |                                                                                                                                                                                                                                                                  |  <b>Waipapa<br/>Taumata Rau<br/>University<br/>of Auckland</b> | Page # |
| <b>PRESENT:</b>                                                                                                                     | Ms Tarrant (Chair), Ms Quinn, Ms Kinser Mr Fia                                                                                                                                                                                                                   |                                                                                                                                                   |        |
| <b>IN ATTENDANCE:</b>                                                                                                               | Ms Verschaeren                                                                                                                                                                                                                                                   |                                                                                                                                                   |        |
| <b>1. APOLOGIES</b>                                                                                                                 | Professor Freshwater (Vice-Chancellor) and Associate Professor Yiu gave their apologies.                                                                                                                                                                         | Resolved that that the apologies, be <b>noted</b>                                                                                                 |        |
| <b>2. DISCLOSURES OF INTEREST BY MEMBERS</b>                                                                                        | The attention of Members is drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the Agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.<br><br>No disclosures were made. |                                                                                                                                                   |        |

**PUBLIC EXCLUSIONS - The Chancellor moves** that the public be excluded from Part B of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered:

- Item No. 1.1 Proposal to Award an Honorary Degree
- Item No. 2.1 Proposal to Award an Honorary Degree
- Item No. 3 Statute, Policy and Procedures – discussion of proposed changes

Reason for passing this resolution in relation to each matter: The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations; and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Wendy Verschaeren be permitted to remain for this part of the meeting, after the public has been excluded, because of their knowledge of, or need to be briefed about, the matters to be discussed. This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of The University of Auckland for which those persons are responsible.

|                                                                                                                                                                                                  |                                                                                                                                                                                                                                             |                                                                                                                                                   |        |
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| <b>Vice-Chancellor's Review and Executive Remuneration Committee (VCRERC) - Minutes Part A</b><br><br><b>14.08.2025</b><br><b>Council Room – Level 2 ClockTower, Princes Street 22, Auckland</b> |                                                                                                                                                                                                                                             |  <b>Waipapa<br/>Taumata Rau<br/>University<br/>of Auckland</b> | Page # |
| <b>PRESENT:</b>                                                                                                                                                                                  | Ms Tarrant (Chancellor - Chair), Professor Freshwater (Vice-Chancellor), Ms Quinn, Mr McDonald, Mr Mason<br>In attendance: Professor Hoskins (Pro-Vice-Chancellor Māori)                                                                    |                                                                                                                                                   |        |
| <b>1. APOLOGIES</b>                                                                                                                                                                              | None                                                                                                                                                                                                                                        |                                                                                                                                                   |        |
| <b>2. DISCLOSURES OF INTEREST BY MEMBERS</b>                                                                                                                                                     | The attention of Members is drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the Agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.<br><br>None |                                                                                                                                                   |        |

#### PUBLIC EXCLUSIONS

**The Chancellor moves** that the public be excluded from Part B of this meeting.

The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered:

Item No. 1.1 **Expressions of interest for a person, being Māori and able to advise Council on issues relevant to Māori**

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

Grounds under section 48(1) for the passing of this resolution:

Those in Section 9 of the Official Information Act 1982 namely:

- i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations;
- ii) To enable the University to carry on without prejudice or disadvantage negotiations; and
- iii) To prevent the disclosure or use of Official Information for improper gain or advantage.

AND THAT Professor Hoskins be permitted to remain for this part of the meeting, after the public had been excluded, because of their knowledge of, or need to be briefed about, the matters to be discussed. This knowledge, which would be of assistance in relation to the matters to be discussed, was relevant to those matters because they relate to aspects of the administration of The University of Auckland for which those persons were responsible.



2/10/2025

Rūnanga  
Auckland, New Zealand  
Waipapa Taumata Rau  
University of Auckland  
Private Bag 92019  
Auckland 1142  
New Zealand

E te māreikura, E Cecilia, tēnā koe. E te kāhui kaunihera, tēnā koutou katoa.

8.6

#### RŪNANGA REPORT 2, 2025: WAIPAPA TAUMATA RAU PROPOSALS

This is the second Rūnanga report to Council for 2025. The content of this report was developed and endorsed by the 50 members of Rūnanga who attended the meeting on September 23, 2025. The main item of discussion was the recent university proposals, now endorsed by Senate, to make the Waipapa Taumata Rau courses optional for other than professional programmes requiring accreditation. We write in the strongest terms to oppose these proposals.

Rūnanga are deeply troubled that an imminent decision is to be taken that walks back Council support for the WTR courses. Rūnanga is further concerned about the speedy and irregular processes being used to aid such a decision.

1. Council made a commitment to (and passed into regulation) these courses as core learning for all Waipapa Taumata Rau students. Going back on this decision is widely understood to be the result of political pressure. We implore Council to not bow to political pressure, pressure that is openly antagonistic to Māori and to Te Tiriti commitments. Such a decision will do lasting damage to trust and relationships with a range of communities including Māori and Pacific staff and students, and Iwi. The University shares a Kōtuitanga with Ngāti Whātua Ōrākei and the Waipapa Taumata Rau courses represent our first major initiative with them. Iwi experts worked extensively on the production of the WTR courses, and did so in the confirmed knowledge the courses would be core to all students learning at Waipapa Taumata Rau
2. The fast-track process by which these commitments appear to be overturned is highly irregular and alarming to the university community. The abandonment of usual processes of consultation and course review and improvement, reinforce the view that the university is yielding to political pressure. To our knowledge, no affected staff, stakeholder communities or student groups have been consulted, and no reporting (internal or external) has been shared that supports these proposals. The rationale that students 'want more flexibility' has not been substantiated, and poor SET evaluations lead to course reviews and improvement plans - not abandoning a suite of courses after a single semester of teaching.



**Recommendations from the Rūnanga meeting held on the 23.09.2025 to be received and approved by Council**

- The Waipapa Taumata Rau courses be retained as core courses for the next 3 years and then reviewed as part of the regular course review cycle.
- The Council (via university management) provide to all relevant parties, a thorough and evidence backed rationale for any decision taken; and account for the processes utilised to date.
- We ask that Council find a time to meet with Rūnanga to discuss how it is meeting its obligations to acknowledge Te Tiriti Principles (as outlined in the 2020 Education and Training Act), and the agreed terms of reference of Rūnanga as its sub-committee.

**Background to Recommendations**

In May of this year Rūnanga reminded Council that Rūnanga is a formal committee of Council who is governed by the Education and Training Act 2020. Effectively this means Council makes decisions about matters that concern Māori (included in the terms of reference), having sought prior advice from Rūnanga.

In the report, Rūnanga asked that Council take steps to regularly and proactively seek Rūnanga advice and guidance in accordance with the terms of reference of the committee. Council has since endorsed the current proposals, which are clearly of significant concern to Māori, without seeking Rūnanga advice.

We advised Council on the WTR courses as part of that reporting :

*The Rūnanga strongly endorses to Council the value of the Waipapa Taumata Rau courses, including their required status. These courses give positive effect to both the graduate profile of Waipapa Taumata Rau, and to the University's strategic plan, Taumata Teitei. We strongly recommend the Council upholds its decisions in relation to the WTR courses.*

In the strongest terms Rūnanga re-state this advice to Council.

Yours sincerely,

Te Rūnanga o Waipapa Taumata Rau.



# 9.1

## THE UNIVERSITY OF AUCKLAND

### MATERIAL FOR COUNCIL FROM the MEETING OF SENATE 15.09.2025

#### PART A:

#### 1. RECOMMENDATIONS FROM SENATE REQUIRING TO BE CONSIDERED/RECEIVED BY COUNCIL

- a) **Review of the Tertiary Foundation Certificate Year-on Progress Report**  
Senate 15.09.2025 RECOMMENDS to Council that it receive the Tertiary Foundation Certificate Year-on Progress Report

#### 2. RECOMMENDATIONS FROM SENATE REQUIRING COUNCIL CONSIDERATION/APPROVAL

##### ACADEMIC MATTERS AND REGULATIONS

##### 1. REGULATION AMENDMENTS

**Senate, 15.09.2025 RECOMMENDS that Council approve the following Regulation Amendments:**

- a) **Regulation Amendment 2025-909: – Degrees and Diplomas Statute 1991**  
To update the Degrees and Diplomas Statute with programmes added and removed by amendment in 2025.
- b) **Regulation Amendment 2025-910: Conferment of Academic Qualifications and Academic Dress Statute 1992**  
To update the Conferment of Academic Qualifications and Academic Dress Statute 1992 with programmes added and removed by amendment in 2025.
- c) **Regulation Amendment 2025-911: English Language Academy – ELA**  
ELAGRP 58 'General English for Work – Teaching' was being introduced.  
General English for Work – Teaching was a new ELA course, which was intended for learners of English as an additional language who wished to increase their English language proficiency for teaching. This course was at a level comparable to the Common European Framework of Reference (CEFR) B2 or IELTS 5-5.5. Learners would be studying Education at an undergraduate or postgraduate level in their own countries.
- d) **Regulation Amendment 2025-912: Key University dates - 2026 Application Closing Dates for Admissions**  
This proposal updated the application closing dates for Initial Teach Education (ITE) programmes.  
S1 intake BEd(Tchg) amend date to 15 Dec

S1 intake GradDipTchg(Primary), GradDipTchg(ECE), GradDipTchg(Sec) amend date to 1 Dec  
 S2 intake GradDipTchg(Primary) add S2 intake date of 1 June

## **2. Amendment of statutes – including memorandum13.08.2025**

- a) Student Academic Complaints Statute
- b) Student Academic Conduct Statute

**Senate, 15.09.2025 RECOMMENDS that Council approve the amendment of the above statutes**

## **PART B: ITEMS FROM SENATE FOR NOTING BY COUNCIL**

### **1. Vice Chancellor's proposed direction for Waipapa Taumata Rau courses**

Memorandum, 09.09.2025 from the Vice-Chancellor – Interim Report Waipapa Taumata Rau (WTR) courses.

The Vice-Chancellor advised Senate that this item followed out of the Curriculum Framework Transformation which had now been concluded.

The acting Registrar, Professor Stinear, outlined the process to follow for debating on motions, as per Standing Orders.

The Vice-Chancellor then put the motion and the Deputy Vice-Chancellor Education, Professor Young, explained the following key points of the rationale for the motion:

- The WTR courses were introduced as a 15-point first-year requirement for undergraduate students, with five faculty-specific courses. (Faculties of Arts and Education, Business and Economics, Engineering and Design, Medical and Health Sciences and Science)
- The courses were designed to deliver foundational knowledge (including cultural competency, knowledge of place, and Te Tiriti o Waitangi), support student transition into university, and foster essential skills such as communication, collaboration, critical thinking, and ethical thinking.
- The University had about 8000 students in the first year of study and 5500 students took the WTR course in the first semester. Feedback was received from students, faculty, an independent student survey run by AUSA, and an independent evaluation panel, highlighting both positive aspects (relational learning, foundational knowledge, staff commitment) and areas for improvement (workload, assessment, logistics, duplication of content, and the desire for greater flexibility).
- The University remained strongly committed to the WTR courses, recognising the excellent work that staff contributed to them and it was anticipated that many first-year students would continue to study WTR courses.

The Vice-Chancellor emphasised that point 3 of the motion, which required faculties to respond to student and evaluative feedback, was a mandatory requirement regardless of the outcome of the motion.

The Deans of the Faculties of Medical and Health Sciences, Engineering and Design, Business and Economics where programmes that required accreditation were offered, stated strong support for the WTR courses but also noted support for providing flexibility for students in non-accredited programmes (i.e. supported the motion)

The student representatives advised that the result of the AUSA survey showed the following comments:

- The relevance of the course: for some students, the course was not relevant to their course of study and there was also some duplication of content.
- Flexibility: degree planning often did not allow students to add another compulsory course to their degree and some students had to extend their degree with an extra semester.
- Many students saw the value of having the WTR course at the University. However, as a compulsory course it was not delivering the value that many students wanted.
- Many students were very supportive of the WTR teaching staff.

With regard to the current motion, the students were supportive of the flexibility it offered and the faculty oversight. It also lessened the concern of duplication of course content and helped with course relevance.

This was followed by a debate:

***Arguments from members in favour of the motion:***

- The motion was seen as an opportunity to decentralise curriculum decisions, allowing faculties to tailor content and delivery to their specific contexts and needs.
- The motion was viewed as a means to allow faculties to design and deliver courses that better align with their graduate profiles and student needs.
- Faculty-level oversight was viewed as beneficial for managing workload, relevance, and content, and for responding more effectively to student feedback.
- Greater flexibility for students was supported, addressing concerns about degree planning and the compulsory nature of the course.
- The importance of cultural competency and the need for such content in professional programmes was affirmed, with support for maintaining compulsory status where required for accreditation.

***Arguments from members against the motion:***

- Concerns were raised that making the course optional would undermine its foundational and transformative intent, especially in supporting cultural competency and knowledge of place for all graduates.
- It was argued that the course should remain compulsory to ensure all students receive this core knowledge, as originally intended.
- It was observed that the course's value as a bridging and socialising experience for first-year students might be diminished if it were not compulsory.
- The importance of maintaining a distinctive and transformative element in the curriculum was emphasised, and it was argued that the motion did not adequately address this.

- It was noted that the course was co-designed with Ngāti Whātua, and questions were raised about the implications of changing its status.
- Some speakers questioned the rationale for the change, noting that the evaluation panel's recommendations did not clearly support making the course optional.
- Concerns were expressed about the process of making the course optional, including the speed of the proposed change and the lack of time for adequate planning and communication.
- The complexity of implementing changes for next year, including impacts on professional staff and administrative systems, was noted.

***Neutral or Mixed Arguments of members:***

- The need for more time and information (such as access to the full evaluation report) before making a final decision was expressed.
- Some members expressed uncertainty about the best way forward, acknowledging both the strengths and challenges of the current course structure.

**The motion (Vice-Chancellor/ Professor Young) was then put.**

**Resolved** (Vice-Chancellor/Professor Young) that Senate **ENDORSE** the following direction for the University's Waipapa Taumata Rau courses:

1. That WTR courses become part of a curated set of General Education courses other than for those programmes (and where relevant, associated pathway programmes) where the course addresses specific professional accreditation requirements in which case the course will remain a requirement
2. That faculties review how programmes will deliver against University's adopted Graduate Profile given the change outlined above
3. That faculties appropriately respond to student and other evaluative feedback through review of course curriculum, logistics, workload and assessment
4. That future Governance of Waipapa Taumata Rau courses sit with faculties and relevant Senate sub-committees in line with the current governance of General Education courses.

80 members voted in favour of the motion;  
25 members voted against the motion; and  
3 members abstained from voting

**The motion was declared carried.**

2. **Student Academic Complaints Procedures**  
Senate, 15.09.2025 **RECOMMENDS** that the Vice-Chancellor approve the Student Academic Complaints Procedures
3. **Examination of Sub-Doctoral Postgraduate Research Components of 30 Points and Above Procedures, including memorandum, 13.08.2025**  
Senate, 15.09.2025 **RECOMMENDS** that the Vice-Chancellor approve the Examination of Sub-Doctoral Postgraduate Research Components of 30 Points and Above Procedures

**PART C: MATTERS RECEIVED AND APPROVED UNDER DELEGATED AUTHORITY****1. Graduating Year Reviews (GYRs) 2025**

Senate, 15.09.2025 advises Council that the following GYRs be approved for submission to CUAP:

**Arts and Education**

|             |           |
|-------------|-----------|
| (02) UA17R1 | BGlobalSt |
| (07) UA20R2 | MDanceSt  |

**Business and Economics**

|             |                                                         |
|-------------|---------------------------------------------------------|
| (03) UA20R1 | MBusAn, PGDipBusAn, PGCertBusAn                         |
| (04) UA20R1 | MBusDev, PGDipBusDev, PGCertBusDev, PGDipBus, PGCertBus |
| (05) UA20R1 | MInfoGov, PGDipInfoGov, PGCertInfoGov                   |
| (07) UA21R1 | PGDipCom, PGCertCom                                     |
| (02) UA21R1 | PGDipBus                                                |

**Engineering and Design**

|             |                                             |
|-------------|---------------------------------------------|
| (06) UA20R2 | MDes, PGCertDes                             |
| (15) UA20R2 | MEngSt Sustainable Resource Recovery        |
| (12) UA20R2 | MAerospace, PGDipAerospace, PGCertAerospace |
| (13) UA20R2 | MRobotEng, PGDipRobotEng, PGCertRobotEng    |

**Science**

|             |                                       |
|-------------|---------------------------------------|
| (06) UA18R1 | BAdvSci(Hons), Sustainability         |
| (03) UA18R1 | BSc, Geographical Information Science |
| (24) UA20R2 | MOrgPsych                             |
| (23) UA20R2 | MWineSci                              |

**2. 2026-2027 University Entrance Literacy/Numeracy schedule**

- a) Memorandum, 19.08.2025
- b) Proposed 2026-2027 University Entrance Literacy/Numeracy Schedule

**Senate, 15.09.2025 advises Council that it approved the 2026-2027 University Entrance Literacy/Numeracy schedule**

**3. Proposed LanguageCert– Academic scores to meet the standard undergraduate and postgraduate English language requirements**

- a) Memorandum, 19.08.2025
- b) Draft LanguageCert Academic scores to meet the standard undergraduate and postgraduate English language requirements

**Senate, 15.09.2025 advises Council that it approved the Proposed LanguageCert– Academic scores to meet the standard undergraduate and postgraduate English language requirements**

**4. Senate, 15.09.2025 advises Council that it approved four new sets of scholarship and award regulations and one set of amended regulations:**

- 1. Cherry & Geoffrey Worger Postgraduate Award in Art History
- 2. Lilburn Trust Student Composition Award
- 3. Obstetrical and Gynaecological Research Elective Award
- 4. New school leaver academic scholarship
- 5. Oceania Design Prize

**5. Changes to the Senate and standing committees membership following the disestablishment of the roles of Provost and Director of Student and Academic Services**

**Senate, 15.09.2025 advises Council that it approved** the proposed changes to its membership and the memberships of Libraries and Learning Services Committee, Board of Graduate Studies and Education Committee

The Vice-Chancellor reports to Council that, in accordance with Standing Order 59, she has declined the request from Professors Hunter, Easter, Hamilton-Hart and Associate Professor Hood to put a motion regarding the appointment of the new Vice-Chancellor on the order paper for the Senate meeting of 15.09.2025.

This motion was, however, included on the order paper for the special Senate meeting of 26.09.2025. This meeting would enable the members of Senate to hear directly from the Chancellor and the recruitment consultant about the appointment process prior to considering the motion which related to the same topic.

## 9.2

### THE UNIVERSITY OF AUCKLAND

#### MATERIAL FOR COUNCIL FROM the SPECIAL MEETING OF SENATE 26.09.2025

#### MATTERS FOR CONSULTATION WITH SENATE

##### 1. Consultation with Senate about the appointment process for the next Vice-Chancellor

The Chancellor attended the meeting for this item and led the dialogue and consultation session, during which input was solicited regarding the key attributes, characteristics, experiences, and backgrounds deemed essential for the next Vice-Chancellor. This discussion was framed in the context of the strategic and operational challenges and opportunities currently facing the University. Representatives from the global executive search firm, Perrett Laver were also present for this item and participated in this consultation.

This session complemented the previous consultation meetings with faculties, staff, and student groups. The feedback from all consultations, would inform the materials and decision-making of the Selection Committee and ultimately Council.

The recruitment process was outlined, including the composition of the Selection Committee and the steps taken to appoint the executive search firm. The importance of confidentiality, equity, and fairness in the process was emphasised, alongside the need for robust information to support informed decision-making both by candidates and the University.

Senate was invited to provide input on the challenges and opportunities facing the University, and the attributes, expertise, experience, and skills required of the next Vice Chancellor.

The following themes and points were made with respect to the selection of the next Vice-Chancellor:

- Thoughtful leadership, able to articulate a clear vision for the future of higher education.
- International eminence and respect in research and teaching, with evidence of impactful decision-making and strategic leadership.
- The ability to foster positive integration and collaboration across the University.
- Championing academic freedom and institutional autonomy.
- Promoting the University's core function of scholarship and addressing the challenges of public perception of tertiary education in New Zealand.
- Responsiveness to staff survey results. The survey showed a relatively low sense of confidence in the University's direction, but also a strong desire among staff for success. Academic and professional staff needed to feel valued. The need for improved alignment between senior management and staff was emphasised.
- Responsiveness to issues of race, equity, identity, and culture, and that could effectively negotiate with Government and external stakeholders.
- An understanding of demographic changes in the student population, especially with regard to Māori and Pacific students.

- Student representatives conveyed the perspectives of the student body, emphasising the need for AI competency, bottom-up leadership, pastoral care, transparency, cultural competence, and a commitment to Te Tiriti. The importance of valuing student voices as much as those of staff, supporting paid placements, and ensuring accessibility for disabled students was raised.
- An understanding of the issues facing staff on temporary contracts, especially for early career researchers and also the impact of funding cuts in arts, humanities, and social sciences and research funding pools.

It was acknowledged that no single candidate could fulfil all desired attributes, and Council was encouraged to prioritise alignment between senior management and staff. The importance of effective representation at higher levels and a commitment to core operations was reiterated.

Concerns were raised regarding the balance between confidentiality and transparency in the recruitment process, with members advising to consider the merits of internal versus external candidates and the value of institutional knowledge. The importance of integrity, inclusivity, and relational leadership was emphasised, with a call for genuine consultation and collaboration that had meaningful impact on decision-making.

The discussion concluded with an assurance that all feedback would inform the ongoing recruitment process, and that the Selection Committee and Council would remain committed to transparency and engagement. The Acting Chair thanked all attendees for their thoughtful and constructive contributions.

## 2. Appointment process for the next Vice-Chancellor – Two Motions

Senate was asked to consider the following two motions submitted by Professors Easter, Hunter, Hamilton-Hart and Associate Professor Hood

Senate recommends [to Council] that the appointment process for the next Vice-Chancellor include:

1. Two members of Senate on the Selection Committee (in addition to the Council members on the Selection Committee). The members will be appointed in accordance with the usual Senate committee election voting procedures.
2. A committee which includes an academic staff member from each Faculty and LSRI, selected by vote of the academic staff from each Faculty and LSRI, to meet with short-listed candidates and provide feedback on the candidates to the Selection Committee.

**Professor Easter moved the first motion.**

**Motion 1:**

**Senate recommends to Council that the appointment process for the next Vice-Chancellor include:**

**Two members of Senate on the Selection Committee (in addition to the Council members on the Selection Committee). The members will be appointed in accordance with the usual Senate committee election voting procedures.**

They advised Senate the following:

The purpose of the motion was to ensure that the expertise of the academic community would be able to contribute meaningfully to the search for the new Vice-Chancellor. Reference was made to recent reports identifying the lack of academic representation on University Councils as a key issue in governance. The proposed motion was described as an opportunity to address this concern.

Academic engagement in the search process should go beyond consultation and participation, and direct involvement was necessary. The mover addressed concerns regarding confidentiality, noting that other universities had a greater degree of staff engagement. Academic staff routinely handled confidential information because of their leadership roles and could be trusted to act professionally.

The statutory role of Senate in advising Council was reiterated, and the motion was presented as a constructive and practical suggestion to bring the campus community together.

**Professor Hamilton-Hart seconded the motion.**

They supported the motion, emphasising the importance of elected representatives and the representative function these would serve. It was argued that election by staff was preferable to selection by management, as it would ensure greater confidence in the process.

In the subsequent discussion, the following comments were made:

**Against the motion:**

- Senate was not representative of the entire University. In addition, elections might not capture the diversity of the university community in the same way as a carefully selected panel.
- It was important to have a small, focused and unbiased group looking at the appointment of the new Vice-Chancellor and there were concerns that representatives would act on behalf of their own views rather than on behalf of Senate or the University as a whole.

**In favour of the motion:**

- It was essential to safeguard the academic quality of the University Executive, and above all the Vice-Chancellor, and academic staff engagement in the selection process was crucial to achieve this
- The majority of Council members did not have a university background and academic expertise was necessary.

The mover was invited to reply before the vote.

They stated that, while democracy was imperfect, trust in the process and in the individuals selected was necessary. The proposal was described as a minor but important amendment to the existing system, intended to enhance academic input without fundamentally altering the process.

**The motion (Professor Easther/Professor Hamilton-Hart) was then put:**

Senate recommends to Council that the appointment process for the next Vice-Chancellor include:

1. Two members of Senate on the Selection Committee (in addition to the Council members on the Selection Committee). The members will be appointed in accordance with the usual Senate committee election voting procedures.

Voting took place: 62 members voted in favour of the motion, 7 voted against, 2 abstained

**The motion was declared carried**

**Professor Easther moved the second motion.**

He proposed to make small amendment to the motion and change the term "committee" to "group". This minor change was accepted by Senate without the need for a formal amendment.

**Motion 2:**

**Senate recommends to Council that the appointment process for the next Vice-Chancellor include:**

**A group which includes an academic staff member from each Faculty and LSRI, selected by vote of the academic staff from each Faculty and LSRI, to meet with short-listed candidates and provide feedback on the candidates to the Selection Committee.**

The mover of the motion explained that the reasoning behind the second motion paralleled that of the first, aiming for a group who had not been selected by management to meet with the short listed candidates.

**Professor Hamilton-Hart seconded the motion.**

They reiterated support for the motion, acknowledging that no mechanism would be perfect but describing the proposal as a step in the right direction. It was noted that nothing in the motions would prevent Council from consulting other groups as needed.

In the subsequent discussion, the following comments were made:

**In favour of the motion:**

- It was important for the faculties to vote for the person who would represent them as a whole rather than having someone appointed by the Deans.
- Voting in the faculties was supported, however, care should be taken to have a consistent voting process in all faculties.
- The elected members should act on behalf of their constituencies (Senate or faculties).

**Against the motion:**

- Concerns were raised regarding diversity and inclusion.
- It would be difficult to run a fair and consistent election process and to get a person who would represent the entire Faculty or LSRI. There were already focus groups in place with representatives of academic and professional staff and of external groups. The idea behind the second motion is great but not the proposal of running faculty elections.
- The student representative on Council was currently not a member of the Selection Committee and should be added.

The mover was invited to reply before the vote. They advised Senate that the motions were intended as constructive amendments to the existing process rather than comprehensive reforms and reiterated the importance of academic staff input in the process.

**The motion (Professor Easther/Professor Hamilton-Hart) was then put:**

Senate recommends [to Council] that the appointment process for the next Vice-Chancellor include:

2. A group which includes an academic staff member from each Faculty and LSRI, selected by vote of the academic staff from each Faculty and LSRI, to meet with short-listed candidates and provide feedback on the candidates to the Selection Committee.

Voting took place: 62 members voted in favour of the motion, 4 voted against, 4 abstained

**The motion was declared carried**



Professor Dawn Freshwater  
Vice-Chancellor of the University of Auckland  
By Email: [J.Tomov@auckland.ac.nz](mailto:J.Tomov@auckland.ac.nz)

The University of Auckland Council  
By Email: [w.verschaeren@auckland.ac.nz](mailto:w.verschaeren@auckland.ac.nz)

30/09/2025

**Dear Vice-Chancellor and Council,**

I am writing to you regarding upcoming decisions around the Waipapa Taumata Rau course.

As you will be aware, I have expressed concern publicly about the compulsory nature of this course since September 2024 – before it was introduced – and have urged the Council to reconsider its inclusion as a requirement for all first-year students. A petition against the compulsory course, hosted on the ACT website, has gained more than 3,000 signatures.

While I am pleased by the University Senate's recommendation to make the paper optional for future students, I have heard concerns from current first-year students (and their parents) that this outcome would not deliver relief for the 8,000 students who have already been required to take the paper, at a significant cost of time and money.

I urge the Council to accept the Senate's recommendation to remove the course from the compulsory curriculum, and also to consider forms of fair compensation for the 2025 cohort of first-year students.

This paper consumed valuable space in students' schedules that could have otherwise been used for papers that progressed students toward their preferred qualification, or an elective paper more relevant to students' interests.

A possible way to move forward would be for the University to provide these students with a financial credit covering equivalent fees for another paper of the students' choosing. While the students' investment of time can never be recovered, such compensation would at least enable students to regain progress toward their academic ambitions without incurring additional financial costs.

10.1



I trust that the Council will carefully consider this when making its decision.

Yours sincerely,

A handwritten signature in blue ink, appearing to read "Parmjeet Parmar", with a long horizontal flourish extending to the right.

**Dr Parmjeet Parmar MP**

ACT New Zealand

Parliament Buildings

[Parmjeet.Parmar@parliament.govt.nz](mailto:Parmjeet.Parmar@parliament.govt.nz)

10.1

**DEPARTMENT**  
School of Biological Sciences



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New Zealand

10.2

29/09/2025

To Ms Celia Tarrant, Prof Dawn Freshwater, and Prof Sarah Young,

**Re. Recommendation for Waipapa Taumata Rau to be non-compulsory offering**

Dear Celia, Dawn, and Sarah,

We are writing to express our concern that the Waipapa Taumata Rau (WTR) course is being recommended as a non-compulsory offering at Waipapa Taumata Rau/The University of Auckland. We feel this decision should be reversed and the course reinstated for at least three years as a compulsory offering for all students. This period will allow any organisational 'clunkiness' to be ironed out and generate some replication to allow a fair assessment of how the course is performing.

Having had discussions with staff who were involved in the construction and teaching of WTR we were excited to hear of the content being offered, the manner it was being delivered, and the aspirations the course had for our students. Giving them a sense of place in modern Aotearoa/New Zealand; and the historical context within which we find ourselves is vital to producing the next generation of astute minds that we need. Moreover, this course seemed tailored to deliver on the goals outlined in our strategic plan; and its absence in the curriculum may make it difficult to achieve our graduate profile in an even and coordinated way across all faculties.

From a teaching perspective, we were thrilled by the prospect that we could assume all students in Stage Two would have had the same content, and we could pedagogically scaffold upon that content as students advanced through our degree programmes. We can no longer assume this, and will have to resort back to our current situation which can be piecemeal, and highly vulnerable to budget cuts.

Speaking from an ecology programme perspective, it was exciting to know that students would understand Ngāti Whātua Ōrākei history before they commenced upon a co-designed four day field trip to Takaparawhau/Bastion Point to undertake a quantitative biodiversity assessment that could ultimately be used by the iwi to benchmark their restoration goals. WTR would have cemented for these students what it is like to work as a modern ecologist in Aotearoa/New Zealand, and carry this forward globally.

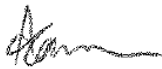
Many of us work from the lab bench through to biosphere. We understand that the modern biology workforce requires candidates with deep methodological skillsets, coupled with the capacity to work well with others. We need to generate employees who can navigate cultural differences and different ways of knowing with grace and diplomacy so we can succeed both individually and as a collective. Waipapa Taumata Rau was a great start to achieving this in a manner that was balanced and safe. It would be a shame if all students could not experience this benefit.

Signed

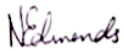
Associate Professor Brendon Dunphy (School of Biological Sciences/Institute of Marine Sciences)



Dr Alan Cameron (Senior Research Fellow [permanent], School of Chemical Sciences)



Dr Nicole Edwards (Lecturer, School of Biological Sciences)



**From:** [Dawn Freshwater](#)  
**To:** [John Raine](#)  
**Cc:** [Wendy Verschueren](#)  
**Subject:** Re: University of Auckland Waipapa Taumata Rau courses - optional not compulsory.  
**Date:** Sunday, 5 October 2025 6:33:40 am

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Dear Professor Raine (John)

Thank you for sending me a copy of your email to Council.

As you know the WTR course is on the agenda for the 15th October Council agenda, having already progressed through Senate. As such I write to acknowledge your views and comments and note that your letter will form part of the correspondence for Council to be aware of.

Kind regards

Dawn  
 Professor Dawn Freshwater

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**From:** John Raine <rainebow@xtra.co.nz>  
**Date:** Wednesday, 1 October 2025 at 4:24 AM  
**To:** Dawn Freshwater <vice-chancellor@auckland.ac.nz>  
**Subject:** FW: University of Auckland Waipapa Taumata Rau courses - optional not compulsory.

You don't often get email from rainebow@xtra.co.nz. [Learn why this is important](#)

Dear Professor Freshwater,

I am copying to you a message that I have sent the University of Auckland Council regarding its decision on the Waipapa Taumata Rau (WTR) courses, following the University Senate recommendation that these courses be made optional rather than mandatory.

I wish first to state my own background briefly. I am an Emeritus Professor in Engineering. I completed my Bachelor of Engineering (1<sup>st</sup> Class Hons) and PhD in Mechanical Engineering at the University of Canterbury, and spent about seven years working in UK industry prior to returning to the University of Canterbury in NZ. I worked as a full-time academic for a total of nearly 20 years and a further 20 years mostly engaged in university management roles, holding roles of Pro Vice Chancellor (International and Enterprise) at Canterbury, Deputy Vice Chancellor (Albany and International) at Massey, and Head of Engineering and Pro Vice Chancellor (Research and Innovation) at AUT. During my career I have had long experience in curriculum design and review, and development of academic staff teaching and research capability. I was chair of the Performance Based Research Fund (PBRF) Engineering, Technology and Architecture Panel (2006) and was Moderator for the national PBRF Research Quality Evaluation in 2012.

Over the past 20 years, the New Zealand university system has seen a shift away from a fundamental focus on merit in staff performance and excellence in teaching and research towards objectives driven by university or government financial requirements, or by movements both within our society and within the university itself to reshape our culture. The move to a market-led model for our university system in 1990 has had some negative consequences such as the substantial growth in the non-academic to academic staff ratio and increasing overhead cost, and the strong focus on increasing enrolment numbers rather than a primary focus on high quality learning. The TEC has not helped by mandating funding penalties for low pass rate courses.

What we have also observed is an increasing focus on critical social justice issues, and the decision by universities to declare themselves te Tiriti-led has resulted in an unhealthy tendency towards political correctness in the academic environment. Substantial numbers of voices not supporting a single acceptable narrative have had to be silent rather than academics risking censure or losing their employment.

I wish to quote from two sources, firstly from the 1967 Kalven report [1] from the University of Chicago. The Kalven Report emphasised the importance of the university environment being focus on an open exchange of ideas, all subjects being able to be questioned and debated, and states, in particular it noted that the university's mission is the: *"discovery, improvement, and dissemination of knowledge"*, and that it has: *".....a great and unique role to play in fostering the development of social and political values in a society"*. However, the Report emphasises the vital need for neutrality. *"The instrument of dissent and criticism is the individual faculty member or the individual student. The university is the home and sponsor of critics; it is not itself the critic"*.

Secondly, the first of four fundamental principles in the 1988 European Bologna Accord on the role of universities [2] reaffirms: *"The university is an autonomous institution at the heart of societies differently organised because of geography and historical heritage; it produces, examines, appraises, and hands down culture by research and teaching. To meet the need of the world around it, its research and teaching must be morally and intellectually independent of all political authority and economic power."*

Unfortunately, New Zealand universities are losing sight of this need for intellectual independence of the institution itself from all political authority. Gender and identity political activism is widespread on university campuses internationally, and there has been downward pressure on academic standards to get more students through their degree. Here in New Zealand, a senior academic was in 2023 warned that questioning a perceived fall in academic standards would lead to disciplinary action. Moreover, failing to address matauranga Māori (Māori knowledge, including traditional concepts of knowledge) in contestable publicly-funded research grant applications, even in mathematics or fundamental physics, may jeopardise the chance of winning a grant. These issues were addressed in Reference 3 and subsequent articles.

Specific to the University of Auckland Senate recommendation to Council is the issue of whether instruction in Māori traditional knowledge and a particular view of New Zealand history should be

mandatory in university courses. Few would disagree with the value of some understanding of and respect for Te Ao Māori for all New Zealanders. While matauranga Māori is knowledge gained from observation of the natural world together with some aspects of Māori myth and spiritual concepts, it is right that it should be available for study in a New Zealand university. However, I agree with many other Science or Engineering academics that Māori traditional knowledge does not equate to science and does not stand the test of being science. Moreover, whether in the Science and Engineering area or any other discipline, such learning should not be compulsory, particularly when degree course curricula are in many cases already crowded with essential content, something of which would have to give way to a WTR course. Moreover, where tikanga appears in such courses, as it varies between iwi, so it may be expected to vary between universities or between regional campuses in a given university. This variation limits the value of such content in a university course.

If Māori traditional knowledge, or if a particular Māori view of New Zealand history, is mandated to be taught to all students, this becomes indoctrination, especially when we are told that matauranga Māori cannot be questioned by non-Māori and is de facto sanctified. Such instruction places the university in the position of being politicised, particularly as it is connected to some extent to decolonisation activism that is present across our university system. This runs directly contrary to the vital principles expressed in the Kalven report and Bologna Accord that the university should facilitate open enquiry and debate, that academics may well hold polarised views on matters that are politicised in our society, but the institution itself should remain steadfastly neutral.

This is important not only for all our New Zealand citizen students but also for our international student population on whom the universities rely to be financially viable. These students have no wish to be subjected to narrow cultural instruction in an area of importance only to New Zealand and not to the wider world to which most of them will return.

Because of the foregoing, it is incumbent in my view on the University Council to determine that, given the nature of embedded content within these courses, the WTR courses be made optional right across the University. I acknowledge that in some disciplines such as Medicine, Law and Engineering, for example, arguments may be made that instruction in te Ao Maori be required so that graduates moving into professional practice will have cultural competency. In my experience, having included some such content in an Engineering course in consultation with Māori advisors, it can be studied outside a formal course, or be held to no more than one or two lectures while (a) avoiding content that must be treated as sacrosanct and unable to be debated, (b) maintaining proportionality of curriculum content in very crowded curricula where constant evolution of science and technology make it very difficult to cover sufficient core content in a four-year degree programme, let alone extra content that relates to the function of the graduate in our society. In principle, optionality is the key.

Rather than write at greater length on this issue, I simply recommend that the University make the WTR courses optional in accordance with the Senate recommendation and the view expressed in this email.

Kind regards,

Emeritus Professor John Raine

BE (Hons), PhD, DistFEngNZ, CEng, FIMechE, CRSNZ, MSAE, MASPACI, MIFPI

### References

1. Kalven Committee Report on the University's Role in Political and Social Action, University of Chicago, 11th November 1967. Report on the University's Role in Political and Social Action (Kalven) (uchicago.edu)
2. *Magna Charta Universitatum*, Bologna, 18th September 1988.  
<https://www.cesaer.org/content/7-administration/legal-affairs/values/magna-charta-universitatum.pdf>
1. John Raine, David Lillis, and Peter Schwerdtfeger, "Where are our Universities Heading?" Breaking Views NZ, 28<sup>th</sup> June 2023. <https://breakingviewsnz.blogspot.com/2023/06/john-raine-david-lillis-peter.html#more>



**To: Chancellor Ms C Tarrant and University Council members**

**From: 426 University of Auckland staff signatories**

**Date: 08/10/2025**

**Response to the Proposal to Remove Waipapa Taumata Rau (WTR) as a Compulsory Undergraduate Course.**

**We request that the WTR course is retained as compulsory course for the next three years for all faculties, providing sufficient time for implementation.**

10.4

### **1. Opposition to the Proposal**

The 426 of signatories opposing the proposal reflects a broader cross-section of the University community than Senate. This includes a significant number of academic (54.8%) and professional (45.2%) staff, with support from Māori (27.6%), and Pacific staff (21.2%); and staff from European-Pākehā and other backgrounds (51.2%). This is a large, cross-functional, enterprise-wide response that exceeds the 80 Senate members who supported the proposal. Note, there were 25 members who voted against the motion; and 3 members who abstained from voting. While the University has a statutory obligation to consult our Academic Board (Senate) on academic matters, using our 2024 staff data, we note Senate membership is not representative of our university community.<sup>1</sup>

#### **Distinct Academic Staff Perspective**

Our Academic signatories note the complex landscape of the university, particularly in relation to science and mātauranga Māori. Science's successful WTR pilot in 2024 is noted. All signatories acknowledge our responsibility as a higher education institute to contribute to the advancement of society. The proposal carries significant follow-on impacts for research, with funding and ranking implications (see 13-16). Noted is a lack of transparency in the WTR review process and outcome, and a misalignment with Taumata Teitei<sup>2</sup> more broadly. The large team of academics who developed WTR and contributed to the Curriculum Framework Transformation (CFT) consulted widely, following all required processes (see 8). The lack of transparency (see 11-12) has contributed significantly to poor organisational psychology, with a particularly strong

<sup>1</sup> While 79% of Professors are of European descent, our wider Academic and Professional communities are 46%, and 39% respectively with significantly more diversity across all other ethnic groups. While 35-36% of Professors are Women, our wider Academic and Professional communities are 55% and 65% respectively. Of our Professors, 6% have a disability and 4% belong to the rainbow community. Across our wider Academic and Professional communities this is 7-8%, and 10%.

<sup>2</sup> Taumata Teitei conflicts are mentioned throughout this document. P.3 of the strategy outlines the University's values, purpose, and principles – explicitly committing the University to Te Tiriti, alignment to our Waipapa Framework, and civic responsibility. Throughout Taumata Teitei we acknowledge our unique position in New Zealand, the Pacific, Asia and the world referencing a commitment to enduring tangata whenua relationships and indigeneity.



sentiment of distrust across the academics who actively contributed to the development of WTR and CFT.

#### **Distinct Professional Staff Perspective**

Our professional signatories believe that the impact on the business of the university has not been adequately considered (see 9-10). The speed of the proposed change, the lack of time for adequate planning and communication, and the complexity of implementing changes for next year, all adversely impacting our professional staff, and has broader market implications. We stand with our Academic signatories noting the proposed change, and process taken to date, is in direct conflict with the values outlined in Taumata Teitei.

#### **Distinct Māori Staff Perspective**

Māori colleagues note an eroding trust in the organisation. We are concerned about the impact on our mana whenua relationships (see 5-6). Over the past three years, Māori staff and students have faced increasing politicisation of Māori and Pacific admission schemes and study spaces. Review of a course after one semester of delivery, is unprecedented and not best practice. This portion of our community is concerned the review belongs to an ongoing trend of rolling back Te Tiriti aligned advancements across the university, and stands in direct conflict of Kawea Ake, the University's Indigenising Framework.

#### **Distinct Pacific Staff Perspective**

In line with Ala o le Moana, our inaugural Pacific strategy, we actively honour Taumata Teitei, Toitū Waipapa, Kawea Ake, Te Kōtuitanga and Te Tiriti o Waitangi. We note the significant impact the proposed change will have on the morale of Pacific staff and students, and social cohesion more broadly.

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## **2. Our Position in the Sector**

Waipapa Taumata Rau University of Auckland is New Zealand's largest, most comprehensive, and highest ranked University. We represent 25% of the national university sector and serve the largest population of Māori, Pacific, Asian, and international students. As a values-led principled institution, we are committed to the values and principles outlined in our guiding strategy Taumata Teitei.

## **3. Changing Demographics and Market Relevance**

Auckland is at the forefront of demographic change, with growing Māori, Pacific, and Asian youth populations. Beyond the school leaver market, Auckland is a global city: over 40% of its residents are born overseas, it is home to nearly 25% of Aotearoa's Indigenous population, and it hosts the world's largest Pacific population. WTR is a market-relevant course that signals our values to prospective students and aligns with Taumata Teitei.



#### 4. Strategic Alignment

WTR as a compulsory component of all first-year undergraduate programmes - signals a clear commitment to diversity, equity, excellence, and indigeneity. No other university globally offers our unique combination of academic excellence and distinct Indigenous perspective. WTR is a core expression of this identity, supporting the aims of the following strategic institutional initiatives:

- a. Taumata Teitei – Vision 2030 and Strategic Plan 2025
- b. Kawea Ake – Indigenising Initiatives 2024-2029
- c. Toitū Waipapa Framework
- d. Ala o le Moana (2025-2030)
- e. Internationalisation Framework
- f. Disability Action Plan
- g. Learner Success Plan
- h. Whakamana Tangata

#### 5. Te Tiriti Commitments

Our enduring relationship with tangata whenua is grounded in Te Tiriti o Waitangi. The proposal contradicts Te Kōtuitanga, our Memorandum of Understanding with Ngāti Whātua Ōrākei, and undermines our broader commitment to Te Tiriti-based partnerships.

#### 6. Undermining Mana Whenua Contributions

We note that Ngāti Whātua Ōrākei was actively involved in the creation of part of the WTR curriculum including the digital pōwhiri (welcome) to our students. Ngāti Whātua Ōrākei invested significant time and expertise in the development of WTR. Removing the course disregards this contribution and the partnership it represents.

#### 7. Misinformation and Mischaracterisation

The politicisation of WTR is based on misinformation. The course was designed to address foundational knowledge gaps among incoming students (increasingly prevalent across the school leaver market) and to introduce diverse knowledges relevant to Faculties, discipline, place, and context.

#### 8. Evidence-Based Development

WTR course development was data- and evidence-informed as part of the wider CFT. CFT, Graduate Profile review, and WTR spanned a five-year period, and involved extensive consultation and investment (estimated project costs and buy-outs of more than a million dollars, with additional people costs across the university).

#### 9. Operational and Reputational Risks

The proposed timeline for removal poses serious risks for the business:

- Disruption to timetabling and enrolment
- Increased workload for professional administrative and service staff
- Change fatigue and staff morale issues
- Reputational damage, especially with course planning and active WTR promotion currently in market



#### **10. Market Engagement and Promotion**

The Schools and Community Office has engaged with over 25,000 young people this year, with 8,000+ students explicitly introduced to the WTR through ~150 school presentations. WTR is a key part of our value proposition with student experience at risk of being impacted by mixed messaging.

#### **11. Unprecedented Review Process**

It is unusual for such a significant University initiative to be subject to such a rapid review and change process (one semester). It remains unclear why WTR has not been afforded a longer implementation period. Any review with the intention of evaluating quality and reception of courses would usually allow a longer minimum bedding-in period. We note the additional challenge of ensuring that the University's graduate profile is met without WTR being core.

#### **12. Lack of Transparent Review Process**

Despite our policy Enhancement and Evaluation of Teaching and Courses Policy and Procedures, there is not a central monitoring of SET evaluations – making a difficult landscape for WTR SET review. An external review of WTR was commissioned at the request of Senate, yet that review report was not released. Note, SET course and teaching evaluations (student feedback) while important have no mandated outcome, and other courses that have not met the 70% satisfactory threshold have continued for several years. Note, the WTR SET scores have not been shared.

#### **13. Vision Mātauranga as a Framework**

Vision Mātauranga is a national research policy framework that explicitly requires responsiveness to Māori knowledge, people, and communities. It has become a critical benchmark for all major funders including Marsden, MBIE, and the Health Research Council (HRC). Strong feedback from the HRC in recent years has identified persistent weaknesses in the University's research proposals in the area of responsiveness and engagement with Māori. Removing WTR further undermines the University's ability to address these systemic shortcomings by weakening the baseline preparation of future researchers.

#### **14. Researcher Capability and Performance**

WTR was designed within the CFT to embed graduate attributes that align with both teaching and research excellence, particularly in relation to equity, Te Tiriti, and indigeneity. Its removal undermines the bridge between undergraduate learning and the research skills required for postgraduate study and beyond. Without this preparation, researchers will need to retrofit capability in Vision Mātauranga, Te Tiriti responsiveness, and Māori engagement later in their careers - a costly and less effective approach. Removing WTR risks further entrenching performance gaps at the pipeline stage, rather than addressing them – contributing to graduates who are under-prepared for research environments where engagement with Māori, Pacific, and diverse communities is increasingly expected.

#### **15. Reputation and International Research Partnerships**

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Indigenous knowledge systems and decolonising methodologies are increasingly central to global research collaboration. WTR contributes to the University's distinctiveness and credibility in this space. Removing it diminishes our ability to demonstrate integrity in Te Tiriti partnerships and undermines our position as a global leader in Indigenous-engaged research. This has direct reputational consequences in attracting international collaborators, funding, and postgraduate students.

#### 16. Equity in Research Workload

Māori and Pacific researchers already experience disproportionate demands to educate colleagues and compensate for institutional capability gaps. Removing WTR as a compulsory course increases this cultural taxation by widening baseline knowledge gaps among future research cohorts. This will further affect the retention, advancement, and wellbeing of Māori and Pacific researchers.

#### University of Auckland Staff Signatories

**A total of 426 UOA staff signatories oppose the proposal. Note, of the 426 signatories, 56 are also students.**

| Academic total 233           |                                                                                                                   |
|------------------------------|-------------------------------------------------------------------------------------------------------------------|
| Aaron Wilson                 | Associate Professor, School of Curriculum and Pedagogy, Faculty of Arts and Education                             |
| Agustina Marianacci          | Doctoral candidate, School of Curriculum and Pedagogy, Faculty of Arts & Education                                |
| Alan Cameron                 | Senior Research Fellow (permanent)                                                                                |
| Alehandrea Manuel            | SoPH, FMHS                                                                                                        |
| Alex Monteith                | Associate Professor                                                                                               |
| Alex Trevarton               | Research Fellow                                                                                                   |
| Alice Minhinnick             | Medical Oncologist, Doctoral Student, FMHS                                                                        |
| Alison Jones                 | Emeritus Professor, Faculty of Arts and Education                                                                 |
| Allen Bartley                | A/P, Faculty of Arts and Education                                                                                |
| Amber Nicholson              | Senior Lecturer                                                                                                   |
| Analosa Veukiso-Ulugia       | Senior Lecturer<br>Faculty of Arts and Education                                                                  |
| Andrea Kolb                  | Professional Teaching Fellow, Chemical & Materials Engineering Department                                         |
| Andrea Mead                  | Paewai Whakaako Ngaio   Professional Teaching Fellow<br>Te Kura Mātai Hinengaro   School of Psychology            |
| Andrew Jull                  | Professor, School of Nursing                                                                                      |
| Anna Santure                 | Associate Professor, School of Biological Sciences                                                                |
| Antonia Lyons                | Professor                                                                                                         |
| Antonia Tangatakino-McIntyre | Graduate Teaching Assistant - Te Puna Wānanga & Te Wānanga o Waipapa<br>Research Assistant                        |
| Anuj Bhargava                | Professional teaching fellow- department of physiology, School of Medical Sciences. Faculty of Medical and Health |



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|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Sciences.                                                                                                                                                                                                            |
| Apeksha Baluni       | Tutor                                                                                                                                                                                                                |
| Ariana Andrews       | Professional Teaching Fellow, FMHS                                                                                                                                                                                   |
| Aroha Harris         | Associate Professor, History   School of Humanities                                                                                                                                                                  |
| Atamarie Houppapa    | Academic - Professional Teaching Fellow (Arts & Education - Te Puna Wānanga/Tertiary Foundation Certificate)<br>Professional - New Start Co-ordinator (Arts & Education - Tertiary Foundation Certificate/New Start) |
| Aven Zhuang          | Graduate Teaching Assistant - Science, School of Environment                                                                                                                                                         |
| ayla hoeta           | lecturer                                                                                                                                                                                                             |
| Barbara Grant        | Associate Professor, School of Critical Studies in Education, Faculty of Arts and Education                                                                                                                          |
| Barbara Staniforth   | Senior lecturer                                                                                                                                                                                                      |
| Barry Hughes         | Lecturer, Psychology, Faculty of Science                                                                                                                                                                             |
| Belinda Loring       | Senior research fellow, Te Kupenga Hauora Maori                                                                                                                                                                      |
| Bhaveeka Madagammana | Doctoral Candidate and Postgraduate Supervisor                                                                                                                                                                       |
| Braden Te Ao         | Senior lecturer, Senior Health Economist, Health Systems, School of Population Health, Faculty of Medical & Health Sciences.                                                                                         |
| Brendon Dunphy       | Associate Professor, School of Biological Sciences                                                                                                                                                                   |
| Brent Burmester      | Senior Lecturer, Management and International Business, Faculty of Business and Economics                                                                                                                            |
| Brian Marsh          | Professional Teaching Fellow,<br>Secondary Practicum Leader<br>School of LDPP                                                                                                                                        |
| Bridget Conor        | Associate Professor Communication (Faculty of Arts and Education)                                                                                                                                                    |
| Bridget Tsai         | PhD student and Tutor/Graduate teaching assistant at the Faculty of Medical and Health Sciences                                                                                                                      |
| Callie Vandewiele    | Lecturer, Anthropology                                                                                                                                                                                               |
| Cameron Burton       | Graduate Teaching Assistant                                                                                                                                                                                          |
| Camilla Highfield    | Deputy Dean: Faculty of Arts and Education                                                                                                                                                                           |
| Cassandra Joseph     | Postdoc fellow, business school                                                                                                                                                                                      |
| Cate Macinnis-Ng     | Professor, School of Biological Sciences                                                                                                                                                                             |
| Charlie Connell      | Research Fellow                                                                                                                                                                                                      |
| Claire Gooder        | Research Fellow, TKHM, FMHS                                                                                                                                                                                          |
| Claire Meehan        | Senior Lecturer, Criminology                                                                                                                                                                                         |
| Clare Wallis         | Professional Teaching Fellow<br>Nutrition and Dietetics<br>FMHS                                                                                                                                                      |
| Cody Mankelow        | Associate Dean Postgraduate Taught, Professional Teaching Fellow, Civil and Environmental Engineering                                                                                                                |
| Cynthia Orr          | Professional Teaching Fellow                                                                                                                                                                                         |
| Cynthia Wensley      | Senior Lecturer                                                                                                                                                                                                      |
| Daniel Exeter        | Professor, School of Population Health, FMHS                                                                                                                                                                         |

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|-------------------------|------------------------------------------------------------------------------------------------------------------------|
| Dan Hikuroa             | Associate Professor, Te Wānanga o Waipapa, Faculty of Arts & Education                                                 |
| Daniel Wilson           | Lecturer, Computer Science, Faculty of Science                                                                         |
| Deborah Widdowson       | Lecturer, Faculty of Arts and Education, LDPP                                                                          |
| Denise Neumann          | Research Fellow                                                                                                        |
| Diana Albarran Gonzalez | Senior Lecturer, Design Programme                                                                                      |
| Donna Cormack           | Associate Professor, Te Kupenga Hauora Māori, FMHS<br>Director, Tōmaiora Research Group, Te Kupenga Hauora Māori, FMHS |
| Dylan Asafo             | Senior Lecturer, Faculty of Law                                                                                        |
| Ebony Komene            | Professional Teaching Fellow and Doctoral Candidate - School of Nursing FMHS                                           |
| Eileen Joy              | Research Fellow & Professional Teaching Fellow                                                                         |
| Elana Curtis            | Honorary Associate Professor, Te Kupenga Hauora Māori, FMHS                                                            |
| Ella-Grace Metz         | Graduate Teaching Assistant (GTA) – School of Environment and Research Assistant, School of Psychology                 |
| Emalani Case            | Senior Lecturer, Te Wānanga o Waipapa, Pacific Studies                                                                 |
| Emily Parke             | Senior Lecturer in Philosophy, School of Humanities, Faculty of Arts & Education                                       |
| Emma Brown              | Research Fellow, FMHS                                                                                                  |
| Emma Sadera             | PTF/Associate Dean Equity, FMHS                                                                                        |
| Emmy Rāketē             | Lecturer in Criminology, School of Social Sciences, Faculty of Arts & Education                                        |
| Esther Fitzpatrick      | Senior Lecturer<br>Director Initial Teacher Education Programmes Early Childhood and Primary                           |
| Faasisila Savila        | Senior Research Fellow, Pacific Health                                                                                 |
| Fiona Ell               | Associate Professor, Faculty of Arts and Education                                                                     |
| Frances Kelly           | Senior Lecturer, Arts and Education                                                                                    |
| Francis Collins         | Professor of Sociology, Head of School of Social Sciences, Faculty of Arts and Education                               |
| Gene King               | Tuakana Geography Kaitohutohu, Science, Environment.                                                                   |
| George Laking           | Manutaki Haumanu Māori, FMHS                                                                                           |
| Gülay Dalgic            | Senior Lecturer, FMHS                                                                                                  |
| Hana Turner-Adams       | Senior Lecturer, Faculty of Arts and Education                                                                         |
| Hineatua Parkinson      | Kai Whakaako Mātai Hinengaro                                                                                           |
| Jacqueline Beggs        | Professor, School of Biological Sciences                                                                               |
| Jade Le Grice           | Senior Lecturer, Psychology; Associate Dean Māori, Faculty of Science                                                  |
| Jade Tamatea            | Senior Lecturer<br>FMHS                                                                                                |
| Jan Lindsay             | Professor, Faculty of Science                                                                                          |
| Janet Gaffney           | Professor, Faculty of Arts and Education                                                                               |
| Janet May               | PTF 4 CHSSWK. Faculty of Arts and Education.                                                                           |



|                        |                                                                                                 |
|------------------------|-------------------------------------------------------------------------------------------------|
| Janine Wiles           | Professor, FMHS                                                                                 |
| JC Gaillard            | Ahorangi o te Matawhenua<br>Te Kura Matai Taiao                                                 |
| Jenn Jury              | Professional Teaching Fellow, School of Biological Sciences                                     |
| Jennifer Curtin        | Professor, Director Public Policy Institute                                                     |
| Jennifer Eccles        | Senior Lecturer, School of Environment                                                          |
| Jennifer Frost         | Associate Professor, History, Te Puna Aronui School of Humanities                               |
| Jennifer Hellum        | Senior Lecturer                                                                                 |
| Jessie Hutchings       | Research Assistant, School of Population Health                                                 |
| Jesse Hession Grayman  | Associate Professor, School of Social Sciences                                                  |
| Joanna Hikaka          | Senior Lecturer, FMHS                                                                           |
| Joe Pelmar             | Research Fellow, Department of Civil and Environmental Engineering                              |
| John P Egan            | Director, Learning and Teaching Unit, FMHS                                                      |
| Jonathan Bywater       | Senior Lecturer, Elam Te Waka Tūhura                                                            |
| Josephine Davis        | Associate head Māori, SON, FMHS                                                                 |
| Joyce Campbell         | Associate Professor, Fine Arts                                                                  |
| Jude MacArthur         | Senior Lecturer, Faculty of Arts and Education                                                  |
| Judith McCool          | Professor                                                                                       |
| Justine Hui            | Senior lecturer, Faculty of Engineering and Design                                              |
| Justine O'Hara-Gregan  | Professional Teaching Fellow, Faculty of Arts and Education                                     |
| K Okesene-Gafa         | Senior Lecturer                                                                                 |
| Karly Burch            | Lecturer, School of Social Sciences                                                             |
| Kathy Campbell         | Professor, Science                                                                              |
| Katie Fitzpatrick      | Professor, Education                                                                            |
| Kendra Cox             | Lecturer, School of Education and Social Practice                                               |
| Kerry McInerney        | Lecturer, School of Computer Science                                                            |
| Kiana Young-Whenunaroa | Professional Teaching Fellow                                                                    |
| Kim Phillips           | Professor, School of Humanities                                                                 |
| Kimiora Henare         | Paewai Rangahau Matua (Senior Research Fellow), Faculty of Medical and Health Sciences          |
| Kiri Gould             | Senior Lecturer                                                                                 |
| Kiri West              | Lecturer, Communication                                                                         |
| Kiri Wilder            | Professional Teaching Fellow                                                                    |
| Krushil Watene         | Associate Professor                                                                             |
| Larissa Renfrew        | Research Fellow, School of Psychology                                                           |
| Laura Chubb            | Senior Lecturer                                                                                 |
| Lena Henry             | Lecturer                                                                                        |
| Leon Salter            | Senior Lecturer, Arts and Education                                                             |
| Lillian Ng             | Senior Lecturer                                                                                 |
| Lisa Crowley           | Senior lecturer                                                                                 |
| Lisa Darragh           | Senior lecturer, Arts and Education, Curriculum and Pedagogy<br>(and Initial teacher education) |



|                         |                                                                                                                                       |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Lisa Stewart            | Associate Head, Pre Registration Nursing Programmes, FMHS                                                                             |
| Liz Beddoe              | Professor, Arts & Education                                                                                                           |
| Louisa Allen            | Professor, Faculty of Arts and Education                                                                                              |
| Dr Louise Carrucan-Wood | Professional Teaching Fellow, Te Kura Nahi   School of Nursing, Mātauanga Hauora   FMHS                                               |
| Mila Adam               | Associate Professor - School of Environment                                                                                           |
| Lydia Acharya           | Tutor for FMHS                                                                                                                        |
| Mackenzie Adams         | Teaching Assistant, Te Puna Wananga                                                                                                   |
|                         | Pacific Student Advisor for Environmental Sciences, School of Environmental Sciences                                                  |
|                         | Tuākana Co-ordinator for Environmental Sciences, School of Environmental Sciences                                                     |
|                         | ENVSCI303 Teaching Assistant, School of Environmental Sciences                                                                        |
|                         | WTRSCI100 Graduate Teaching Assistant, School of Environmental Sciences                                                               |
| Madalen Guibert-Soehadi | Research Assistant, School of Environmental Sciences                                                                                  |
| Maddy France            | TFP learning assistant                                                                                                                |
| Maia Hetaraka           | Head of Campus Tai Tokerau                                                                                                            |
| Mairi Gunn              | Senior Lecturer in Design (FoED)                                                                                                      |
| Marc Lewis              | Professional teaching fellow 2                                                                                                        |
| Marcia Leenen-Young     | Senior Lecturer, Pacific Studies, Te Wānanga o Waipapa                                                                                |
| Margaret Stanley        | Professor, School of Biological Sciences                                                                                              |
| Maria Cooper            | Associate Professor, Faculty of Arts and Education                                                                                    |
| Marie Jardine           | Senior Lecturer, Te Kupenga Hauora Māori, FMHS                                                                                        |
| Marie McEntee           | Senior lecturer, Science                                                                                                              |
| Dr Mark Harvey          | Senior Lecturer                                                                                                                       |
|                         | Director of Engineering Design, Faculty of Engineering and Design                                                                     |
| Mark Jeunnette          |                                                                                                                                       |
| Mark van der Klei       | Lecturer, Computer Science                                                                                                            |
|                         | Postdoc Fellow & Professional Teaching Fellow, Te Kupenga Hauora Māori                                                                |
| Marnie Reinfelds        |                                                                                                                                       |
|                         | Professional Teaching Fellow, Arts and Education for Huarahi Māori                                                                    |
| Maureen Legge           |                                                                                                                                       |
| Megan Clune             | Professional Teaching Fellow, Curriculum & Pedagogy, FAE                                                                              |
|                         | GTA-5 FMHS                                                                                                                            |
| Melenaite Tohi          | PhD graduand- Liggins Institute                                                                                                       |
|                         | Professor - School of Education and Social Practice, Pou Matarua/Co-Director - Ngā Pae o Te Māramatanga Centre of Research Excellence |
| Melinda Webber          |                                                                                                                                       |
| Michael Davis           | Head of Design Programme (Acting)                                                                                                     |
| Michael Mawson          | Associate Professor, Humanities                                                                                                       |
| Michelle Burstall       | Senior Tutor                                                                                                                          |
|                         | Professor, Disability Studies and Inclusive Education, School of Critical Studies in Education                                        |
| Missy Morton            |                                                                                                                                       |



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|------------------------|------------------------------------------------------------------------------------------------------------------|
| Molly Mullen           | Senior Lecturer, Critical Studies in Education                                                                   |
| Monique Jonas          | Associate Professor, Faculty of Medical and Health Sciences                                                      |
| Natalie Netzler        | Senior Lecturer, FMHS                                                                                            |
| Neal Curtis            | Professor                                                                                                        |
| Neera Jain             | Senior Lecturer, Centre for Medical and Health Sciences Education, FMHS                                          |
| Nicola Gillies         | Lecturer, Faculty of Medical and Health Sciences.                                                                |
| Nicola Paton           | Paewai Whakaako Ngaio   Professional Teaching Fellow, Mātauranga Hauora   Faculty of Medical and Health Sciences |
| Nicole Edwards         | Lecturer, Faculty of Science, School of Biological Sciences                                                      |
| Nona Taute             | Lecturer, Department of Civil and Environmental Engineering                                                      |
| Dr Padriac O'Leary     | Lecturer                                                                                                         |
| Papaarangi Reid        | Professor, Te Kupenga Hauora Māori, FMHS                                                                         |
| Paraone Luiten-Apirana | Professional Teaching Fellow                                                                                     |
| Paul Taillon           | Senior Lecturer, Faculty of Arts and Education                                                                   |
| PAULA MORRIS           | Associate Professor, English and Drama, School of Humanities, Faculty of Arts and Education                      |
| Peter Robinson         | Associate Professor                                                                                              |
| Peter Saxton           | Associate Professor, School of Population Health                                                                 |
| Peter Shand            | Associate Professor, Fine Arts                                                                                   |
| Piata Allen            | Senior Lecturer, Head of School, Te Puna Wānanga                                                                 |
| Rachael Boswell        | Professional Teaching Fellow, School of Environment                                                              |
| Rachel Schmidt         | Professional Teaching Fellow                                                                                     |
| Rachel Simon-Kumar     | Professor, School of Population Health, FMHS                                                                     |
| Rāhera Meinders        | Lecturer                                                                                                         |
| Rebecca Jesson         | Professor. Faculty of Arts and Education                                                                         |
| Rebecca MacKenzie      | Research Fellow, FMHS                                                                                            |
| Rebecca Phillipps      | Associate Professor, Social Sciences (Anthropology)                                                              |
| Rhys Jones             | Associate Professor, Te Kupenga Hauora Māori, FMHS                                                               |
| Richard Edlin          | Senior Lecturer, School of Population Health                                                                     |
| Richard O'Rorke        | Research Associate. School of Biological Sciences                                                                |
| Ritesh Shah            | Senior Lecturer, Critical Studies in Education                                                                   |
| Rochai Taiaroa         | Professional Teaching Fellow, Curriculum and Pedagogy, Arts and Education                                        |
| Roland Brown           | Professional Teaching Fellow, Te Kupenga Hauora Maori                                                            |
| Rose Yukich            | Research Fellow                                                                                                  |
| Rosey Feltham          | Research assistant, PhD candidate dance studies                                                                  |
| Roshini Peiris-John    | Associate Professor, Epidemiology and Biostatistics, School of Population Health                                 |
| Ruiha Bell             | Māori student support adviser.                                                                                   |
| Sam Manuela            | Senior Lecturer - School of Psychology                                                                           |
| Sanskriti Bhardwaj     | Casual Professional Supervisor - Primary-4, Academic Services                                                    |
| Sarah Rewi             | Research Fellow, Te Pūtahi o Pūtaiao (Research Center for Pūtaiao)                                               |



|                          |                                                                                                                                                     |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | PhD Student, School of Biological Sciences                                                                                                          |
| Sean Sturm               | Associate Professor, Arts and Education                                                                                                             |
| Selena Donaldson         | Speech Language Therapist / Professional Teaching Fellow in School of Psychology                                                                    |
| Sereana Naepi            | Associate Professor, Sociology                                                                                                                      |
| Sharon Pattison          | Associate Professor, FMHS                                                                                                                           |
| Sheryl Dunlop            | Segment Manager, Marketing and Recruitment                                                                                                          |
| Siouxie Wiles            | Associate Professor, Faculty of Medical and Health Sciences                                                                                         |
| Dr Sisikula Palu Sisifa  | Lecturer, University of Auckland Business School                                                                                                    |
| Sonia Fonua              | PTF, Science                                                                                                                                        |
| Stephen May              | Professor, Te Puna Wānanga, School of Education and Social Practice                                                                                 |
| Stuart McNaughton        | Professor                                                                                                                                           |
| Sue Adams                | Senior Lecturer, School of Nursing, FMHS                                                                                                            |
| Sue Cowie                | PTF, Psychology                                                                                                                                     |
| summer wright            | Research Fellow, Medical & Health Sciences                                                                                                          |
| Susan Bull               | Ahonuku   Associate Professor, Medical Ethics<br>Department of Psychological Medicine<br>Mātauranga Hauora   Faculty of Medical and Health Sciences |
| Susan Waterworth         | Senior Lecturer                                                                                                                                     |
| Susan Wells              | HOD GP & Primary Health Care                                                                                                                        |
| Susann Wiedlitzka        | Senior Lecturer, Criminology                                                                                                                        |
| Suzanne Purdy            | Professor, School of Psychology, Faculty of Science                                                                                                 |
| Taisha Abbott            | Research Assistant, TKHM                                                                                                                            |
| Tamasailau Suaalii-Sauni | Associate Professor, Criminology Programme, School of Social Sciences                                                                               |
| Tania Cargo              | Senior Lecturer                                                                                                                                     |
| Te Aro Moxon             | Senior Lecturer                                                                                                                                     |
| Terryann Clark           | Professor                                                                                                                                           |
| Thegn Ladefoged          | Professor, Anthropology, School of Social Sciences                                                                                                  |
| Theresa Leiataua         | Student Hub Advisor, Student and Scholarly Services                                                                                                 |
| Toni Bruce               | Professor                                                                                                                                           |
| Tracey Winter            | PTF, FMHS                                                                                                                                           |
| Tracy Maniapoto          | PTF, School of Computer Science, Faculty of Science                                                                                                 |
| Trudi Aspden             | School of Pharmacy                                                                                                                                  |
| Tui Gunn                 | Graduate teaching assistant, School of Environment - studying MSc in Marine Science.                                                                |
| Tūmanako Fa'au           | Senior Lecturer in Civil and Environmental Engineering, Department of Civil and Environmental Engineering                                           |
| Tyla Harris-Lafaele      | Leadership Through Learning Facilitator                                                                                                             |
| Tyne Crow                | Professional Teaching Fellow                                                                                                                        |
| Vanessa Selak            | Associate Professor, FMHS                                                                                                                           |
| Vartika Sharma           | Senior Lecturer, Social and Community Health                                                                                                        |
| Vicki Jones              | Professional Teaching Fellow FMHS                                                                                                                   |



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|----------------------------------|------------------------------------------------------------------------------------------------------|
| Virginia Braun                   | Professor, Faculty of Science                                                                        |
| Wendy Sundgren                   | Professional Teaching Fellow                                                                         |
| Wills Nepia                      | Professional Teaching Fellow<br>Te Kupenga Hauora Maaori<br>Faculty of Medical and Health Science    |
| Yuting Yang                      | GTA for WTR                                                                                          |
| Yvonne Underhill-Sem             | Professor, Pacific Studies, Te Wananga o Waipapa, FAEd                                               |
| Ben Lawrence                     | Head. Department of Oncology. School of Medical Sciences.<br>Faculty of Medical and Health Sciences. |
| Philippa Friary                  | Director of Clinical Education, Speech Science, SoP, FoS                                             |
| Shiloh Groot                     | Associate Professor, School of Psychology, Faculty of Science                                        |
| Rosie Dobson                     | Associate Professor, FMHS                                                                            |
| <b>Professional total 193</b>    |                                                                                                      |
| Abigail McClutchie               | Kaiārahi Student and Scholarly Services                                                              |
| AJ Leaoani                       | MAPAS Student Support Advisor<br>TKHM                                                                |
| Akanesi Moala                    | MAPAS Student Support Advisor                                                                        |
| Alaina Lemanu                    | Kaiurungi for Whakapiki Ake, TKHM in Faculty of Medical<br>Health Sciences.                          |
| Alejandra Gonzalez<br>Campanella | Team Leader - Student Hubs and Client Services - Student and<br>Scholarly Services                   |
| Alisha Vara                      | Senior Lecturer, FMHS                                                                                |
| Amanda Kirk                      | MAPAS Student Support Advisor, TKHM                                                                  |
| Amy Fishlock                     | Kairuruku waitohu rangapū Māori, Marketing                                                           |
| Ana Aviles                       | Research Services Adviser                                                                            |
| Ana Hodgkinson                   | Student Support Advisor                                                                              |
| Ana María Benton                 | Learning Adviser, ELE, Student and Scholarly Services                                                |
| Anaru Parangi                    | Poutaki Taura Tangata Māori<br>Māori Relationships Manager<br>Schools Community and Engagement       |
| Anish Yardi                      | Marketing Coordinator                                                                                |
| Ann Dawson                       | FMHS                                                                                                 |
| Anne McKay                       | Kaihoahoa Ako Learning Designer                                                                      |
| Arnold Thompson                  | Health Engagement Advisor                                                                            |
| Avette Kelly                     | Engagement Manager, Student and Scholarly Services                                                   |
| Avril Bell                       | facilitator, Organisational Development                                                              |
| Aymee Lewis                      | PhD Candidate, Molecular Medicine and Pathology, FMHS,<br>Grafton                                    |
| Branagh Dennison                 | HR Services Consultant                                                                               |
| Brandon Gudgin                   | GTA on WTRSCI100                                                                                     |
| Brianna Ngalu                    | Student Experience Coordinator, Recruitment and Retention<br>team.                                   |
| Brooke Francis                   | Inbound and Operations Manager - Student Experience<br>Centre                                        |



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|----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Bruce Taplin         | Amo Taurima                                                                                                                   |
| Catherine Paul       | Senior Business Analyst                                                                                                       |
| Chantal Creese       | Senior Research and Policy Adviser                                                                                            |
| Cheryl Martin        | Programme lead, Summer Start                                                                                                  |
| Cheryle Willoughby   | Journal Coordinator / Event Coordinator                                                                                       |
| Christina Pan        | Pastoral Care Coordinator, Student and Scholarly Services                                                                     |
| Christina Partridge  | Student Thriving & Retention Manager                                                                                          |
| Corey Masina         | Admissions Specialist, Student & Scholarly Services                                                                           |
| Megan Tohovaka       | Admissions Team Leader, Student & Scholarly Services                                                                          |
| Craig Sutherland     | Senior Lecturer, Department of Electrical, Computer, and Software Engineering                                                 |
| Cushla Ngarewai Lula | Kaimahi                                                                                                                       |
| Dantzel Tiakia       | Senior Human Health Research Coordinator, Liggins Inst. FMHS                                                                  |
| Darlene Cameron      | Kaitiaki Maori & Pacific Academic Services                                                                                    |
| Ivy Cameron          | Kaitiaki   Team Leader Māori & Pacific<br>Te Fale Pouāwhina & Leadership through Learning  <br>Student and Scholarly Services |
| Debbie Larkins       | GTA, School of Environment                                                                                                    |
| Dina Sharp           | admin/logistics administrator, School of Population Health, FMHS                                                              |
| Dion Peita           | Māori Business Development Director                                                                                           |
| Erin Wood            | Research Services Adviser, SaSS                                                                                               |
| Ekta Ekta            | Faculty Administrator MPI, Faculty of Science                                                                                 |
| Elenai Isaia         | Student support adviser                                                                                                       |
| Eric Marshall        | Tuākana Coordinator<br>Masters of Science - School of Biological Sciences                                                     |
| Etina Ha'unga        | Hub Adviser, Student Hubs                                                                                                     |
| Epiphania Terepo     | Senior Hubs Assistant, Student Hubs                                                                                           |
| Frances Hodgson      | Digital Engagement and Communications Adviser, Student and Scholarly Services                                                 |
| Francesca Voskuilen  | Recruitment and Retention Manager, SEC, SASS                                                                                  |
| Jeremy Hema          | Poutiaki Rangahau in the Office of the Pro Vice Chancellor Māori                                                              |
| Grace Latimer        | Kaiārahi of Student and Scholarly services                                                                                    |
| Grace Shaw           | Research Assistant, FMHS                                                                                                      |
| Hana Burgess         | Professional Teaching Fellow, Research Fellow, Doctoral Candidate - Te Kupenga Hauora Māori                                   |
| Hannah Taniwha       | Central marketing                                                                                                             |
| Hester Acharya       | Schools and Community Recruitment Advisor, Schools and Community Engagement Team                                              |
| Hira Siddiqui        | Kaihautū Hangarau Ako   E-Learning Technologist                                                                               |
| Honorine Franswah    | Research Operations Coordinator                                                                                               |
| Hope Tuisaua         | Campus Coordinator                                                                                                            |



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| Ifo Muliaga           | Student Hub Adviser - Student Hubs                                                                                   |
| Isabella Mory         | Scholars Outreach & Engagement Manager                                                                               |
| Jacob Powell          | Team Leader, He Māra Mahara (Cultural Collections)                                                                   |
| Jaelyn Reti           | Student Support Advisor at FMHS                                                                                      |
| Jason Tautasi         | Project Manager, Medical and Health Science, Pacific Health Department, Te Poutoko Ora a Kiwa                        |
| Jean Love             | Bioinformatician - FMHS                                                                                              |
| Jeanette Donnelly     | Schools and Community Engagement Advisor                                                                             |
| Jess Kelly            | Graduate Teaching Assistant and PhD Candidate, FMHS                                                                  |
| Jin Koo Niersbach     | Performance and Quality Manager, Student and Scholarly Services                                                      |
| Jodeci Ripia          | Student Support Advisor                                                                                              |
| Jodi Yeats            | Media adviser                                                                                                        |
| Joe Falefatu          | Online Student Advisor - UoA Online Student Success Advice Team                                                      |
| Jogai Bhatt           | Media adviser, central communications team                                                                           |
| Johanna Beattie       | Associate Director Faculty Operations                                                                                |
| Joseph Nganu          | Tai Tonga Events Casual under PVCP                                                                                   |
| Jour Aguon            | Student Support Advisor, Business School Faculty Indigenous Studies Post Grad student                                |
| Julian Toy-Cronin     | Experience Improvement Consultant                                                                                    |
| Kalita Prangnell      | Technologist                                                                                                         |
| Karen Fisher          | Professor, School of Environment, Faculty of Science                                                                 |
| Katalina Ma           | Te Huapaetanga Kaitiaki, Pathway Programmes Manager (Schools and Community Engagement office)                        |
| Kate Darby            | Senior Business Analyst, Service Design and Performance                                                              |
| Kate McLaren          | Communication and Automation Specialist, Student and Scholarly Services.                                             |
| Kate Russell          | Change Manager, USPO, OPI                                                                                            |
| Kelly Duffus          | Team Leader, Student Hubs and Client Services, Student and Scholarly Services                                        |
| Keryn Koopu           | Tuākana Coordinator, Te Tari o te Ihonuku Māori                                                                      |
| Kim Mackay            | Kaiurungi                                                                                                            |
| Kirsten Chapman-Smith | Portfolio Change Manager, OPI                                                                                        |
| Kirsty Edmiston       | Capability & Performance Consultant, Strategic Capability & Performance, Organisational Development, Human Resources |
| Laura McPike          | Brand Manager                                                                                                        |
| Leah Siljeur          | International Office Administrator                                                                                   |
| Libby Rea Brownlee    | PhD Candidate, School of Nursing & Honorary Research Fellow, Oncology                                                |
| Liletina Vaka         | Associate Director, Schools & Community Engagement                                                                   |
| Lisa Filitonga        | Professional Programmes Team Leader - Business School                                                                |
| Lisa Ransom           | Learning Designer                                                                                                    |
| Lisa Sami             | Professional Teaching Fellow, School of Nursing                                                                      |



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|-----------------------------|------------------------------------------------------------------------------------------------------------------|
| Lisi-Malia Pereira          | Research Assistant, Te Poutoko Ora a Kiwa (Centre for Pacific and Global Health)                                 |
| Liz Sowden                  | Online Resource Development Specialist, Students and Scholarly Services (Libraries and Learning Services).       |
| Lois Chu Ling               | Senior Research Operations Coordinator, Te Poutoko Ora a Kiwa, Centre for Pacific and Global Health              |
| Lui Hellesoe                | Kaitautoko                                                                                                       |
| Luka Karalus                | Student Services Training Specialist, Student and Scholarly Services                                             |
| Luseane Onevai              | Content Curator within the Digital Communication and Automation team, under the Student Experience Centre.       |
| Maia Thompson               | Pouāwhina Māori, Faculty of Law                                                                                  |
| Malakai Vaoleti             | Māori and Pasifika Research Group Coordinator (FoS), Professional Casual Worker                                  |
| Malia Maka                  | South Auckland Campus Projects Coordinator                                                                       |
| Manuhiri Huatahi            | Kaiārahi, Student and Scholarly Services                                                                         |
| Maree Shaw                  | Service Improvement Manager, Student and Scholarly Services                                                      |
| Maria Dams                  | Research Services Adviser                                                                                        |
| Maribel Caballero           | Group Services Team Leader                                                                                       |
| Mark Howard                 | Director, Marketing and Recruitment                                                                              |
| Maselina Tufuga             | Team Leader Student Hubs                                                                                         |
| Matt Tarawa                 | Learning Adviser, Te Fale Pouāwhina, Student and Scholarly Services                                              |
| Max Fong Murray             | Te Terenga Kaitiaki   Schools and Community Engagement Manager                                                   |
| Max Rogers                  | Content Curator, Student Experience Centre, Student and Scholarly Services                                       |
| Mel Fainga'a                | Moana Tupu - Pacific Engagement Advisor<br>Schools and Community Engagement Team<br>Marketing and Communications |
| Melinda Chuo                | Project Manager                                                                                                  |
| Melissa Hecksher            | Learning Adviser, English Language Enrichment (ELE)                                                              |
| Melissa McMinn              | Learning Designer                                                                                                |
| Merieni Kapeteni            | Senior Student Experience Coordinator - Pacific, Recruitment & Retention (SEC)                                   |
| Merle Hearn                 | Learning designer                                                                                                |
| Mia-Mae Taitimu-Stevens     | Māori and Pacific Academic Engagement Adviser                                                                    |
| Michelle Morley             | professional teaching fellow, School of Nursing                                                                  |
| Mikaera Topia               | Taurima, Waipapa Marae, PVC                                                                                      |
| Moegalafo Uili              | FMHS                                                                                                             |
| Mona O'Shea                 | Learning Adviser, Student and Scholarly Services                                                                 |
| Morena Botelho de Magalhaes | DELNA Manager, DELNA (Office of the PVC Education)                                                               |
| Morgan Patii-Kauhiva        | Schools and Community Engagement                                                                                 |



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|------------------------|-------------------------------------------------------------------------------------------|
| M'ryah Atama           | Pouāwhina Māori, Schools and Scholarly Services                                           |
| Natalie Wilson         | Te Unga Recruitment Advisor - Schools and Community Engagement Team - Comms and Marketing |
| Ngahuia Harrison       | Te Tomokanga Post Doctoral Fellow, Faculty of Arts and Education                          |
| Nia Cherrington-Thomas | Kaiurungi Māori                                                                           |
| Nicoletta Rata-Skudder | Learning Designer, Ranga Auaha Ako                                                        |
| Nikki Mandow           | Research communications                                                                   |
| Nova Jackson           | Programmes Adviser, CIE                                                                   |
| Olivia Kerrison        | Māori Career Development and Employability Services Consultant                            |
| Olivia Luo             | Faith and Spirituality Administrator, Student and Scholarly Services                      |
| Paloma Wagstaff        | Business Support Coordinator at Libraries and Learning Services (now part of SaSS)        |
| Penina Tuialii         | Group Services Coordinator, TKHM at FMHS                                                  |
| Puna Raass             | PTF<br>Hikitia te Ora                                                                     |
| Rachel Flynn           | Programme Adviser                                                                         |
| Renetta Alexander      | OD Lead Strategic Capabilities - Human Resources                                          |
| Rennie Atfield-Douglas | Pacific Health Wayfinders Manager                                                         |
| Rhian Muir             | Manager, Student Hubs, Student and Scholarly Services                                     |
| Ryan Gold              | Research Assistant, School of Chemistry                                                   |
| Sam Joe                | Learning Designer                                                                         |
| Sam Pilisi             | Programme Portfolio Manager                                                               |
| Sandra Storz           | Online Resource Development Adviser at SaSS (previously Library and Learning Services)    |
| Sara Toleafoa          | Unibound Manager                                                                          |
| Sarah Kenny            | Associate Director Marketing, Marketing + Recruitment                                     |
| Sarah Kirk             | Kaihoahoa Ako Learning Designer<br>Ranga Auaha Ako Learning and Teaching Design Team      |
| Ranginui Belk          | Graduate Teaching Assistant in the Faculty of Arts and Education, Te Puna Wānanga         |
| Sau Kraay              | Team Leader - Pacific; Admissions                                                         |
| Savili Itamua          | Cohort Relationship Team Lead - Pacific. FMHS.                                            |
| Sefa Uaisele           | Senior Hub Assistant - Student Hub                                                        |
| Seulele Vine           | Student Support Advisor                                                                   |
| Sharon Smith           | Research Operations Co-ordinator, Faculty of Science                                      |
| Shasha Ali             | Diversity, Equity & Inclusion Experience Lead                                             |
| Shayna Cherry          | Cohort Relationship Lead - Māori.                                                         |
| Sindy Luu              | Senior Research Operations Coordinator (Faculty of Science)                               |
| Siulolo Fusitu'a       | Recruitment advisor, SCET - Central Marketing and Communications                          |
| Elisiva Latu           | Student                                                                                   |



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|-----------------------------------------|----------------------------------------------------------------------------------------------|
| Sivakumar Kandasamy                     | Teaching Technician                                                                          |
| Sonia Garcia                            | Pouhere Rangahau, Ngā Pae o te Māramatanga (CoRE, Arts & Ed)                                 |
| Sophie Scott-Elvidge                    | Recruitment Adviser, Schools and Community Engagement Team                                   |
| Stephanie Korucu                        | Strategic Capability & Performance Consultant, Organisational Development, HR                |
| Stephanie Tariu (Yandall)               | HR Advisor, Human Resources.                                                                 |
| Steve Leichtweis                        | Head of the eLearning Group, Ranga Auaha Ako   Learning & Teaching Design Team               |
| Steve Lovett                            | Senior technician                                                                            |
| Sue Reddy                               | GSM TKHM FMHS                                                                                |
| Susana Negrete Urtasun                  | Programme Manager, School of Graduate Studies                                                |
| Suzanne Acharya                         | Academic Engagement Advisor, Libraries and Learning Services                                 |
| Suzanne Lim                             | Associate Finance Business Partner, Finance Business Advisory                                |
| Tamaania Gillett                        | Senior Māori Student experience Co-Ordinator - Student and Academic Services                 |
| Tamahina Sheridan                       | Māori Research Services Adviser, SaSS                                                        |
| Tamasin Taylor                          | Researcher                                                                                   |
| Tamsin Kingston                         | Career Development Consultant, Business School Career Centre                                 |
| Tangatakiikii Pauline Teura'atua-Rupeni | Head of South Auckland campus, Office of the Pro Vice-Chancellor Pacific                     |
| Tayla Marriner                          | Schools and Community Recruitment Advisor, embedded in Faculty of Arts and Education.        |
| Te Rina Triponel                        | Māori media adviser, Communications and Engagement                                           |
| Theresa Faamoana                        | Admissions Manager, Student Services, Scholarly and Academic Services                        |
| Tim Tenbenschel                         | Professor, Health Policy, FMHS                                                               |
| Tom Owen                                | Student Hub Manager, Student and Scholarly Services                                          |
| Treena Brand                            | Strategic Capability and Performance Consultant, Organisational Development, Human Resources |
| Tuivalu Lauganiu                        | SSA Pacific in Te Pūtahi Mātauranga (Arts and Education)                                     |
| Turei Ormsby                            | Poutaki Māori, He Āhuru Mōwai                                                                |
| Uili Uili                               | Student Advisor for Maori and Pacific                                                        |
| Ursula McIntyre                         | Kaituki Marae                                                                                |
| Uvini Panditharatne                     | Communications Adviser, Student and Scholarly Services                                       |
| Valerie Villarosa                       | Doctoral Research Coordinator, Faculty of Arts and Education                                 |
| Vaimoli Faiilalo                        | Hub Adviser - Student Hubs                                                                   |
| Tui Kaumoana                            | Kaiārahi UniServices                                                                         |
| Vasini Parthasarathy                    | Programme Adviser                                                                            |
| Wairemana Phillips                      | Kaiāwhina Huarangi , Office of the Pro Vice-Chancellor Māori                                 |
| Wen-Chen Hol                            | developer                                                                                    |

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|-------------------|-------------------------------------------------------------------------|
| Pedro van der Ent | Director Pacific Business Development UniServices                       |
| Yvonne Sinclair   | Knowledge Hub Programme Manager, Faculty of Medical Health and Sciences |
| Zoe Henry         | Tuakana Team Leader = Te Putahi Matauranga                              |



Date: 7 October 2025

To: Council

From: Vice Chancellor Dawn Freshwater

Subject: Recommended direction for Waipapa Taumata Rau courses

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**Recommendations:**

That Council RESOLVES to ENDORSE the Vice-Chancellor's amended recommended direction for the University's Waipapa Taumata Rau courses, being;

1. That WTR courses become part of a curated set of General Education courses other than for those programmes (and where relevant, associated pathway programmes) where the course addresses specific professional accreditation requirements in which case the course will remain a requirement
2. That faculties review how programmes will deliver against University's adopted Graduate Profile given the change outlined above
3. That faculties appropriately respond to student and other evaluative feedback through review of course curriculum, logistics, workload and assessment
4. That future Governance of Waipapa Taumata Rau courses sit with faculties and relevant Senate sub-committees in line with the current governance of General Education courses
5. That the benefits of the WTR courses be promoted and that new undergraduate students be encouraged to include the course as one of the General Education courses required for their programme of study.

**That Council NOTE**

- (i) Runanga advice as set out in the September Runanga report
- (ii) Senate advice as set out in the September Senate report,
- (iii) Student Consultative Group advice as summarised below
- (iv) that decisions made in line with the Vice-Chancellor's direction will be implemented progressively as programme regulation and system changes allow.

**Purpose**

The purpose of this report is to:

- (i) Update Council on feedback from Senate, Runanga and Student Consultative Group on my proposed direction for the University's Waipapa Taumata Rau courses as set out for the information of Council at its August meeting, and
- (ii) Seek Council's endorsement for my current preferred path forward for these courses.

**Feedback on the proposed direction**

- (i) Senate considered and endorsed my proposed direction at its meeting of the 15<sup>th</sup> September. A summary of the debate is included in the Senate report.
- (ii) The Runanga considered the proposal at its September meeting, and a summary of the feedback is included in the Runanga Report to Council. (item 8.5)
- (iii) The Student Consultative Group provided feedback on the WTR courses. An excerpt from the minutes is included below. The AUSA provided feedback on the Vice-Chancellor's proposed direction for WTR courses at the September Senate meeting and this is recorded in the Senate Report.

**Conclusion**

I have discussed the feedback from Senate, the Runanga and the Student Consultative Group with the Deans and the Deputy Vice-Chancellor (Education).

We collectively acknowledge the innovative nature, strategic design and foundational benefits of these courses. We also acknowledge that future cohorts of new students would benefit from including these courses within their programme of study.

That said, we continue to share concerns about a number of the findings relating to this first semester of delivery. As previously advised the Deans and Deputy Vice-Chancellor (Education) have established action plans to address these matters. Our collective view remains that, other than for qualifications with professional body accreditation requirements, the WTR courses would be best progressed as one of a curated set of General Education courses open to undergraduate students. Faculties are now planning for how programmes will deliver against the Graduate Profile on this basis.

At the regulatory level, decision-making is intended to follow normal channels involving faculty, Education Committee, other sub-committees, Senate and Council as required.

## Background

A WTR core course is a 15-point requirement for all undergraduate students required in their first year of study introduced from 2025. There are five core courses: one each for the faculties of Arts and Education, Business and Economics, Engineering and Design, Medical and Health Sciences, and Science. Conjoint students can take the course in either faculty. First year Law students will take the WTR course associated with their other conjoint component degree.

The WTR core courses were designed to deliver foundational and transitional benefits. In summary:

### Foundational

- Comprises a first year 15-point faculty-specific course requirement
- Introduces the refreshed Graduate Profile, especially theme *Waipapa Herenga Waka: The Mooring Post* which links to capabilities expressly about people and place
- Delivers foundational core learning about knowledge of place, Te Tiriti o Waitangi, Māori-focused curriculum content, and knowledge systems
- Provides options for students to continue expanding on the foundational core knowledge covered in their WTR course in their future learning in the faculty.

### Transitional

- Supports student success through transition into university
- Improves student retention through the benefits of transitional pedagogy and the inclusion of essential skills. The four common essential skills are communication, collaboration, critical thinking and ethical thinking. In addition, the courses also contain bespoke online academic skills
- Relational design and delivery with benefits of cohort experience and greater attendance on campus.

## Student Consultative Group feedback (excerpt from minutes)

|                                    |                                                                                                                                                                                                                         |
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| <b>Waipapa Taumata Rau Courses</b> | The Deputy Vice-Chancellor Education advised the meeting that the Vice-Chancellor had received the Review Committee report on the Waipapa Taumata Rau courses. The Vice-Chancellor is currently considering the report. |
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|  | <p>The Review Committee had commended the high quality feedback from students, the level of engagement and thoughtful insights into positive aspects of the courses, as well as where and how improvements could be considered.</p> <p>Feedback provided included how engaged staff working on course were, how innovative the course was, noting a lack of clarity about the intention of the course, benefits to graduates in their careers and how to communicate these, how challenging the course content was, some logistical issues such as class sizes and complexities with conjoint degree requirements, course assessment options and the year of study the course should be completed in. It was noted it was not unusual for a new course to require modifications after its first offering.</p> <p>The Deputy Vice-Chancellor Education noted it was unlikely any changes would be made to course content for Semester Two 2025, as any changes would have impacts on staff, timetabling and room availability.</p> <p>The meeting asked what Senate's expected reaction to the review report would be. The DVC Education noted that views across Senate were variable.</p> <p>The AUSA Education Vice-President raised the issue of perceived value for international students. He noted in general international students find it a privilege to learn about the indigenous culture of the country they are a guest in and that the negative aspects of the course have been overexaggerated and amplified by the media. However, the course cost for those not planning to stay in New Zealand after graduating may be an issue for some. It was noted this course is just one of many costs an international student has to consider when undertaking their studies.</p> <p>The compulsory nature of the course was also discussed noting all degrees have structures and criteria that are required to be met. It was suggested that how to critically engage with social media be incorporated into the courses to assist students to respond to public discourse on the courses.</p> |
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## Internal Memorandum

Date: 2 October 2025  
 To: Wendy Verschaeren, [w.verschaeren@auckland.ac.nz](mailto:w.verschaeren@auckland.ac.nz)  
 From: Kendall Smith-Heke, [kendall.smith-heke@auckland.ac.nz](mailto:kendall.smith-heke@auckland.ac.nz)  
 CC: Margaret Crannigan Allen, [margaret.allen@auckland.ac.nz](mailto:margaret.allen@auckland.ac.nz)  
 Subject: Rescindment of Degree

### Rescindment of degree and re-award with Second Class Honours First Division

The following student was conferred their degree with no milestone as the milestone calculation was not undertaken before the student was made eligible to graduate.

This is to request that the earlier qualification be rescinded and re-awarded with the Second Class Honours First Division milestone as noted below.

To be rescinded:

| Name          | Qualification                            | New milestone |
|---------------|------------------------------------------|---------------|
| Jmin Joon Jot | Master of Engineering Project Management | No milestone  |

To be conferred:

| Name          | Qualification                            | New milestone                       |
|---------------|------------------------------------------|-------------------------------------|
| Jmin Joon Jot | Master of Engineering Project Management | Second Class Honours First Division |

Nga mihi

The Graduation Office

Waipapa Taumata Rau | The University of Auckland

11.3



Internal Memorandum

Date: 02 October 2025  
To: Wendy Verschaeren, [w.verschaeren@auckland.ac.nz](mailto:w.verschaeren@auckland.ac.nz)  
From: Kendall Smith-Heke, [kendall.smith-heke@auckland.ac.nz](mailto:kendall.smith-heke@auckland.ac.nz)  
CC: Margaret Crannigan Allen, [margaret.allen@auckland.ac.nz](mailto:margaret.allen@auckland.ac.nz)  
Subject: Rescindment of Degree

Rescindment of degree and re-award with new specialisation

The following student was conferred their Doctor of Philosophy with the incorrect specialisation due to being enrolled incorrectly.

This is to request that the earlier qualification be rescinded and re-awarded with the correct specialisation as noted below.

To be rescinded:

| Name            | Qualification        | Specialisation           |
|-----------------|----------------------|--------------------------|
| Te Piere Warahi | Doctor of Philosophy | Māori and Pacific Health |

To be awarded:

| Name            | Qualification        | Specialisation    |
|-----------------|----------------------|-------------------|
| Te Piere Warahi | Doctor of Philosophy | Population Health |

Nga mihi  
The Graduation Office  
Waipapa Taumata Rau | The University of Auckland