



Waipapa
Taumata Rau
**University
of Auckland**



Investment Plan 2026-28

2 July 2025

Waipapa Taumata Rau | The University of Auckland Investment Plan 2026–2028

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Whāia te iti kahurangi, ki te tuohu koe Me he maunga teitei

Seek the treasure which you value dearly, if you should bow your head, let it be to a lofty mountain

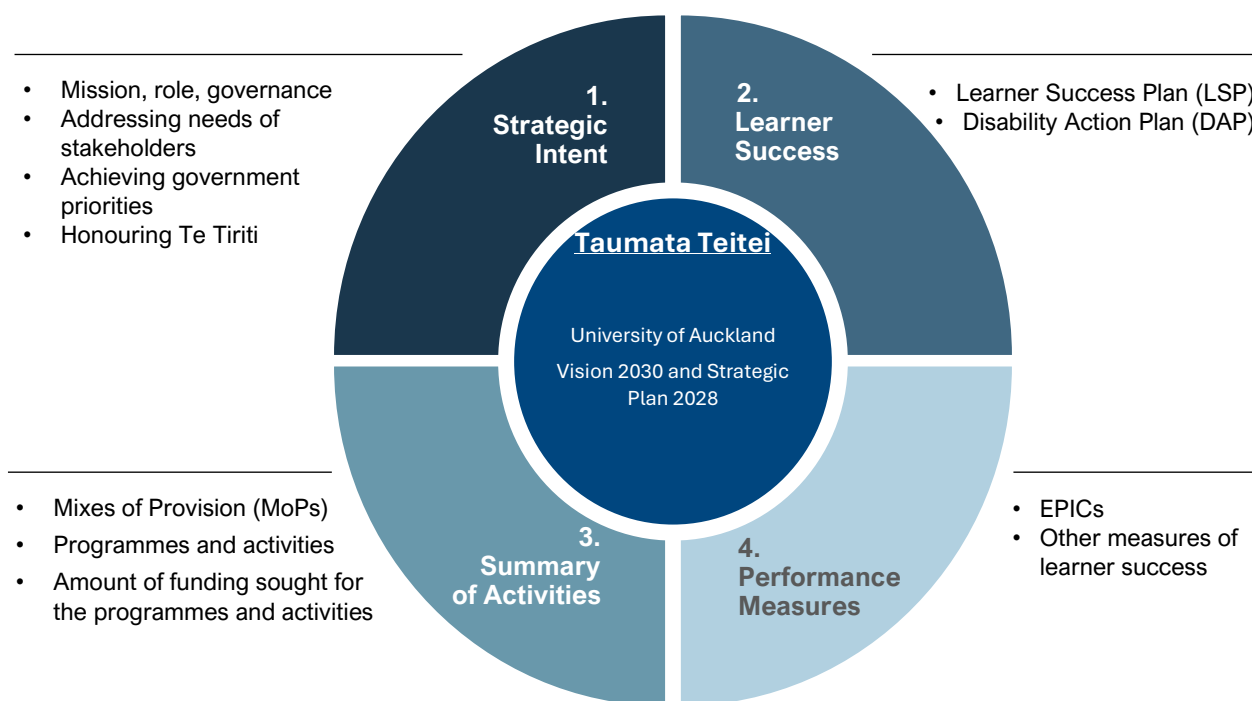
About the Investment Plan

This Investment Plan 2026–2028 outlines Waipapa Taumata Rau, University of Auckland’s distinctive role in the tertiary education sector as articulated in [Taumata Teitei](#), University of Auckland Vision 2030 and Strategic Plan 2028.

The Plan sets out how the University will respond to the priorities identified in the Plan Guidance and in the Tertiary Education Strategy, building on the student-centred approach embarked on through Taumata Teitei. It sets out how we will meet our performance commitments, ensuring student success through our delivery of high quality, research-informed teaching and learning, and the focussed activities set out in the Learner Success (LSP) and Disability Action Plans (DAP). It also summarises programmes and activities, and the investment sought from the Tertiary Education Commission (TEC) for 2026 to 2028. Proposed performance indicators, including the Educational Performance Indicator Commitments (EPICs), are included in the Plan to measure progress towards achieving these outcomes.

This Plan was prepared in a period of constrained and uncertain economic circumstances. Growth in the Auckland secondary school rolls, combined with relatively high youth unemployment in the Auckland region, have contributed to domestic enrolments beyond funded and forecast numbers in 2025. We expect the factors that contributed to domestic growth in 2025 to impact on the three years of this Plan. Policy changes in key international competitor markets contributed to strong international enrolments in 2025. We expect to maintain moderate growth in international student enrolments over the period of the Plan.

Figure 1 - University of Auckland Investment Plan Key Components



The Investment Plan is informed by:

- [Taumata Teitei](#), University of Auckland Vision 2030 and Strategic Plan 2028
- Kawea Ake: our 2024 to 2029 Māori Strategy, which sets out the University's commitment to Te Tiriti, mātauranga Māori, and Kaupapa Māori pedagogies
- Ala o le Moana: Pacific Strategy 2025 to 2030, which amplifies the strengths of Pacific students, staff and communities to achieve the Taumata Teitei commitments
- University of Auckland Graduate Profile, [Doctoral Graduate Profile](#), and the University's Digital, Sustainability and Net Carbon Zero Strategies
- [The Tertiary Education Strategy \(TES\) 2020](#)
- [The Tertiary Education Commission's \(TEC\) Plan Guidance 2026](#)
- [The Growth Budget 2025](#)



1. Strategic Intent

1.1. The mission, role, and distinctive character of Waipapa Taumata Rau | University of Auckland

Waipapa Taumata Rau, University of Auckland is New Zealand's largest, highest ranked, and most comprehensive university. It accounts for 26% of all university learners and is the nation's largest research institution, accounting for 30% of New Zealand's research output. It is the world's largest provider of degree-level tertiary education to Māori and Pacific learners. The University of Auckland graduates from 2024 alone will contribute \$13.3 billion to the Auckland, New Zealand, and global economies over the next ten years.

The University was founded in 1883 as a constituent college of the University of New Zealand. Created formally as an independent university by the [University of Auckland Act in 1961](#), the University is today a large, internationally connected research-intensive university with over 46,000 students and more than 12,500 staff.

The mission of University of Auckland is to be:

'A research-led, international university, recognised for excellence in teaching, learning, research, creative work, and administration, for the significance of its contributions to the advancement of knowledge and its commitment to serve its local, national and international communities.'

The University of Auckland through [Taumata Teitei](#) aims for excellence in research, education and community engagement, based on our relationship with tangata whenua and Te Tiriti o Waitangi. Located in Aotearoa New Zealand — a land of extraordinary beauty and diversity, where Māori are tangata whenua — the University's identity and enduring relationship with tangata whenua, grounded in Te Tiriti o Waitangi, shapes who we are and sets us apart. This connection is central to our distinctiveness and foundational to our Vision 2030 and Strategic Plan 2028, as we reach outward to the Pacific, Asia, and the wider world.

The vision of the University is to be 'internationally recognised for our unique contribution to fair, ethical and sustainable societies.' Underpinning this vision, our students and staff live the University's core values of Respect and Integrity, Excellence, and Service. The te ao Māori principles reflect the University's relationship with tangata whenua and commitment to Te Tiriti o Waitangi:

- Manaakitanga – Caring for those around us in the way we relate to each other
- Whanaungatanga – Recognising the importance of kinship and lasting relationships
- Kaitiakitanga – Valuing stewardship and guardianship and our relationship with the natural world

Through its six faculties, 26 faculty and university research centres, and two large-scale research institutes, the University offers undergraduate degrees, that include conjoint options, postgraduate programmes and degrees, and doctoral degrees. We teach and research across a comprehensive range of disciplines, for some of which we are the only provider in New Zealand. The intersections of our disciplines create transdisciplinary opportunities. While our teaching and research focus is on the Auckland City campuses (City, Grafton, and Newmarket), our Tai Tonga Campus in Manukau connects with South Auckland students, and the Tai Tokerau Campus in Whāngarei links to the Northland community. Our Leigh Research Facility has marine science facilities, our Waikato Clinical Campus provides learning space for medical students doing their clinical training at Waikato Hospital, while medical and health sciences are delivered in hospitals and other locations in the upper North Island. Since 2020, we have invested in postgraduate programmes delivered online for working professionals.

Generative AI (and its progeny) will disrupt higher education. The University must consider this disruption in concert with the needs of the economy and society and understand how best to shape its response. New disciplines will emerge and skills, currently unknown, will need to be integrated. While we may not be able to

predict exactly what is ahead, we can forecast substantial change in research, teaching pedagogies and evaluative processes, and operational processes. The transition to an AI future requires urgent investment and/or reprioritisation of spend. One way to reduce cost would be to collaborate across the sector in relation to operational systems.

1.2. Progress since the previous Investment Plan

Pursuit of Excellence (Taumata Teitei)

The University has maintained a position in the QS World University Rankings Top 100 since 2004, currently ranked 65th globally (placing it in the top 5%). It also ranks in the global Top 30 in the Times Higher Education Impact Rankings for its contributions to the United Nations Sustainable Development Goals and sits at equal 152nd in the Times Higher Education World University Rankings (top 8%). The University is New Zealand's highest-ranked institution in the QS Academic Ranking of World Universities (Shanghai), with leading domestic scores for prestigious alumni and highly cited researchers — a testament to its broad academic strength and research impact.

These rankings reflect the University's sustained excellence across teaching, research, and sustainability, enhancing its appeal to high-achieving students, particularly at the international and postgraduate levels. They also help attract leading academic staff and foster global research partnerships — strengthening the University's profile, and the international reputation of Aotearoa New Zealand's university system.

Global Reach and Impact

Research and citation impact is a measure of research strength for the University. The Arts and Humanities, and Social Sciences lead our measures, highlighting the importance of our comprehensive research portfolio and curriculum for our reputation and that of the wider university sector. In the [2024 Clarivate Global Profile](#) the University's international paper co-authorship score was 99.99 for Arts and Humanities, and 84.06 for Social Sciences, while the normalised citation impact score was 98.69 for Arts and Humanities, and 92.11 for Social Sciences. These two areas were also our top-scoring fields for teaching reputation. With an international student body representing approximately 100 countries, the University demonstrates its vision of global engagement. Its 44th ranking in the [Times Higher Education 2025 Most International University](#) highlights its commitment to fostering an internationally diverse and inclusive academic community.

Transdisciplinary Collaboration

The University's strengths across a wide range of disciplines — from archaeology and education to engineering, business, and sports science — are reflected in its Top 100 ranking in eight distinct subject areas in the [Shanghai Global Ranking of Academic Subjects](#). This disciplinary breadth not only signals academic excellence but also highlights the University's deep and growing commitment to transdisciplinary collaboration.

Flagship transdisciplinary programmes, such as Global Studies and Communication, illustrate this approach, offering students the opportunity to draw from multiple disciplines to engage with complex global issues. Transdisciplinary courses foster integrative thinking, encouraging students to work across cultural and disciplinary boundaries to develop holistic approaches to contemporary challenges, such as artificial intelligence and climate change.

This ethos extends into the University's structure and research environment. Faculty arrangements and cross-faculty initiatives are designed to support collaboration across the University — opening new pathways for interdisciplinary teaching and research. The University's research centres and institutes, such as Ngā Ara Whetū - Centre for Climate, Biodiversity & Society, Te Poutoko Ora a Kiwa - Centre for Pacific and Global Health and Te Aka Mātauranga Matepukupuku - Centre for Cancer Research, are leading examples of how transdisciplinary thinking is embedded in the University's research culture. These centres bring together researchers from diverse backgrounds — including the health, sciences, humanities, business, law, and education — to co-create solutions to complex societal and global problems. The University continues to advance a model of higher education where transdisciplinary is central to innovation, impact, and future-readiness.

Sustainability and Societal Impact

The University has been ranked fourth in Oceania and in the top one percent worldwide in the 2025 QS Sustainability Rankings. It achieved 13th place globally, in the Times Higher Education Impact Rankings 2024. These rankings reflect the University's dedication to environmental sustainability and its contributions to the United Nations Sustainable Development Goals.

Research Leadership and Innovation

Having produced 30% of all national research outputs and with a weighted field citation index of 2.40, significantly higher than the national average of 1.72, the University demonstrates its leadership in high-impact, internationally recognised research. Doctoral graduates from the University of Auckland make up 26% of the national total, representing a significant contribution to New Zealand's research and innovation ecosystem. By generating approximately \$280 million in research revenue, the University fulfils its commitment to impactful research addressing global concerns. The University has the most active spin-out companies of any public-funded research organisation across New Zealand and Australia, and its economic impact as an anchor institution in Tāmaki Makaurau demonstrates its role in fostering a thriving, innovation-based economy.

Values-Led Academic Community

The University is guided by a values-based framework that informs its strategic direction, institutional culture, and academic endeavours. Our commitment to openness, fairness, and respect is embedded across teaching, research, and engagement activities, ensuring that the University remains responsive to both national priorities and global challenges.

The University's emphasis on values is operationalised through policies, strategic plans, and measurable outcomes. Our strong performance in global sustainability and impact rankings affirms this alignment and highlights the University's role in advancing equity, inclusion, and social responsibility.

In positioning ourselves as a values-led academic community, the University contributes meaningfully to national development while upholding the standards of excellence expected of a globally ranked university.

1.3. Honouring Te Tiriti o Waitangi

Toitū Waipapa

The University is committed to honouring Te Tiriti o Waitangi and acknowledges a special relationship with iwi, its Māori staff, students, and communities. The University's recognition of Te Tiriti is reflected in the current strategic plan *Taumata Teitei* and in Toitū Waipapa

Toitū Waipapa is the enduring indigenous framework of Waipapa Taumata Rau. It provides a philosophical and cultural basis to the strategies, processes and practices of the University. It is founded on Mātauranga-a-whenua, the knowledge and ways of knowing and being derived from this whenua, under the kaitiakitanga of Ngāti Whatua Ōrākei. Toitū Waipapa is being developed and applied iteratively as the University works through its strategic initiatives in all portfolios. In Education and Student experience this has included the graduate profile, and currently the refresh of *Whakamana Tāngata – Student Services Strategy*.

The University's responsibilities under Te Tiriti o Waitangi

Key strategic initiatives in Taumata Teitei flow from this commitment to Te Tiriti. In particular, the Office of the Pro Vice-Chancellor (PVC Māori) has developed a strategic plan *Kaweia Ake* (2024-2029) which includes initiatives across all University portfolios. The Māori staffing plan *Waipapa Tāngata Rau* was also launched in 2023 with a focus on the Māori student pipeline through postgraduate study and into employment in the University.

Key priorities and initiatives of the PVC Māori include:

- Improve retention and success of Māori students through the development of a dedicated Māori student strategy, and the refresh of *Whakamana Tāngata – Student Services Strategy* underpinned by Toitū Waipapa
- Refresh of the University Language Plan for the revitalisation of te reo Māori, including the Te Kuaha app.
- Māori staff leadership development through the design of a bespoke leadership programme
- The refresh of Taumata Ngaio which includes the te reo Māori plan and a range of new professional learning offerings for university staff.
- The development of authentic and mutually beneficial relationships with iwi
- The development of a Research Platform for Māori capability development

The Poutaki Hāpai Tauira – Māori Student Success lead, works in partnership with function leads, service providers, and cohort and segment owners to shape an end-to-end approach for the Māori student journey from outreach and recruitment, through to completion. Governance, leadership and direction for the Tuākana Learning Community is provided by the Offices of the PVC Māori and the PVC Pacific working in collaboration with functions and faculties to enhance Māori and Pacific learner success.

The PVC (Māori) is responsible for Waipapa and Ngā Tauira Marae. The PVC (Māori) is a member of University Executive Committee, the Senior Leadership Team and Senate. The PVC (Māori) Chairs the Rūnanga and they, or their delegate are a member of the Equity Leadership Committee, Schools Liaison Committee, Education Committee and Teaching and Learning Quality Committee. The Pro Vice-Chancellor Māori Office supports Research Committee co-governance through Māori Research Governance Group, ensuring that Māori perspectives, values, and ethical considerations are integrated into the University of Auckland's research activities and policies.

The Rūnanga advises Council on matters pertaining to its Tiriti commitments and is an open forum for Māori staff and student feedback. Voting members include representatives of Ngā Tauira Māori who hold dedicated agenda space for matters concerning Tauira Māori.

The Faculties of Arts and Education, and Medical and Health Sciences have a Tumu (Māori deputy dean) and the faculties of Business and Economics, Science, and Law have Associate Deans (Māori). In the period since 2014 all faculties (and Libraries and Learning Services, Human Resources and Campus Life) have appointed Kaiārahi, Māori professional staff leaders who together form a Community of Practice to provide leadership and advice on Māori learner outcomes within the University. Kaiārahi work closely with executive teams to formulate and implement strategies in key areas such as education and student experience, research, and people and culture. They support researchers, by enhancing internal capability and fostering external engagement with Māori.

The PVC Māori is a co-sponsor of the University's Learner Success Plan and is a member of the Learner Success Oversight Group.

In 2024, tauira Māori made up 6.6% of the University's overall student numbers, and Māori staff made up 7.8% of the academic staff body and 7.0% of the professional staff body. The University has clear targets, as Taumata Teitei KPIs and as part of the commitment to TEC and TES priorities, to increase the participation and success of our Māori students and staff. [University of Auckland Annual Report 2024: Whiria te hono | Weaving connections](#) provides a summary of these KPIs.

1.4. The University's governance

University Leadership: The Council

The University's governing body is the [Council](#), which comprises elected staff and student representatives, a member appointed to advise on Māori issues, a member appointed from the alumni, Council appointees, and Ministerial appointees. The Vice-Chancellor is also a member of Council. The Council is chaired by the Chancellor, who is a lay member of Council. Under the [Education and Training Act 2020](#), Council has the following functions:

- Appoint a chief executive (Vice-Chancellor)
- Carry out long-term planning for the University
- Adopt the Investment Plan
- Ensure that the institution is managed in accordance with the Investment Plan
- Determine the policies of the institution in relation to the carrying out of the Investment Plan and, subject to the State Services Act 2020, the management of its affairs.

The University's Statutory Role

In carrying out its functions, and particularly when considering the University's Investment Plan, Council is guided by the statutory characteristics of universities, which are defined in [Section 268\(1\)\(d\)](#) of the Education and Training Act 2020:

- They [universities] are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence
- Their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge
- They meet international standards of research and teaching
- They are a repository of knowledge and expertise
- They accept a role as critic and conscience of society

A university, according to the Act, is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates and assists the application of knowledge, develops intellectual independence, and promotes community learning.

Responsibilities of Council

Council is required, when performing its functions, to fulfil various duties. These include:

- Striving to ensure that the University attains the highest standards of excellence in education, training and research
- Acknowledging the principles of Te Tiriti o Waitangi (the Treaty of Waitangi)

- Encouraging the greatest possible participation of the communities served by the University, especially by under-represented groups
- Ensuring that the University does not discriminate unfairly against any person
- Ensuring proper standards of integrity, conduct and concern for the public interest and the well-being of students
- Ensuring that systems are in place for the responsible use of resources

The Vice-Chancellor

The Education and Training Act 2020 entrusts the Vice-Chancellor with the management of the academic and administrative matters of the University. The Vice-Chancellor is the employer of all staff. The Vice-Chancellor is supported by a senior leadership structure that includes the [University Executive Committee \(UEC\)](#), Senior Leadership Team and other advisory committees to the Vice-Chancellor.

The UEC is chaired by the Vice-Chancellor and comprises:

- The Deputy Vice-Chancellors (Education), (Research and Innovation), (Strategic Engagement), (Operations and Registrar), and (Corporate Services and Chief Financial Officer)
- The Pro Vice-Chancellors (Māori) and (Pacific)
- The Director of Human Resources
- Deans of Arts and Education, Business and Economics, Science, Medical and Health Sciences, and Engineering and Design.

The Senate

On academic matters, Council is bound to consult the [Senate](#) which the Vice-Chancellor chairs. This body includes professors and representatives of sub-professorial and professional staff and representatives of students. The Senate takes advice from the Education and Research Committees and from several other committees. Council has delegated to Senate the following responsibilities and functions on academic matters:

- Making recommendations or reports to Council
- Furthering and coordinating the work of faculties, schools and departments, the University Library and Auckland University Press
- Encouraging scholarship and research
- Appointing standing committees as required
- Delegating authority to its committees. As a delegate of Council, the Senate operates as a committee of Council.

The faculties and large-scale research institutes

Each [faculty and large-scale research institute \(LSRI\)](#) is headed by a Dean or Director who is responsible for management of the teaching, research and administrative activities of the faculty or LSRI. Each faculty/LSRI has an academic leadership team which comprises standard Academic Leadership roles as well as bespoke roles to reflect more specific strategies. Deans and Directors have primary financial responsibility for their academic unit. Faculties and LSRI's prepare a plan each year and an annual report that outlines achievements and planned activities. The plans set out the contributions to Taumata Teitei priorities and initiatives to ensure the faculties and LSRI's activities are moving the University, collectively, towards its strategic vision.

Governance documents

- Taumata Teitei: Vision 2030 and Strategic Plan 2028
- Capital Plan and financial projections

Committees

[Committees, sub-committees, and boards within the University](#)

The University maintains a comprehensive and structured governance framework through a diverse range of committees, sub-committees, and boards. With 30 formal committees spanning academic quality, ethics and safety, research and innovation, student and staff experience, and institutional leadership, these bodies play a critical role in guiding the University's strategic direction and day-to-day operations. Academic committees such as the Academic Programmes Committee and the Board of Graduate Studies ensure the integrity and relevance of our educational offerings, while bodies like the University Equity Leadership Committee and the Student Consultative Group uphold inclusive and responsive practices. The University's governance ecosystem supports transparency, collaboration, and accountability — with each committee contributing to the realisation of Waipapa Taumata Rau's mission and values.

1.5. Changes to Management and Governance

Faculty changes

In 2025, the University consolidated its faculties. The faculties of Education and Social Work and Arts, and Schools of Elam School of Fine Arts, School of Music, and Dance Studies programme are now within the Faculty of Arts and Education | Te Pūtahi Mātauranga. The faculty of Engineering, and the Schools of Architecture and Planning, and the Design programme are within Te Herenga Auaha, the Faculty of Engineering and Design. The new combinations provide for the consolidation of administrative structures and provide opportunities to build collaborative, and interdisciplinary academic environments, that contribute to the University's

resilience in its areas of excellence and increasing its capacity for future success. By bringing these areas together, the University creates more opportunities for inter- and trans- disciplinary research, which will, in turn, broaden career development opportunities for academic, professional, and technical staff.

The new faculties provide potential for integration of related but previously separated fields of study, promoting a more cohesive and innovative approach to education and research. This will better position the University in the evolving landscape of tertiary education, ensuring it remains at the forefront of academic and research excellence.

Leadership

In late 2024, the University's leadership structure was simplified. The role of Provost was disestablished, with the Faculty Deans reporting directly to the Vice Chancellor. The Deans have also become members of the University Executive Committee. This streamlined leadership structure will facilitate improved decision-making and ensure a more cohesive, agile and responsive management system. A position for a DVC Education and Pro Vice-Chancellor, Student Success and Experience were created.

Enabling Environment

The University is strengthening its ability to deliver world-class, future-focused services by evolving how its professional portfolios are structured and aligned. Our student base is diversifying, workforce pressures are growing, costs are rising faster than revenue, and technologies like AI are transforming how services can be delivered. Universities globally are adapting by creating more integrated, customer-centred service models that are digitally enabled and strategically aligned.

Five key changes will enable this evolution. A unified Student and Scholarly Services Office will strengthen the integration of student-facing services to enhance effectiveness across the entire learner journey. Customer-facing campus services will be integrated with Property to improve operational efficiency and enrich campus experiences. A new Governance, Legal and Risk Office will provide a more cohesive approach to managing operational challenges and long-term strategic risks. Strategic planning and organisational performance will be brought together into a single team to ensure university-wide alignment and effective change management. Finally, University Operations and Staff Services will be consolidated to strengthen accountability, encourage innovation, and improve service effectiveness and adaptability across the organisation.

These structural realignments are designed not only to improve current service delivery, but also to build institutional capability for the decade ahead. By creating portfolios that are more strategically focused and better connected, the University is positioning itself to respond proactively to internal and external pressures. This transformation ensures that services remain people-centred, resilient, and aligned with the University's mission.

1.6. Responding to regional and national trends

The University's priorities place learners at the centre, addressing financial and structural pressures, and adapting to changing learners' needs and expectations in a dynamic global environment. We make a significant contribution to the [Tertiary Education Strategy \(TES\)](#) through our graduates and our research, including through

the international students we attract. Our activities support the Government's commitment to economic growth (see 'TES Objectives mapped to Taumata Teitei priorities' on page 25).

The University regularly reviews its operations to align with its strategy and the changing landscape of higher education nationally and globally. The global pandemic has changed higher education, speeding up digital innovation and highlighting societal divisions. In response, the University serves as a place for intellectual and social exchange in a divided world. As trust in traditional institutions declines and information becomes more polarized, the University must be a trusted space for diverse viewpoints, evidence-based approaches, and collaborative solutions to societal challenges. The University is committed to bridging divides through research on environmental and social issues, and equipping graduates with technical skills and ethical awareness. This commitment extends beyond campus through partnerships, community engagement, and digital platforms that make knowledge accessible. In times of scepticism and division, the University's role as a critic and conscience of society is crucial, providing spaces and frameworks to rebuild social cohesion and address global challenges.

'Taumata Teitei at a glance' (Figure 2, page 17) outlines the University's priorities and aspirations on one page, along with a list of the key strategic initiatives for each of the strategic portfolios: Education & Student Experience, Research & Innovation, Partnerships & Engagement, Enabling Environment, and People & Culture.

The University continues to advance its strategic initiatives under the Education & Student Experience portfolio, its focus on student experience and learner success is established through Whakamana Tāngata, Student Services Strategy which is currently being refreshed. These initiatives are underpinned by Taumata Teitei, which emphasises a student-centric approach to education and mana-enhancing services, environments, and experiences.

Figure 2 – Taumata Teitei at a Glance

PURPOSE We create globally transformative impacts through our distinctive strengths in world-leading research, scholarship, teaching and collaborative partnerships, inspired by our unique position in Aotearoa New Zealand and the Asia-Pacific.		VISION (2030) We will be internationally recognised for our unique contribution to fair, ethnical and sustainable societies.		TE AO MĀORI PRINCIPLES Maakitanga Caring for those around us Whanaungatanga Kinship and lasting relationships Kaitiātanga Stewardship and guardianship	
	EDUCATION & STUDENT EXPERIENCE	RESEARCH & INNOVATION	PARTNERSHIPS & ENGAGEMENT	ENABLING ENVIRONMENT	PEOPLE & CULTURE
Vision	To engage all our students in research-informed, culturally embedded learning experiences that will advance their evolving aspirations to enjoy fulfilling careers, and provide leadership in national and local communities.	To facilitate research that is excellent in quality, innovative and transdisciplinary in spirit and draws its distinctive sense of purpose from our place in Aotearoa and the Pacific.	To be a unique and highly valued partner of choice for tangata whenua, iwi, national and Pacific communities and organisations, industry and international partners.	Together creating mana-enhancing experiences for our communities.	To establish a working culture that supports world-class teaching and research grounded in the University's commitment to mātauranga Māori, the principles of Te Tiriti, diversity, inclusion and wellbeing.
Priorities	<ol style="list-style-type: none"> 1. Accessible, equitable lifelong higher education opportunities. 2. Student-centric learning, co-curricular and extra-curricular cultures. 3. Education that is research-informed, transdisciplinary, relevant and with impact for the world. 4. Graduates who make the world better tomorrow than it is today. 	<ol style="list-style-type: none"> 1. World-class research inspired by our place in Aotearoa and the Pacific. 2. A global powerhouse of innovation, creativity and entrepreneurship. 3. Relevant, purposeful, impactful research for our communities. 4. Ambitious research confronting humanity's greatest challenges. 5. Nurturing, recruiting and retaining outstanding research talent. 6. A research ecosystem characterised by collaboration, agility, simplicity, engagement and empowerment. 	<ol style="list-style-type: none"> 1. Strengthen and deepen our relationship with tangata whenua. 2. An ambitious and relevant partner that is globally networked. 3. Deep engagement with diverse Aotearoa and Asia-Pacific communities. 4. Enduring relationships with prospective students, students, alumni and donors. 5. Diverse student body reflecting our communities. 6. Recognised and valued by our communities. 	<ol style="list-style-type: none"> 1. Create mana-enhancing experiences for our communities through effective, efficient, and valued operations and services. 2. Deliver a distinctive, capable, and flexible people-centred environment that celebrates our place in Aotearoa New Zealand and the Pacific. 3. Actively continue and measure progress towards overall sustainability and net-zero carbon status. 4. Enable long-term operational sustainability and resilience through careful stewardship and planning and by enabling revenue growth. 	<ol style="list-style-type: none"> 1. Live our values and purpose 2. Develop a future-ready workforce 3. Build a high performing, diverse, inclusive and equitable community 4. Activate manaakitanga, whanaungatanga, and kaitiakitanga across our People and Culture practices 5. Aspirational and inclusive leadership
Strategic Initiatives	Undergraduate Degree Review	Hikina kia Tutuki – Flagship University Research Centres	Engagement Plans	Whakamana Tangata – Student Services Strategy	Future Academic Workforce
	University Graduate Profile Renewal	MedTech Innovation Quarter	Sustainability Strategy	Te Rautaki Tūāpapa – Estate Strategy	Values-led Culture
	Learning and Teaching Design and Delivery	Researcher Skills and Development	Public Policy Impact Institute	Sustainable and Effective Operations	Māori and Pacific Staffing Plans
		Research Data Management		Mana Enhancing Services	
Our values are lived through our behaviours and actions, with strong and enduring commitments to open intellectual inquiry, collaboration, creativity, and equity and diversity  Respect and Integrity Excellence Service					

Contribution to the network of provision at national and regional levels

Waipapa Taumata Rau, University of Auckland is the key educational, social, research, innovation, and economic institution for Tāmaki Makaurau, Auckland, the region and New Zealand. Its international reputation enhances the country's global reputation by building human capital and providing a research foundation for an innovation-led economy. Investment in the University system maximises its potential to contribute to social and economic prosperity.

The University's students have access to a comprehensive curriculum, world-class education based on research quality and teaching innovation. Our regional presence beyond the Auckland central city campuses, through campuses in Manukau and Tai Tokerau, provide accessible options for our students. The University's digital learning initiatives extend this opportunity to working professionals throughout New Zealand and beyond.

New Zealand's culture of equality has influenced the development of our universities, making it harder to acknowledge their different strengths and distinctive characteristics. The University's leadership in research, innovation, and postgraduate education strengthens New Zealand's global profile, while addressing national priorities. Strategic investment in these strengths is key to shaping a resilient, future-focused education ecosystem.

Contribution to regional development and skills provision

The University's strategic investment in both physical and digital infrastructure is transforming Auckland into a sustainable, future-focused urban hub that drives social and economic development across the region. Our world-class facilities support flexible, digitally integrated teaching and research, providing students with the transdisciplinary skills essential for modern graduates.

In today's rapidly evolving global job market, we have recognised the need to develop adaptable professionals for jobs that don't yet exist. We emphasise comprehensive core competencies—analytical, scientific, and pedagogical foundations alongside crucial soft skills like leadership, communication, ethics, critical thinking, and problem-solving—all increasingly valuable in an AI-driven world.

Preparing graduates for future success requires deep collaboration with industry and civic society to identify emerging competencies. Higher education delivers returns on investment that benefit both individuals and society through enhanced earning potential, improved social mobility, and sustained economic growth. Graduates of the University of Auckland make significant and wide-ranging contributions to New Zealand's economy. On average, they earn 40% more than non-graduates, contributing approximately NZD 8.5 billion annually to New Zealand through increased productivity and earnings. Many go on to lead innovation and entrepreneurship — including founding high-tech ventures like Soul Machines and CodeHQ — while others drive progress through research, social impact, and community leadership. These outcomes reflect the lasting economic and societal value of a University of Auckland education.

As more students pursue work-integrated and lifelong learning, our engagement models must evolve accordingly. This evolution requires strategic investment in digital teaching platforms and the development of staff to maximise the effectiveness of the new forms of delivery. While the campus experience remains central to a University of Auckland degree, we recognise that lifelong learning is vital to long-term careers. This in turn, requires our delivery, especially of postgraduate opportunities to be flexible to meet student needs.

1.7. Our Size, Shape, and Composition

Alignment to Taumata Teitei has led the University to reviewing its size, shape and composition. We will seek to maintain undergraduate enrolment levels to meet the needs of the Auckland and wider New Zealand school leaver demand for research-informed undergraduate degrees. Our strategy is to progressively shift towards a greater proportion of taught and research postgraduate students while maintaining the quality of our undergraduate intakes. We continue to diversify our student population, particularly through broader domestic engagement and the growth of new international markets especially in postgraduate programmes. These shifts reflect the evolving needs of students and the workforce, supporting stronger employment outcomes, enhancing innovation capability, and contributing to more resilient and sustainable communities.

The University's student segmentation framework defines five key student segments: school leavers, the undergraduate pipeline, working professionals, postgraduate pathways, and doctoral students. It also highlights three strategic cohorts: Māori, Pacific, and international students. Our international student enrolments now exceed our pre-pandemic numbers, but the composition of the student body has changed. The secondary school pipeline of international students into undergraduate degrees has been replaced by quality sub-degree provision and significantly increased taught postgraduate enrolments, supported through Transnational Education agreements (**see Vignette II**). The number and proportion of international students are expected to grow over the years of the Plan.

The segmentation framework remains a cornerstone of our student-centric strategy, as articulated in Taumata Teitei and emphasised in the TEC priorities. It responds, for example, to the increasing variability in school leaver preparedness and the need for close attention to student support and pathways through our degrees that provide the skills necessary for students to achieve their ambitions. The framework also supports our commitment to delivering world-class research-informed degree-level education and experiences, across a wide range of disciplines and transdisciplinary options for the people of the Auckland Region and nationally in respect to our programmes of national significance.

Market Segment Leaders continue to play an integral role in shaping segment strategies and contributing to institution-wide initiatives, including forecasting and planning. They bring a focused lens to changes in the market and learner needs. The framework also supports ongoing monitoring of student composition to ensure alignment with the University's strategic priorities. This segmentation framework is reflected in the University's reporting on the student profile (Table 1).

Table 1 - University of Auckland total EFTS by market segment and cohort

	Actual EFTS			Forecast EFTS			
Segments	2022	2023	2024	2025	2026	2027	2028
Total	35,827	35,337	36,603	38,728	39,432	40,329	40,687
Foundation	833	1,016	1,404	1,476	1,574	1,565	1,565
School Leavers	5,907	5,226	5,432	6,369	6,297	6,324	6,457
Other UG	20,405	20,069	19,927	20,070	20,659	21,230	21,402
Working Professionals	1,927	2,011	2,139	2,182	2,233	2,306	2,309
PG Pathways	4,635	4,855	5,479	6,294	6,279	6,468	6,504
Doctoral	2,120	2,160	2,222	2,337	2,390	2,436	2,450
Postgraduate % of total EFTS	24.2%	25.5%	26.9%	27.9%	27.6%	27.8%	27.7%

Cohorts

International % total EFTS	16.5%	18.5%	18.5%	20.1%	20.4%	20.9%	21.0%
Full Fee International EFTS	4,999	5,607	5,699	6,482	6,710	7,064	7,186
Doctoral Domestic Funded International EFTS	910	928	1,063	1,292	1,323	1,349	1,356
Māori % total EFTS	6.8%	6.5%	6.6%	6.7%	6.8%	6.8%	6.9%
Māori % of domestic funded EFTS	7.9%	7.8%	8.0%	8.1%	8.1%	8.2%	8.3%
Māori EFTS	2,438	2,288	2,426	2,592	2,666	2,753	2,806
Pacific % total EFTS	8.6%	8.0%	8.2%	8.3%	8.3%	8.4%	8.5%
Pacific % of domestic funded EFTS	9.9%	9.4%	9.6%	9.7%	9.7%	9.8%	9.9%
Pacific EFTS	3,081	2,822	2,993	3,198	3,289	3,397	3,462

			Actual			Commitment ¹			
	Ethnicity Group	Cohort	2022	2023	2024	2025	2026	2027	2028
Course completion rate	Māori	Levels 4 to 10	83.0%	85.0%	85.1%	86.5%	87.5%	89.5%	91.0%
	Pasifika	Levels 4 to 10	73.4%	76.2%	76.7%	78.0%	80.0%	82.0%	85.0%
	All Other Ethnicities	Levels 4 to 10	91.3%	91.3%	91.6%	91.0%	91.0%	91.0%	91.0%
First year retention rate	Māori	Level 7 degree	73.4%	73.3%	80.5%	84.0%	86.0%	87.0%	88.0%
	Pasifika	Level 7 degree	77.6%	73.1%	78.8%	84.0%	86.0%	87.0%	88.0%
	All Other Ethnicities	Level 7 degree	80.3%	80.7%	83.6%	87.0%	88.0%	88.0%	88.0%
Percentage participation of all student enrolments	Māori	Total	6.8%	6.5%	6.6%	6.7%	6.8%	6.8%	6.9%
		Level 4 to 7 (non-degree)	20.1%	17.2%	16.5%	8.3%	8.5%	8.5%	8.5%
		Level 7 degree	8.8%	8.8%	8.9%	7.1%	7.2%	7.1%	7.0%
		Level 8 to 10	6.1%	5.8%	6.1%	5.0%	5.1%	5.1%	5.1%
	Pacific	Total	9.6%	9.0%	9.2%	9.3%	9.4%	9.5%	9.6%
		Level 4 to 7 (non-degree)	40.7%	35.6%	34.7%	12.8%	13.0%	13.0%	12.5%
		Level 7 degree	13.1%	12.5%	12.5%	9.0%	9.0%	9.0%	8.9%
		Level 8 to 10	6.3%	6.3%	6.7%	5.0%	5.1%	5.1%	5.1%
	All Other Ethnicities	Total							
		Level 4 to 7 (non-degree)	43.4%	51.9%	52.9%	78.9%	78.5%	78.5%	79.0%
		Level 7 degree	79.5%	80.2%	80.1%	77.0%	83.8%	83.9%	84.1%
		Level 8 to 10	88.3%	88.5%	87.9%	86.8%	89.8%	89.8%	89.8%
ERI	\$ 000	PBRF eligible ERI	228,597	228,500	248,582	230,000	220,000	220,000	220,000
RDC	Number	PBRF Doctoral & Masters	1,308	1,150	1,180	1,200	1,200	1,250	1,300
International	EFTS (Full-Fee)	All levels	4,999	5,607	5,699	6,482	6,710	7,064	7,186

¹ EPICs are to be reviewed in 2025/2026, the targets will be updated following agreement to a changed methodology.
Participation percentages are calculated as a percent of all student enrolments i.e. include International and domestic enrolments.

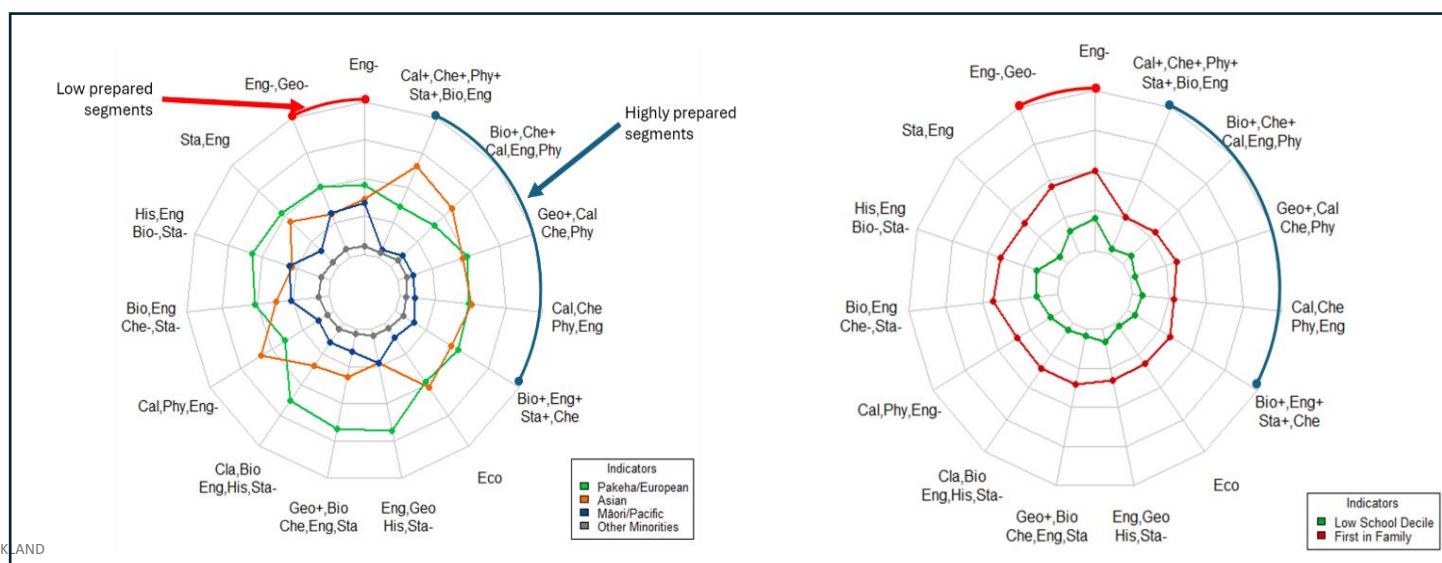
1.8. Learners Most at Need

The University of Auckland takes an evidence-based approach to its operations, including the targeted provision of resources and support for students most in need. Students most in need are typically those whose prior educational opportunities have not adequately prepared them for university-level study. This includes, but is not limited to, learners who are first in their family to attend a university, attended schools in low socio-economic communities, or who identify as Māori or Pacific and come from educationally underserved backgrounds.

Support begins with a clear understanding of the level of academic preparation required for success and ensuring that students are appropriately prepared for their programme of study to thrive from the outset. Analysis of school subject achievement data allows the University to segment prospective learners based on their preparation. These segments range from those who are highly prepared for most programmes and require minimal assistance, to those who are less prepared and need wrap around academic and pastoral support — including Foundation-level education.

The nature of preparation varies considerably by ethnicity, secondary school, and socio-economic background (see Figure 3). Learners who identify as Asian, for example, are statistically more likely to enter university well prepared, with strong performance in calculus, chemistry, physics, biology, and statistics — subjects correlated with academic success at university. Conversely, learners who are first in their family to enter tertiary education, especially those identifying as Māori or Pacific, or who have had limited access to advanced secondary school subjects, tend to enter university with achievement primarily in subjects such as geography and English, and may require bridging support to thrive in their chosen academic pathways.

Figure 3 - Learners Most at Need subject-based segmentation, by priority ethnic groups and socio-economic status



2. Engaging stakeholders

The University's stakeholders include students, staff, alumni, the compulsory education sector, Tamaki Makaurau Iwi, Pacific communities, members of New Zealand's many diasporas, professional organisations, unions, partner universities, international networks, employers, community and business representatives, donors, and representatives of local and central government. Stakeholder engagement and consultation is embedded in the University's processes at all levels and informs ongoing development of the University's activities to meet the needs of these diverse stakeholders.

Led by our Deputy Vice-Chancellor (Strategic Engagement), the University is currently developing consolidated engagement plans with an emphasis on coordination mechanisms, core messages, and intersections with other Taumata Teitei strategic portfolios and initiatives.

Taumata Teitei Partnerships and Engagement Priorities	Examples of Stakeholder Enabled Initiatives	Measures of Success
<p>Priority 1: Strengthen and deepen our relationship with tangata whenua</p> <p>Priority 2: An ambitious and relevant partner that is globally networked</p> <p>Priority 3: Deep engagement with diverse Aotearoa and Asia-Pacific communities</p> <p>Priority 4: Enduring relationships with prospective students, current students, alumni and donors</p> <p>Priority 5: Diverse student body reflecting our communities</p> <p>Priority 6: Recognised and valued by our communities for the contributions we make towards a more sustainable future for all</p>	<ul style="list-style-type: none"> • Memorandum of Understanding with 12 Auckland High Schools: Aimed at achieving University Entrance parity for Māori and Pacific learners by 2030. • Ngā Taurua Marae: Established in partnership with Ngāti Whatua including the re-establishment of the Tūtahi Tonu whareniui, originally established at Epsom campus, by the esteemed alumnus Tarutaru Rankin, a pioneering figure in Māori education, who's legacy is cherished within the new marae (see Vignette I). • Alumni: The University of Auckland maintains strong connections with its local and global alumni community. These initiatives celebrate alumni achievements and foster ongoing relationships that support students, research, and the wider University whānau. Our Alumni support connection and mentoring through <i>Alumni Connect</i>, an online platform that links students and recent graduates with experienced alumni for career guidance. • Government: The University is active in supporting Government priorities, including participation in trade envoy. 	<ul style="list-style-type: none"> • Stakeholder satisfaction with engagement • Enrolments by student cohort (Māori, Pacific, all other ethnicities), at each qualification • Grow full-fee international student enrolments, diversifying our international markets, and broadening the programmes in which they enrol.

	<ul style="list-style-type: none"> • Association of Pacific Rim Universities (APRU) Annual Presidents' Meeting: Hosted by the University, focusing on Pacific Rim challenges and research partnerships. The University plays a leading role in APRU's annual meeting of the indigenous Network involving Pro Vice-Chancellors Māori and Pacific, and the Director of Nga Pae o te Maramatanga. 	
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Vignette I - Kōtuitanga

The Kōtuitanga document outlines the unique and active partnership between the University of Auckland and Ngāti Whātua Ōrākei Trust, reflecting the principles of Te Tiriti o Waitangi. It aims to provide a practical structure to nurture and grow this relationship, recording areas of ongoing cooperation and opportunities. The document emphasizes principles such as Manaakitanga, Rangatiratanga, Kōtahitanga, Kaitiakitanga, and Pūataata, building on the partnership established in 2003 by Vice Chancellor Sir John Hood and Sir Hugh Kāwharu.

Key initiatives include developing and maintaining cultural narratives, spaces, and artworks across the University's campuses, enhancing confidence in Te Reo Māori and tikanga, and collaborating on curriculum development. The partnership also focuses on supporting Ngāti Whātua Ōrākei's educational plans, fostering alumni and global engagement opportunities, progressing joint research and innovation plans, and exploring shared governance roles. This comprehensive approach aims to embed the values and aspirations of both parties into the University's strategic framework and daily operations.

Vignette II – Transnational Education

Transnational Education (TNE) is central to the University's global strategy, particularly in the areas of STEM and Initial Teacher Education (ITE). With 39 active TNE agreements, the University leverages these partnerships to enhance cross-border academic collaboration, curriculum development, and research engagement. Each year, TNE sees 100-150 enrolments into science programmes, and the University hopes to see STEM enrolments grow due to newly emerging collaborations in Engineering. An increase in international uptake in ITE programmes can also be attributed to TNE agreements in Education.

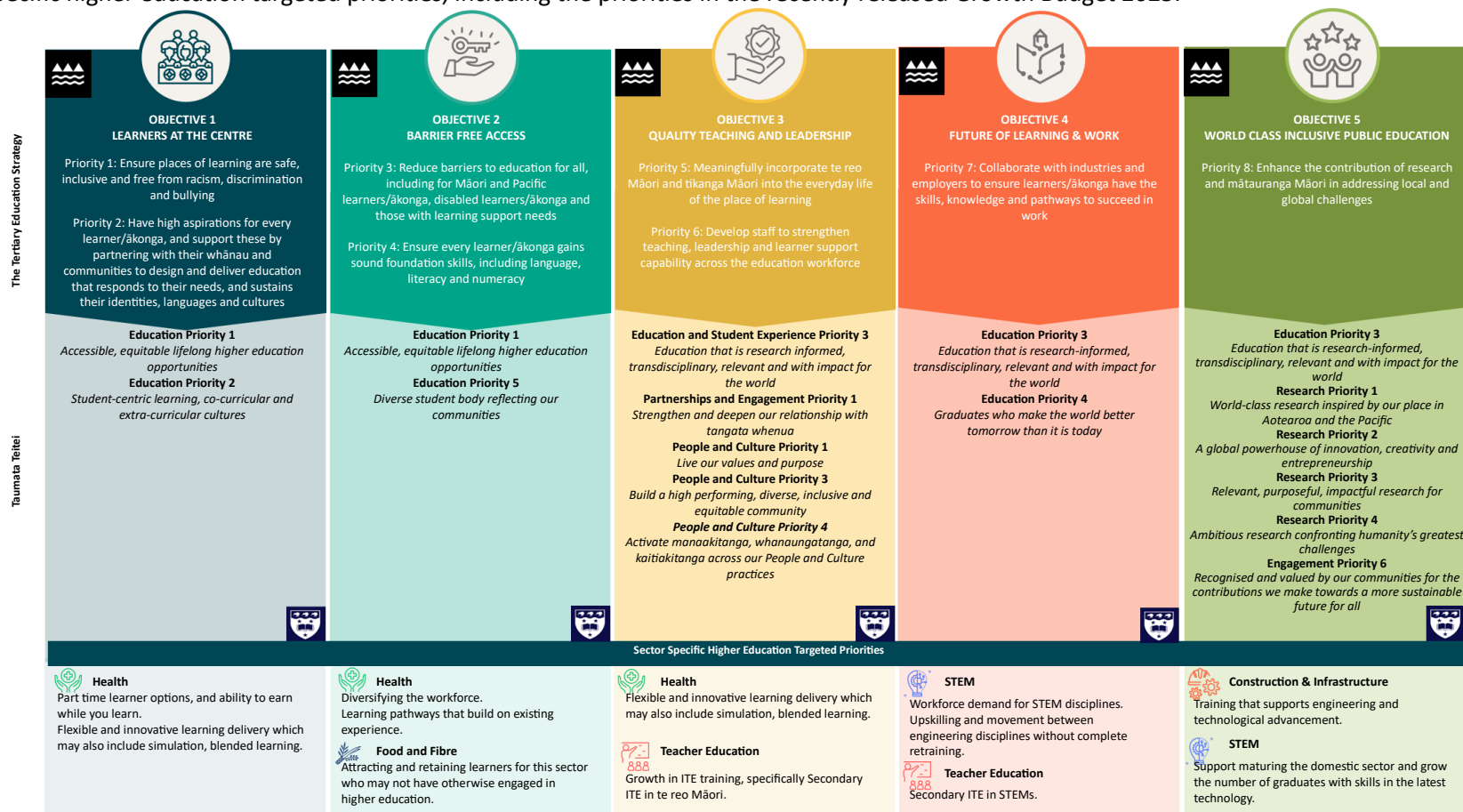
For students, TNE offers significant value: access to high quality education within their home countries, exposure to international academic standards, and opportunities for global mobility. These initiatives cultivate culturally diverse learning environments, joint programmes, and pathways that build global competencies - reflecting the University's commitment to inclusive, globally relevant education.

TNE also has a significant strategic impact on the University and the broader higher education sector. These agreements represent more than recruitment; they support deep academic partnerships, promotes knowledge exchange, and drives innovation.

As the University navigates challenges such as geographic concentration, TNE is central to our strategy for global engagement. While most of our current agreements are with China, TNE also has agreements in countries such as Vietnam, Malaysia, and India. To support further diversification, the University is reviewing student incentive structures to remain a competitive and high-value option for prospective students

3. Contribution to Government priorities

This section of the Investment Plan explains the University's strategic alignment, through Taumata Teitei, that gives effect to the TES priorities and the sector specific higher education targeted priorities, including the priorities in the recently released Growth Budget 2025.



3.1. TES Objective 1: Learners at the centre

- **TES Priority 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying
- **TES Priority 2:** Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

Taumata Teitei Alignment:

- **Education Priority 1:** Accessible, equitable lifelong higher education opportunities
- **Education Priority 2:** Student-centric learning, co-curricular and extra-curricular cultures

Students who embark on a Waipapa Taumata Rau, University of Auckland research-informed education join an inclusive lifelong learning culture that places students at the centre of their learning through the curricular and co-curricular activities. The University offers a comprehensive curriculum and a distinct educational experience that is highly connected to our place in Aotearoa New Zealand and the Pacific. Our **Learner Success Plan** sets out the processes we will use to ensure that all our learners can succeed and to achieve the graduate attributes that will make them notable for their highly valued employment skills and understanding, leadership, and levels of engagement in the contemporary concerns of society. Our **Disability Action Plan** sets out the planned initiatives that contribute to the success of students with disabilities.

Recent and ongoing initiatives and activities	Planned initiatives
<p>The University of Auckland continues to evolve its educational offerings to meet the needs of students and society. Students participate in an environment that prioritizes their aspirations, preparing them for future careers and enabling them to address societal and environmental challenges.</p> <p>Recognising the importance of STEM and ICT fields, the University encourages growth in these areas. Graduates from programmes such as the Master of Data Science, Master of Information Technology, and the Software Engineering and Computer Science degrees are equipped with transferable, high-demand skills. The University's international student numbers in these areas have exceeded pre-covid levels, bolstering the talent pipeline for New Zealand's tech sector. The University is addressing the shortage of medical doctors and allied health professionals by increasing MBChB enrolments as agreed with the TEC. The increased numbers have required new clinical placement approaches to be developed.</p>	<p>The University has expanded intakes in key programmes, particularly in Engineering, Science, ICT, and Allied Health. Engineering enrolments have been maintained at 1,000 annually, with increased numbers in Science and Health Sciences to meet demand from a growing cohort of Auckland regional school leavers which is expected to peak around 2027.</p> <p>The University is advancing a suite of future-facing initiatives that reflect its strategic commitment to innovation, interdisciplinarity, and global engagement.</p> <p>AI technologies are now integral to a range of programmes including Business, Science, and Languages. New tools, including the AI tutor "Ava", are designed to meet future workforce needs. Graduating students possess advanced digital skills, hands-on AI experience, and a strong ethical foundation, equipping them to excel in their professional careers. The AI Education Advisory Group (AIEAG) has been established to proactively guide AI's use at the University of Auckland, and to shape its impact on students, teaching staff and the curriculum doing so</p>

Efforts are also being made to increase diversity in the Engineering workforce with the introduction of the Master of Professional Engineering (MProfEng) in Civil Engineering.

Other recent initiatives include the Graduate Diploma and Postgraduate Diploma in Engineering Project Management, and the Master of Engineering Project Management, reflecting the demand for leadership in technical fields. Programmes are developed in consultation with external communities, ensuring graduates possess attributes relevant to working with priority learners and within contemporary learning environments. This co-design approach ensures the curriculum remains responsive and aligned with the skills and values required by employers and society.

The Bachelor of Design, introduced in 2020, allows students to build personalized study plans aligned with themes such as Design and Local Community Practices, Global Challenges, and Emerging Technologies. A strong emphasis on project-based learning ensures graduates develop a robust design portfolio. From March 2025, the Bachelor of Architectural Studies will offer a three-year, design-led programme that prepares students to address contemporary challenges in the built environment through creative and sustainable approaches.

The University's allied health offerings underscore its strength in health sciences research and teaching. The Bachelor of Medical Imaging (Honours), the Masters in Physiotherapy and the Master of Clinical Exercise Physiology prepare graduates for roles in healthcare. Our postgraduate Pharmacy and Nursing programmes are responding to the need for prescriber qualifications that assist relieve the pressure on doctors. Interprofessional Education (IPE) practices are embedded throughout to ensure graduates are prepared for team-based healthcare delivery. Flexible and career-oriented programmes such as the Master of Health Sciences offer interdisciplinary pathways for professionals.

Language offerings remain diverse, with courses available in Te Reo and Tikanga Māori, Samoan, Cook Islands Māori, Tongan, Chinese, Japanese, Korean, French, German, Italian, Spanish, Russian, Latin, and Ancient Greek, reflecting the cultural richness of Aotearoa New Zealand and the Pacific (**see Vignette IX**).

in a manner that is sustainable, innovative, productive, and responsible. Against this broad strategic aim, are four objectives:

- Ensure that across our curriculum we are preparing our current students to be competent and discerning users of AI within their chosen professions/industry
- Employ AI capabilities to enhance the impact and value of the education we deliver to our students
- Leverage AI capabilities to address specific pedagogical and administrative challenges
- Address known shortcomings of using AI and develop mechanisms for anticipating and responding to emerging challenges

The AIEAG's activities focus on identifying priority challenges and desired outcomes, assessing the current and future state of generative AI, and understanding its implications for the University. They seek to integrate generative AI into teaching, learning, and assessment, addressing any related issues, and prioritizing AI use cases to inform business cases and investments. The Group is also responsible for developing a comprehensive Teaching and Learning AI strategy.

Significant investment in GPU computing has expanded AI and machine learning research capabilities. AI now enhances the entire research lifecycle, from hypothesis generation to large-scale data analysis, leading to faster and broader innovation outcomes.

The University's Digital Strategy ensures that AI is used ethically, sustainably, and inclusively. AI initiatives are aligned with national priorities in healthcare, education, and workforce diversity. Strong partnerships with industry and Indigenous communities help ensure that the benefits of AI are widely shared.

The Undergraduate Degree Review undertaken through the Curriculum Framework Transformation, aligns the curriculum and degree structure with Taumata Teitei's Education and Student Experience aspirations. The transformed curriculum and refreshed Graduate Profiles will guide future programmes, teaching, learning, and student experiences. Key changes ensure breadth and depth of undergraduate learning, simplifying postgraduate

	<p>pathways, and enabling lifelong learning. New opportunities include introducing Mātauranga pathways, Te Tiriti and Te Reo, work and community-integrated learning, transdisciplinarity, sustainability, and lifelong learning. Enhanced student success is promoted through accessible and equitable engagement in relational learning practices, supported by the enabling and inclusive campus environment and technology (see Vignette III, IV, V). Core knowledge and skills are embedded to support student progression and develop graduates as leaders with strong cultural identity, social justice, and civic duty.</p>
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Vignette III - Leading from the Quad: Student Clubs Shaping Campus life

At the University of Auckland, over 200 student-run clubs and societies form the core of a vibrant, student-led culture that enhances learning, identity, and wellbeing. These groups offer leadership opportunities, community connections, and practical experiences across diverse interests.

Examples include University of Auckland Women in Law, which provide mentorship and support in traditionally male-dominated fields, and Disability and Inclusion at Auckland (DIAA), which advocates for students with disabilities. Pacific student associations engage in cultural, academic, and service initiatives. The BizTech Society offers a platform for students interested in the intersection of technology and business, while the University of Auckland Debating Society allows students to sharpen their public speaking and debating skills.

Student clubs promote innovation and real-world learning through various activities, supported by Campus Life's administrative and strategic assistance. This ensures inclusivity and responsiveness to student needs, fostering personal growth and leadership on and off campus.

Vignette IV – Hiwa: A Space to Thrive on Campus

Opened in December 2024, Hiwa – the Recreation & Wellness Centre – has become a cornerstone of the University’s commitment to student wellbeing, equity, and academic success. More than just a gym, Hiwa supports a “sticky campus” experience: an inviting environment that encourages students to spend more time on campus – learning, connecting, recharging, and thriving.

Hiwa provides access to Olympic-standard gym equipment, an aquatic centre, running tracks, recovery areas, and spaces for both social and high-performance sport, all at low cost for students. But it also offers more than physical training: with low-light nooks for rest and reflection, quiet study zones, and indoor and outdoor areas designed for community and calm, Hiwa fosters balance in a busy student life.

Research shows that participation in sport and recreation positively correlates with academic achievement – and at Hiwa, that success is made accessible to all. The Centre is designed to be inclusive and safe, supporting students at all levels of fitness, from newcomers seeking light exercise or casual activity with friends to elite athletes pushing performance. Hiwa is a place where wellbeing, community, and academic success come together – one workout, one breath, one study break at a time.

Vignette V - University of Auckland Online

The University is expanding access to high-quality education through University of Auckland Online, offering a range of fully online postgraduate programmes, Micro-Credentials, and certificates in fields like Business, Engineering, Healthcare, IT, Data Science, Education, Public Policy, Indigenous Studies, Communication, and Psychology.

The programmes deliver is focussed on working professionals. They are offered on-demand in Aotearoa and internationally. For example, the Master of Public Policy includes a practical externship, while the Postgraduate Certificate in Artificial Intelligence helps professionals build future-focused skills.

Starting in 2025, the University has introduced UOA Your Way, allowing students to begin their studies online and transition to on-campus learning in the second semester. This hybrid model will initially be available for the Master of Civil Engineering and Master of Engineering Project Management.

Students engaged with University of Auckland Online receive support from dedicated advisors who provide personalised study plans and connect them to university services, enhancing globally connected, career-relevant learning.

3.2. TES Objective 2: Barrier Free Access

- **TES Priority 3:** Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs
- **TES Priority 4:** Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy

Taumata Teitei Alignment:

- **Education Priority 1:** Accessible, equitable lifelong higher education opportunities
- **Engagement Priority 5:** Diverse student body reflecting our communities

Waipapa Taumata Rau, University of Auckland is values-led, creating genuine opportunities for the communities we serve. We believe that excellence in teaching and research provides a means of transforming the lives of many people. Our values are led through our behaviours and actions, with enduring commitments to open intellectual inquiry, collaboration, creativity, and equity and diversity.

Recent and ongoing initiatives and activities	Planned initiatives
<p>The variability of secondary school preparation, especially numeracy is a significant barrier to success at university for our learners most at need. The Learner Success Plan (LSP) at the University of Auckland sets out our approach to supporting students, to achieve their potential.</p> <p>Kōkiri Raumati Summer Programmes support school-leavers in their transition to university, providing a foundation for academic success and a sense of belonging. Please refer to the LSP, outlining the University's ongoing efforts to address these challenges and support students in achieving academic success.</p> <p>University of Auckland Online has expanded the range of courses and programmes it offers to support lifelong learning among working professionals. full degrees and Micro-Credentials in high-demand areas such as Education, Business Analytics, Public Policy, and Health Leadership are offered. Examples include the long standing fully online Master of Educational Leadership and the Master of Public Policy. Flexible design, asynchronous delivery, and global marketing have enabled the University to extend its reach to working professionals both within New Zealand and internationally, supporting national goals for lifelong learning, upskilling, and export education. The fully online</p>	<p>In 2025, the University of Auckland is advancing a range of strategic initiatives to improve educational outcomes, strengthen workforce development, and promote social equity. Through this work, the University is helping New Zealand respond to global and digital transformations in education, while contributing to critical national priorities — including lifting foundational skill levels, addressing workforce shortages in health and other sectors, and expanding access and opportunities for Pacific communities.</p> <p>The University has recognised the need to better coordinate the programmes it offers to assist students transition to university. The Student Transition Directorate is being established to provide that coordinated approach. The rationale and direction are provided in the Learner Success Plan.</p> <p>A review of the Bachelor of Arts (BA) is being undertaken to ensure that the programme has greater relevance and embedded employability skills. The numbers of students enrolling for the BA has reduced over time, however the University recognises that the BA is of high value to a range of students who wish to take advantage of our comprehensive curriculum.</p>

programmes attract a higher proportion of Māori and of Pacific students than our campus-based postgraduate courses because students can study at times that suit their work and family commitments.

The Master of Engineering Project Management is one of the degrees offered through University of Auckland Online via flexible delivery options. The programme is designed for engineering project management roles and provides a health sector specialisation.

In addition to the degree programmes offered, the University offers a range of full-cost short courses which provide focussed learning opportunities, particularly for working professionals. These initiatives are generally focussed on specific skills and are often developed to meet training requirements which improve employability, earning potential, and job security.

The Rautaki Tūāpapa | Estate Strategy 2021–2030 outlines the University's vision for a sustainable and inclusive campus environment. Major estate developments include the completed refurbishment of the Human Sciences Building and the new Recreation & Wellness Centre, Hiwa.

A strategy for the revitalisation of the Tai Tokerau campus is being developed to allow us to progress our MOU with the Whangarei City Council which is keen to see a wider range of degree options made available in the city (**See Vignette VI**).

As well as providing a degree pathway for students whose schooling leaves them less well-prepared for STEM subjects, many students wish to broaden their critical analysis knowledge and understanding through the study of languages, philosophy and other humanities and social sciences alongside a conjoint degree. The review will ensure these disciplines will continue to be offered to the next generations of students.

Postgraduate Pathways for Pacific Community Workers Recognising the need to strengthen Pacific leadership in health and community services, the University has piloted flexible postgraduate Micro-Credentials for Pacific community workers. The micro-credential allows practising health and community workers to have their practice recognised and skills enhanced while working, with the option for transferring to a Postgraduate Certificate with recognition for the Micro-Credential. The design emphasises cultural responsiveness, recognition of work experience, and wraparound academic support.

The University is committed to an inclusive campus that reduces barriers for disabled and neurodivergent staff and students, and those with learning support needs. Through the Disability Action Plan, targeted services, and initiatives like the Sunflower programme (**See Vignette VII**), we promote equitable access, wellbeing, and success for all.

Vignette VI - Tai Tokerau

Tai Tokerau is an important region for Waipapa Taumata Rau. It is the region with which the highest proportion of our Māori taura are affiliated. Our long-standing commitment to the Whangarei and Tai Tokerau has been enhanced by the recent MOU with the Whangarei District Council, allowing us to explore opportunities for a potential new campus space as part of the council's Knowledge Precinct. The MOU establishes the basis for expanding our existing programmes, including providing opportunities for school leavers and taura who have missed the opportunity for university-level study, to gain qualifications that enhance their employment outcomes.

It is acknowledged that Tai Tokerau school leavers have among the lowest proportions of University Entrance success in Aotearoa. The Tertiary Foundation Certificate provides pathways to our degree programmes for taura with limited preparation. It was offered in Tai Tokerau again in 2025 (last offered in 2021) with 15 taura enrolled. The programme will be expanded from 2026, providing a wider range of pathways including to STEM degree programmes. A range of education and health programmes are currently in Tai Tokerau including the renowned Pūkawakawa Programme and training for final year medical students providing students opportunities to undertake rural placements, the advanced Nursing programmes and Teacher Education programmes.

The future development allows us to enhance our existing presence, creating greater visibility for the range of research and educational activities we offer.

Vignette VII – The Sunflower Programme

Not all struggles are visible on busy campuses. A student might seem fine while battling chronic pain, or a professor might appear distracted due to sensory processing challenges. The Hidden Disabilities Sunflower programme, introduced by Student Disability Services at the University of Auckland, helps address this.

Launched in the UK in 2016, the sunflower symbol—a bright sunflower on a green field—has become a universal sign of hidden disabilities. It is now used in the UK, US, Australia, Canada, and New Zealand. The sunflower lanyard, badge, or wristband signals that the wearer may need additional support or consideration without needing to explain their condition.

At the University of Auckland, this initiative promotes understanding and patience, helping students and staff navigate their academic and professional journeys. The sunflower apparel is freely available to anyone with a hidden disability, such as autism, chronic pain, mental health conditions, hearing impairments, or visual processing disorders. No registration or disclosure is required.

This programme underscores the University's commitment to an inclusive environment that supports all disabilities, visible and invisible.

TES Objective 3: Quality Teaching and Leadership

- **TES Priority 5:** Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning
- **TES Priority 6:** Develop staff to strengthen teaching, leadership and learner support capability across the education workforce

Taumata Teitei Alignment:

- **Education and Student Experience 3:** Education that is research informed, transdisciplinary, relevant and with impact for the world
- **Partnerships and Engagement 1:** Strengthen and deepen our relationship with tangata whenua
- **People and Culture Priority 1:** Live our values and purpose
- **People and Culture Priority 3:** Build a high performing, diverse, inclusive and equitable community
- **People and Culture Priority 4:** Activate manaakitanga, whanaungatanga, and kaitiakitanga across our People and Culture practices

Through our Education and Student Experience portfolio we will build our staff capability in collaborative practice, transdisciplinary pedagogy, student engagement and success, honouring Te Tiriti and working with Pacific communities. We will improve support for selected pedagogical innovations and the scholarship of teaching and learning to support the achievement of all our taura.

Recent and ongoing initiatives and activities	Planned initiatives
<p>The University of Auckland provides education that is research-informed, transdisciplinary, relevant, and impactful by integrating cutting-edge research into its teaching, ensuring students learn the latest developments in their fields. It offers transdisciplinary courses that bring together students and staff from different disciplines to address complex societal challenges, equipping students with diverse skills and perspectives, particularly students whose secondary education was disrupted by the pandemic. The University aligns its programmes with societal and job market needs, fostering critical thinking, collaboration, and practical skills essential for future careers. Additionally, it is committed to making a positive impact through teaching, research, and community engagement, reflecting its dedication to addressing global and local challenges and contributing to the United Nations' Sustainable Development Goals.</p> <p>The University of Auckland has implemented an updated Academic Decision-Making Framework, providing clarity on roles and delegations across academic</p>	<p>The University of Auckland is poised to significantly enhance its AI capabilities through the TeachWell initiative. This forward-thinking program is designed to equip staff with the knowledge and skills needed to effectively integrate AI into their teaching practices.</p> <p>Central to TeachWell's strategy are professional learning courses demonstrate the practical applications of AI in education. The initiative also fosters innovation through the Creative Pedagogies Network, encouraging educators to explore the intersections between creative practices and teaching. This network aims to inspire new, imaginative approaches to incorporating AI in the classroom.</p> <p>To ensure that the University's graduates are well-prepared for the evolving job market, TeachWell hosts AI & Big Data Conversations with industry experts.</p>

and professional staff. It supports student-focused, consistent, and transparent academic decisions, from overall programme design to course-level leadership.

The University continues to advance excellence in teaching, learning, and research through the comprehensive implementation of the TeachWell@UoA Framework. The framework supports academic development via professional learning and resources that enhance teaching capabilities. It is integrated into academic processes, including appointments, continuation, and promotions, and provides teaching staff with focussed resources enabling them to learn at their own pace through the TeachWell digital platform.

Te Taumata Ngaio, the University's Reo Māori and tikanga capability initiative, continues to support staff in embedding Māori language and culture into everyday university life. **See Vignette VIII.**

The University has made significant progress in developing and implementing the whole-of-staff cultural competence programme under the Office of the Pro Vice-Chancellor (Māori):

- The cultural competence programme is available throughout the University, providing all staff with training that deepens their understanding of Māori culture and values. This includes workshops, seminars, and online modules that cover Te Tiriti o Waitangi, tikanga, and Te Reo Māori.
- Targeted professional learning opportunities are available to staff, supported by easily accessible web-based resources. These resources include the Kuputaka glossary of terms and the Te Kūaha app, which help staff integrate Te Reo Māori into their daily work.
- The University has opened He Āhuru Mōwai, a new support centre for Māori students, which provides culturally responsive services, academic guidance, and well-being initiatives. This centre also supports staff by offering resources and training to enhance their cultural competence

These discussions help align the skills taught at the University with the needs of future employers.

The University is positioned as a leader in innovative and ethical education that embraces AI as a key future tool.

The University has developed comprehensive staffing strategies that align to our aim of having a workforce that looks like the community it serves. The Māori and Pacific staffing strategies focus on increasing recruitment, providing cultural competence training, developing leadership pathways, establishing support networks, and fostering collaborative partnerships. These shared initiatives aim to create a more inclusive and supportive environment for Māori and Pacific staff, ensuring their contributions are valued and aligned with the University's mission.

Waipapa Tangata Rau - Māori staffing strategy focusses on activating Māori principles and developing a future ready workforce. This includes targeted recruitment efforts to increase the number of Māori staff across various faculties and service divisions. Waipapa Raukura Rau – The Māori Graduate Programme is central to achieving the outcomes of the Māori staffing strategy, while the Digital Internship Programme ensure participation from all groups in career lifting experiences.

The Pacific staffing strategy focuses on increasing the recruitment of Pacific staff by 2030. Collaborative partnerships with Pacific communities are also a key component, ensuring that the University's staffing strategies meet the needs and aspirations of Pacific peoples. Additionally, the Pacific staffing strategy places a strong emphasis on recognizing and incorporating Pacific values and knowledge systems into the University's culture.

The University plans to offer two new Initial Teacher Education (ITE) programmes. The Graduate Diploma in Teaching (Māori-Medium) is focussed on training students to teach Te Reo Māori in a range of settings including in Secondary Schools. This programme has been developed with the support of the TEC Te Tahua o Te Reo Kairangi fund. It is expected to provide secondary teaching careers for students with a strong undergraduate Māori language background.

<ul style="list-style-type: none"> • Pathways have been created for Māori staff to advance into leadership roles, fostering a more inclusive leadership structure within the University 	<p>The second is a master’s degree in early childhood education which is largely aimed at international students from countries who look to New Zealand as a model of high-quality Early Childhood Education.</p>
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Vignette VIII - Te Taumata Ngaio: Progress from 2022 to 2025

Waipapa Taumata Rau is committed to making Te Reo Māori a natural and visible part of everyday life for all. This ambition is guided by the University Language Plan for the Revitalisation of Te Reo Māori, which sets out long-term goals for embedding the language across all areas of university activity.

By 2025, the University has progressed from early engagement to institutional integration. All staff are encouraged to participate in Te Reo Māori professional development, with tailored learning opportunities offered to new staff as part of their induction. Students now have the option to include a Te Reo Māori course within their academic programmes. Bilingual signage is standard, and tikanga Māori is thoughtfully integrated into new infrastructure, such as the Hiwa building. Expanded digital learning resources further support accessibility and flexibility.

This evolution signals a meaningful shift—from foundational efforts to embedded practice—anchoring Te Reo Māori at the heart of university life.

Vignette IX - Māori and Pacific Languages

The University of Auckland is committed to revitalising Māori and Pacific languages among staff, students, and the wider community. By the end of 2024, over 1,200 staff had completed courses in Māori language or culture, many through the Taumata Ngaio professional development programme.

Student interest has also grown, with 570 students enrolling in te Reo Māori courses in 2024, making it the most-enrolled modern language at the University. Additionally, 75 students took Samoan language courses and 65 enrolled in Tongan. The Te Kūaha app supports language learning for all students, staff, and alumni.

From 2020 to 2024, enrolments in Māori and Pacific languages increased from 14% to 21% of total modern language enrolments. The University celebrates Pacific Language Weeks and has made institutional changes to normalise te Reo Māori, including bilingual website headings and signage.

The University library's Archive of Māori and Pacific Sound preserves a large collection of oral histories and linguistic materials. The Reo Space initiative provides a supportive environment for learning te Reo Māori. This commitment underscores the University's dedication to culturally grounded learning and inclusivity.

3.3. TES Objective 4: Future of Learning and Work

- **TES Priority 7:** Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work

Taumata Teitei Alignment:

- **Education Priority 3:** Education that is research-informed, transdisciplinary, relevant and with impact for the world
- **Education Priority 4:** Graduates who make the world better tomorrow than it is today

Graduates of Waipapa Taumata Rau, University of Auckland will reflect their research-informed, highly connected learning experiences, through their leadership and engagement in contemporary concerns of society. The co-curricular and extra-curricular opportunities that enhanced their student life, experience and learning will make them valued and engaged members of society.

Recent and ongoing initiatives and activities	Planned initiatives
<p>Work and community-integrated learning (WIL) continue to be central to the University of Auckland's educational approach, as outlined in Taumata Teitei. Most undergraduate programs include WIL elements such as internships and placements to build essential career skills.</p> <p>Professional disciplines such as Teacher Education, Nursing, Social Work, Engineering, and all clinical programmes require WIL components. Technology and business focussed degrees such as the Master of Information Technology, Data Science and Artificial Intelligence include internships and industry-based projects to provide students with industry example and experience.</p> <p>The Master of Artificial Intelligence (MAI) and the Postgraduate Certificate in Artificial Intelligence (PGCertAI), have been introduced recently to provide students with specialist knowledge in machine learning, automated cognition, and cutting-edge technology. The curriculum is structured to ensure students are well-prepared to meet the growing demands of the global job market.</p> <p>The Career Development and Employability Services (CDES) support students' transition to the workforce with information sessions, events, and WIL opportunities. CDES offers tailored support through the MyCDES platform and has dedicated Māori and Pacific employability leads. The Undergraduate Degree Review integrates WIL, innovation, and entrepreneurship into academic</p>	<p>The Applied Doctorate Scheme offer students the opportunity to conduct research in collaboration with industry partners, providing practical experience and networking opportunities. These programmes bridge the gap between academia and industry, enhancing the applicability of research and fostering innovation. The University's partnerships with leading companies and organizations allow students to work on real-world projects, gaining valuable insights and contributing to advancements in their fields. This approach not only prepares graduates for successful careers but also drives technological and scientific progress. The University led the successful consortium; the first cohort will commence in early 2026 (See Vignette XI)</p> <p>Entry to our Clinical Health programmes is through a common first year. The common year is being reviewed to ensure that students have the necessary preparation for the clinical programme they wish to undertake and to open pathways into a broader range of health careers. We aim to reduce barriers to increasing the diversity of students entering the clinical programmes that lead from the common first year.</p> <p>The review of the common year will also include consideration of a Bachelor of Biomedical Sciences, replacing the current specialisation in the BSc. The proposed degree would meet emerging workforce needs in biotechnology</p>

programmes, with activities like placements, internships, and research projects. **(See Vignette X)**

The Master of Professional Engineering (MProfEng) in Civil Engineering, developed with Te Waihanga | New Zealand Infrastructure Commission was introduced to allow students to obtain registration without having to complete a further undergraduate degree. This program addresses the country's infrastructure needs and the shortage of qualified engineers. **(See Vignette XII)**

The University aligns its professional degrees with accrediting bodies and involves industry partners in program development, teaching, and supervising placements.

The University of Auckland is committed to recruiting qualified applicants and supporting students to complete CA ANZ accredited qualifications. The total number of accounting graduates has declined in recent years; student qualification completion rates have been encouraging. We are able to demonstrate strong programme engagement and retention across the University's accounting offerings.

The Centre for Innovation and Entrepreneurship (CIE) offers programs, events, and workshops to foster an entrepreneurial mindset. Established in 2009, CIE provides resources and support to all students and staff, aiming to empower graduates to contribute to New Zealand's economic, social, and environmental prosperity.

The economic contribution of our 12,000 annual graduates is immense. The University's Graduate Destination Survey shows starting salaries rose from \$53,000 to \$72,000 (+4.5% CAGR) and then grew +9% annually in the first 3–4 years of employment, outpacing inflation and ranking among the highest nationally. Ninety percent of the University's graduates remain in New Zealand, with 80% based in Auckland. Each graduating cohort is projected to contribute \$11.7 billion in global economic value over the next 10 years, including \$8.5 billion to New Zealand with \$6.8 billion to the Auckland economy (Net Present Value, 2024).

startups, medical device development, and clinical trial management — sectors critical for economic diversification and resilience.

Students can currently undertake a range of allied health undergraduate programmes including Optometry, Nursing, Pharmacy, Public Health in addition to the medical degree. At postgraduate level we offer programmes including specialist Medical Imaging, Physiotherapy, Clinical Psychology, and Audiology.

The University plans to offer a Juris Doctor from 2027. The new programme provides the opportunity to re-vitalise our postgraduate Law programmes while offering a masters-level qualifying law degree designed to fulfil the requirements for legal practice in New Zealand. A legal community well-versed in issues of Intellectual Property is essential to vibrant innovation environment.

The University's collaboration with Rocket Lab aligns with its commitment to fostering innovation and excellence in STEM fields. By providing scholarships, internships, and mentorship programs, Rocket Lab offers students valuable opportunities to gain practical experience, develop industry connections, and pursue careers in aerospace and related disciplines. These initiatives not only enhance the educational experience but also contribute to the development of a skilled workforce ready to meet the demands of the growing space industry.

Vignette X - Turning Ambition into Action: WIL and CDES Careers Launch pad

At the University of Auckland, the journey from lecture hall to workforce is more than academic — it's personal, practical, and powerful.

When Audrey Sears first stepped through the University's doors, she wasn't sure where her Arts degree would take her. But through the Career Development and Employability Services (CDES), she found her footing. After attending a series of workshops, CV clinics, and one-on-one coaching sessions, Audrey didn't just find a job — she found purpose. Today, she works in procurement, helping shape sustainable supply chain decisions that have ripple effects across the economy.

Audrey's story is far from unique. She's one of thousands of students benefiting from the University's expanding portfolio of Work-Integrated Learning (WIL) programmes, all designed to connect learning with labour market needs.

The CAREER 300 Internship Programme allows Arts and Communication students to complete 80-hour internships tailored to their interests. POPLHLTH 302 places Health Sciences students in real health organisations, giving them a head start in addressing New Zealand's healthcare workforce shortages. Medical students are placed in rural clinics, building capacity in communities where their skills are most needed. The Passport for Business programme supports early and sustained career readiness by guiding Business and Economics students through a curated series of workshops, modules, and activities. These include networking events, skills development, and employer-led sessions designed to strengthen students' understanding of industry expectations and workplace culture. The Technology Summer Internships, the University builds the digital capabilities essential for a modern economy. Through Virtual Micro-internships and tailored career support, international students, a vital part of New Zealand's future workforce, gain local insights and industry exposure.

Vignette XI – Applied Doctorate Scheme

The University of Auckland is committed to impactful research through collaborations with iwi, government, and industry. The new national Applied Doctorate Scheme, co-led by several universities, enhances these efforts by supporting industry PhDs in STEM fields over five years. This initiative aligns with national priorities and fosters transdisciplinary projects with industry partners.

The Auckland Bioengineering Institute (ABI) exemplifies this model, placing doctoral candidates in industry roles to apply their research skills. ABI also offers a robust capability framework, including training in mātauranga Māori, Pacific Engagement, Early Career Researcher Development, Clinical Translation, and Commercial Translation.

This scheme strengthens the connection between doctoral research and real-world impact, benefiting New Zealand's economy and communities.

Vignette XII - Postgraduate Engineering Pathways for Working Professionals

The University has expanded its postgraduate offerings to meet the needs of working professionals seeking to upskill or retrain. The Faculty of Engineering and Design offers professionally focused masters programmes in areas like Engineering Project Management, Civil Engineering, Medical Engineering, Robotics and Automation Engineering, and Infrastructure Asset Management.

These programmes support workforce development in high-priority fields and align with national and global priorities. The Medical Engineering programme benefits from the expertise of the Auckland Bioengineering Institute, connecting students with cutting-edge developments in healthcare and MedTech.

In 2024, 446 students enrolled in these programmes, with a median age of 30. About 40% studied online, and the pass rate was 93.7%. That year, 163 students completed their degrees, marking a significant increase from the previous year.

These postgraduate pathways help meet the demand for advanced technical skills, offering flexible, high-quality opportunities for career growth and contributing to New Zealand's innovation economy.

3.4. TES Objective 5: World Class Inclusive Public Education

- TES Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

Taumata Teitei Alignment:

- **Education Priority 3:** Education that is research-informed, transdisciplinary, relevant and with impact for the world
- **Research Priority 1:** World-class research inspired by our place in Aotearoa and the Pacific
- **Research Priority 2:** A global powerhouse of innovation, creativity and entrepreneurship
- **Research Priority 3:** Relevant, purposeful, impactful research for communities
- **Research Priority 4:** Ambitious research confronting humanity’s greatest challenges
- **Engagement Priority 6:** Recognised and valued by our communities for the contributions we make towards a more sustainable future for all

Taumata Teitei identifies several priorities through which we expect to make an impact through our graduates and our research: leading transition to sustainable ecosystems; improving health and well-being for all; advancing just, cultured and engaged communities; and innovating contemporary, distributed, secure knowledge systems. Our recognition as world-leading with regards to the sustainable development goals is being integrated with our curriculum, and our emphasis on improving health and well-being for all is clear from the international and national recognition of our researchers and the alignment with our teaching. Our graduates will have a clear sense of our place in Aotearoa New Zealand and the Pacific, and of justice and of ethical innovation and technology. Our progress to becoming a Māori Data Sovereignty organisation will see transformations in the way we care for and use our data assets.

Recent and ongoing initiatives and activities	Planned initiatives
The University continues to build upon its position as New Zealand’s premier research institution, aligning its efforts with the aspirations of Taumata Teitei Vision 2030 and Strategic Plan 2028. To deliver on this vision and plan, the University has reshaped its research and innovation portfolio under the leadership of the Deputy Vice-Chancellor (Research and Innovation). Research support services have been consolidated in the Research and Innovation Office and three Pro Vice-Chancellors have been appointed to the research and innovation portfolio: the Pro Vice-Chancellor Graduate and Global research, with responsibility for the Graduate Research School and for enhancing global research collaborations in a strategic manner; the Pro Vice-Chancellor Research Performance and Reputation with responsibility for developing robust research performance frameworks and advancing the impact of our research, and the	<p>The University regularly reviews and revises its processes for the support of research and innovation. The current national and global environment for the funding of and trust in research make the review processes critical for the viability of our research programmes.</p> <p>Direct government investment in public good research in 2024 was 0.57% of GDP, the lowest level since 2018 and an almost 9% fall over that time. The decline in research funding puts significant pressure on the University’s research and innovation ecosystem, inevitably shrinks the size of the research endeavour, and limits the ability of the University to support doctoral and other postgraduate research. The reduction has the potential to negatively impact our positions in the world rankings. Publications and citations that are the result of</p>

Pro Vice-Chancellor Innovation and Enterprise. This last position is combined with the role of CEO Auckland UniServices Limited, bringing closer alignment between university research and its commercialisation arm.

The University generated approximately \$280 million in research revenue in 2024. Staff had leading roles in national research teams in critical areas such as sustainability, health, and technology. The University's commitment to Mātauranga Māori is evident in its research strategy which aligns with the Vision Mātauranga framework. This integration underscores the University's dedication to fostering a research environment that respects and incorporates indigenous knowledge.

The University hosts and contributes to multiple Centres of Research Excellence (CoREs) and co-hosts the national mRNA platform, reflecting its comprehensive engagement in national research efforts. The University is home to the following CoREs: Ngā Pae o te Māramatanga, the Maurice Wilkins Centre, Te Pūnaha Matatini, and Pūtahi Manawa Healthy Hearts for Aotearoa New Zealand (HHANZ), which focus on Māori, biomedical, complex systems, and cardiovascular health research and capability development, respectively.

Over the past three years the University has established seven pan-University, transdisciplinary, University Research Centres:

Ngā Ara Whetū: Centre for Climate, Biodiversity, and Society leads transdisciplinary research to tackle urgent environmental and social challenges. By integrating knowledge across disciplines, the centre promotes sustainability, resilience, and a deep understanding of the connections between climate change, biodiversity, and human societies.

The Centre for Brain Research advances knowledge of the human brain and develops new treatments for neurological conditions such as dementia, stroke, and brain injury. Bringing together scientists, clinicians, and the community, the centre focuses on improving the quality of life for individuals and whānau affected by brain disorders. It also hosts a world-renowned brain bank.

Te Poutoko Ora a Kiwa: Centre for Pacific and Global Health is dedicated to improving health outcomes for Pacific communities and beyond. Through high-quality research, advocacy, and capacity building, the centre addresses health

a thriving research community have the potential to be impacted by the reduced funding.

The University is pursuing a range of opportunities to obtain alternate means of funding research to maintain our focus on addressing local and global challenges. We have had success in the Horizon Europe Research funding programme, the EU's key funding program for research and innovation, but that success cannot replace the loss of the local contribution to research funding.

Participation in Horizon Europe Grants and partnerships with private funders position the University at the forefront of future-focused research and innovation. These collaborations enable the University to address global challenges through collective efforts, underscoring its commitment to integrating diverse knowledge systems and tackling critical issues through cutting-edge research.

The University is investing in key research areas including climate change, MedTech, Space, Clean Energy and Health research. In climate change University research is examining the links between human and planetary health, focusing on the health impacts of change and environmental degradation. This will identify the skills and tools health professionals need to manage new health problems arising from a hotter climate, such as diseases transmitted by mosquitoes, respiratory issues from wildfires, and heat-related illnesses.

The research also emphasizes the moral obligation of the healthcare sector to mitigate its carbon footprint while preparing for the health impacts of climate change and aims to encourage sustainable practices within the health sector and ensure that health professionals are equipped to address the challenges posed by a changing environment. This initiative highlights the importance of integrating environmental considerations into healthcare to protect both human health and the planet.

In space research, the University brings New Zealand perspectives to a global initiative calling for sustainable development in space. University of Auckland researchers are highlighting the urgent need for a global agreement to manage orbital pollution, drawing parallels between space debris and ocean pollution. Without regulation, the increasing number of satellites and space debris could render near-Earth orbit unusable. The research advocates for international legislation to protect Earth's orbital environment, emphasizing the importance

inequities and develops culturally responsive health solutions in partnership with local and international collaborators.

MĀPIHI: Māori and Pacific Housing Research Centre works alongside hapū, iwi, and community stakeholders to improve housing quality and supply for Māori and Pacific peoples. The centre's research supports sustainable, healthy, and affordable housing solutions that enhance community wellbeing and self-determination.

Co-Create Age: Centre for Co-Created Ageing Research partners with older adults to improve health, wellbeing, and human flourishing in later life and includes a 'Living Lab' situated at the University's Grafton campus. By involving older people directly in the research process, the centre identifies real needs and co-develops innovative, equitable solutions that address social and health disparities.

James Henare Research Centre focuses on empowering Māori communities through transdisciplinary research guided by Te Ao Māori principles. Working closely with Te Tai Tokerau communities, the centre addresses social, environmental, and economic challenges, honouring the legacy of Sir James Henare.

Te Aka Mātauranga Matepukupuku: The Centre for Cancer Research is committed to solving critical problems in cancer prevention, treatment, and care. Through basic, translational and clinical research, the centre develops new therapies and works collaboratively with academia, industry, and patient advocacy groups to improve outcomes for those affected by cancer.

A University-wide research platform from the office of the Pro Vice-Chancellor Pacific, **Fofonga for Pacific Research Excellence** supports the career trajectories of Pacific PhD candidates. Focus is on building Pacific researcher capability, ensuring clear pathways for progression of research staff, promoting Pacific methodologies and approaches, and ensuring the visibility and impact of Pacific research.

The University has this year, established a formal agreement with the Cawthron Institute, the Joint Graduate School in Aquatic and Environmental Sciences. The partnership has supported the research of over 100 postgraduate students over the past ten years. There are four joint graduate schools providing

of sustainable practices and responsible management of space objects. This includes reducing, reusing, recycling, and recovering objects in space, and holding organizations accountable for their contributions to orbital debris.

The research also proposes the development of a new United Nations Sustainable Development Goal specifically aimed at protecting Earth's orbit, like the goal for marine environments. By fostering international cooperation and robust enforcement, the initiative aims to prevent the onset of the Kessler syndrome, where collisions between space objects create a cascade of debris. This proactive approach seeks to safeguard the orbital environment for future generations, ensuring that space remains a viable resource for technological advancements and global communication.

In MedTech, the University is investing in the MedTech Accelerator and in MedTech iQ. Many of the University's spin-out companies are in this area as is a large Horizon Europe consortium.

The Energy Centre, formed from two related centres in 2024, produces energy economics research that provides social, economic, and sustainable benefits to New Zealand. The research focuses on behavioural aspects that influence current and future actions of the key players in New Zealand's electricity system. The research promotes collaboration with businesses, government, and international institutions.

The University has a historic agreement with the National University of Samoa (NUS) which fosters collective academic exchange and collaboration in the Pacific. This partnership supports Pacific-led research and ensures effective pathways for tertiary success for Samoan students, enhancing the integration of indigenous knowledge in research and education.

The University invests in support for its researchers. The Researcher Skills and Development (RSD) project fosters an inclusive culture for researcher development, ensuring equitable access to development opportunities. Currently, the University is undertaking an ethics applications improvement project, has developed a new Research Integrity Policy, a new Intellectual Property Policy and has provided national leadership in developing policies and procedures related to Trusted Research – Protective Security Requirements. The University also leads with its data management policies, which includes Māori data sovereignty with the Reikiora Project a flagship initiative in this regard. In

<p>opportunities for joint research for students and collaborative research for staff, with New Zealand's research institutes including with the National Institute of Water and Atmospheric Research (NIWA), Manaaki Whenua Landcare Research, Plant and Food Research as well as the Cawthron Institute.</p> <p>The University has a thriving innovation and entrepreneurship ecosystem: it hosts the Product Accelerator, the MedTech Accelerator, runs numerous education, idea incubation and activation, and mentorship programmes through its Centre for Innovation and Entrepreneurship and co-locates with spin-outs, start-ups and other companies who require immediate access to the University's academic expertise and research infrastructure through Cloud9 (currently 7 University spin-out companies) and the Newmarket Innovation Precinct (approximately 40 co-locating companies). (See Vignette XIII)</p> <p>Overall, the University of Auckland's commitment to research excellence, innovation, and global collaboration is evident in its strategic initiatives and achievements. These efforts ensure that the University remains at the forefront of research and higher education, contributing significantly to New Zealand's prosperity and global knowledge.</p>	<p>2025, the University completed a successful pilot of a Secure Research Environment, which it plans to roll out over the next year.</p> <p>The University continues to consolidate its research infrastructure and capability into 'Research Platforms'; the introduction of an enterprise-wide booking and billing system will make this infrastructure much more visible and accessible to university and to external commercial users.</p>
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Vignette XIII - RosterLab: Pioneering AI-Driven Healthcare Staffing

RosterLab is a deep tech start-up revolutionising healthcare staffing with AI. Originating from academic research at Waipapa Taumata Rau, University of Auckland, and supported by UniServices, RosterLab was incubated through the Centre for Innovation and Entrepreneurship (CIE) Venture Lab programme. Their algorithm-driven rostering software enables efficient, fair, and safe staff schedules for hospitals and clinics.

Since launching, RosterLab has raised over \$1.7 million and is now trusted by major healthcare providers including Te Whatu Ora | Health New Zealand, Western Health in Victoria, Southeastern Sydney Local Health District, Peticare Medical Group, and Spectrum International Radiology. Their technology, based on Isaac Cleland's PhD research in AI optimisation, is alleviating pressure on frontline teams across Aotearoa and Australia, improving workflows and patient care.

Currently co-locating at the University's Newmarket Innovation Precinct, RosterLab benefits from cutting-edge facilities and a vibrant community of innovators. The founding team includes Daniel Ge, Sunny Feng, and Isaac Cleland. This journey from academic research to impactful start-up showcases the robust support and resources provided by the University of Auckland's innovation ecosystem.

4. Learner success

See Waipapa Taumata Rau - Learner Success Plan 2026-28

5. Previous commitments

The University of Auckland plays a pivotal role in providing graduates with the skills and capabilities they need to find employment, contribute to industry, and support and improve social, economic, and environmental outcomes. The University offers a comprehensive portfolio of programmes, which are developed and refined with assistance from key stakeholders, including industry and professional organisations.

Discipline General Trends

STEM enrolments at the University of Auckland include the Natural and Physical Sciences, Information Technology, Engineering, and Health classifications². Since 2023, 51% of all domestic enrolments (approximately 15,000 EFTS in 2025) have been in a STEM discipline. The Natural and Physical Sciences are our largest discipline group comprising 32% (approximately 5,000 EFTS in 2025) of our STEM enrolments. Health Disciplines are the next largest group at 30% of STEM (4,500 EFTS) growing marginally over the last three years. Engineering comprises 27% of our STEM enrolments (close to 4,000 EFTS). Information Technology close to 1,500 EFTS has been 11% of STEM, reducing to 9.5% in 2025.

Society and Culture disciplines which includes Psychology and Law comprise 25% (1,300 EFTS in 2025) of total domestic EFTS. Management and Commerce is 12% of domestic enrolments, with Education comprising 5%, with Creative Arts declining to 4%, and Architecture and Building 3%.

The patterns of enrolment for international students also strongly favour STEM disciplines 45% (2,600 EFTS in 2025) and are proportionately stronger in Information Technology and Engineering than our Domestic STEM enrolments. Twenty five percent of the international enrolments are in Management and Commerce, with Society and Culture disciplines comprising 17%, followed by Creative Arts, 7% and Education increasing over the last three years to reach 5.5% in 2025.

Postgraduate Programmes

As signalled by our Strategy, Taumata Teitei, the University expects to grow the size and proportion of postgraduate enrolments. STEM disciplines are 54% of the domestic postgraduate EFTS, with those in Health disciplines comprising around 45% of that group. Society and Culture and Education are each around 15% of domestic postgraduates, Education increased from its relative low levels from 2023 to 2025.

² New Zealand Standard Classification of Education Disciplines (NZSCED)

Among international enrolments, STEM disciplines remain dominant at close to 50% of EFTS. Information Technology and engineering disciplines are very strong within STEM for international students. The programmes offered include industry-based internships which provide a conduit to employment. Management and Commerce disciplines contribute nearly 30% of international postgraduate enrolments, with EFTS doubling between 2022 and 2025.

Doctoral Programmes

The University's doctoral programmes enrolments have recovered from the downturn following the Covid pandemic and are forecast to reach 2,300 EFTS in 2025. Most students are enrolled in the PhD programme with STEM disciplines comprising 63% of all doctoral enrolments. Our rankings, especially subject rankings influence doctoral enrolments with 17% being in Society and Culture disciplines and nearly 10% in Education.

From 2023 to 2025, nearly 1,000 students completed a doctoral programme. The top ten subject areas, which account for about half of these completions, span a diverse range of disciplines, including Medicine and Medical Sciences, Civil and Environmental Engineering, Biology, Chemistry, Psychology, Mechanical and Mechatronics Engineering, Bioengineering, Humanities, Population Health, and Computer Science.

Participation

Enrolments by Māori students are expected to return to pre-pandemic numbers in 2025 with 2,500 EFTS nearly 7% of total EFTS. The numbers of enrolled Māori have been relatively stable between 3,023 in 2023 and around 3,150 in 2025. A higher proportion are studying part-time, especially in postgraduate programmes, than among other ethnic groups. Nearly 30% of Māori are in postgraduate programmes including 157, in 2024, enrolled in a doctoral programme.

Pacific student enrolments will be close to 3,000 EFTS in 2025, 8.1% of total EFTS. Pacific enrolments are gradually returning to early higher numbers. Enrolments in 2023, a period of financial challenge for many families, were lower than in previous two-years, and are gradually building back to the earlier strengths. A high proportion of Pacific students study part-time, especially at postgraduate level. Twenty four percent of Pacific are enrolled in a postgraduate programme, including 100 candidates in a doctoral programme.

Enrolment by students from lower socio-economic backgrounds³ in foundation and undergraduate programmes has remained relatively stable over the period of the Plan at 10%. This is a decline from pre-pandemic proportions when the University enrolled 11 to 11.5% of its domestic undergraduate students from lower socio-economic backgrounds. Enrolments from School Leavers from lower socio-economic backgrounds increased in 2025, relative to earlier year of the Plan which will result in pipeline growth for the future.

Students who reported a disability, and/or who requested a disability-related service, have risen from 7% in 2020 to 10% in 2025. Students with disabilities in STEM disciplines have lower rates of participation relative to other disciplines (9% vs 12%) - participation rates have been stable between 2022 and 2024

³ Defined here as students from a Decile 3 or lower school. Note that the percentages here exclude students for whom no decile is recorded (e.g., students who completed their schooling overseas, home-schooled students, or students from non-traditional schooling backgrounds).

Successful Course Completion Rates

Successful course completion for Māori students have improved markedly from 81.8% in 2022 to 85.6% in 2024. The difference between Māori and all other students excluding Māori and Pacific has closed from 9% to 5%, and in some segments has reached parity (particularly Foundation) or near-parity (Postgraduate Pathways). School leaver course completion differences remain, reflecting variable levels of preparation of Māori within the secondary school sector.

Pacific student course completion has also improved but continues to be lower than both Māori and all other students. In 2022, the Pacific course completion rate was 72.4%, which had improved to 77.5% in 2024, but was lower by almost 10 percentage points than the rate for Māori students over the period, and between 14 and 18 percentage points behind students from all other ethnic groups. Pacific students are more likely to enter university from lower decile secondary schools, where preparation is much more variable than Māori and all other ethnic groups.

Course completion rates for undergraduate students from High Barrier Decile 1 – 3 schools are consistently lower than for students from Decile 4 and above schools. The gap between the two groups has reduced over the last 3 years. For school leavers from the low decile schools the pass rates have improved from 71% in 2022 to 77% in 2024 but remains around 13% below the pass rate for students from Decile 4 to 10 schools in 2024. For all other undergraduates, the difference between students who attended high barrier schools is reduced from 14% in 2022 to 11% in 2024.

These differences reflect the variable opportunities for preparation in the low decile schools, and that a higher proportion of those in low decile schools than in the higher decile group, are the first in their families to attend university.

6. Employment Outcomes of Tertiary Education

Graduate Outcomes & Postgraduate Benefits Report

Graduating from New Zealand's highest-ranked, largest, and most comprehensive university gives students a strong advantage. In the 2025 QS World University Rankings, the University of Auckland scored 44.7 in employer reputation and 92.9 in graduate employment outcomes, both the highest nationally, confirming the University's delivery of workforce-ready graduates and ability to attract a large international student cohort. International education contributes at least \$742 million to New Zealand's economy annually (\$440M tuition, \$272M living costs, \$30M visitor spending), or \$30,000 per student per year—\$90,000 over a typical three-year programme.

The Graduate Destination Survey (GDS), introduced in 2017 and conducted annually since 2022, collects feedback on graduates' experiences, employment, further study, and other activities. With 15,854 respondents to date, the survey holds a 24% response rate. In 2024, 85% of graduates were employed or about to start work, and 21% pursued further study—mainly to improve career prospects or whilst being already employed. Seventy three percent of graduates secured professional roles and 72% were in permanent roles within three months. Most found their studies worthwhile (89%) and work-relevant (82%).

Employment rates

Overall employment rates between 2017 and 2024 have remained high, ranging from 94% to 97%. In 2024, postgraduate employment was strong at 95%. 2022, Māori graduate and Pacific graduate employment rates have met or exceeded those of other ethnicities, between 93 and 97% over the last three years.

Postgraduate advantages

University of Auckland postgraduates gain advanced skills and better career prospects. Between 2017 and 2024, they had 1–3% higher employment rates than undergraduates, earned more (43% earned over \$80K vs. 12% of undergraduates), and 30% said their qualification provided a workplace advantage (vs. 20% of undergraduates).

Graduates reported high levels of skill development: 89% in research/data analysis, 91% in written communication, 92% in critical thinking, 83% said their skills were workplace-relevant, and 94% noted personal development. Additionally, 87% of postgraduates (vs. 79% of undergraduates) felt their degree improved their societal contribution.

Data from the University's 2024 Graduate Destination Survey indicates that, on average, salaries one year after graduation are 31% higher for individuals with a Postgraduate or Doctoral qualification (\$81,000) compared to those with an undergraduate degree (\$62,000). In a competitive job market, the University's postgraduate programmes offer not only academic excellence but also practical value—delivering leadership, networking, and entrepreneurial opportunities through industry partnerships.

7. Financial Sustainability

To ensure a return to a sustainable financial operating surplus, we have developed a Financial Sustainability Framework for 2025-2027. The approach includes three main pillars, focusing on targeted revenue generation and cost optimisation opportunities to close a roughly \$45 million dollar gap. The three pillars of focus are:

1. Revenue Generation and Increased Faculty/LSRI Contribution. Opportunities in this area include growth in working professional and international student ETFS, research overhead improvement and platform recoveries, improvement in student retention, and for faculties a return to target staff to student ratios.
2. Professional staff cost savings. This pillar will rely heavily on vacancy management. A vacancy provides an opportunity to re-think the resourcing and service levels that relate to that position. With a staff turnover rate of 8% per year, we can meet a significant proportion of our improvement target by managing vacancies strategically.
3. Targeted operational expenditure savings. Opportunities in this area include rethinking major asset-related operating expenditure, reducing and renegotiating contracts for software and subscriptions, annual leave provision reductions, travel savings and cost saving in consumables.

The Framework is governed by the Budget Working Group who will set targets and approve recommendations. The Financial Sustainability Steering Committee will provide oversight, assess recommendations, monitor progress, and resolve escalated issues. Focused Working Groups will assess current practices, propose recommendations, deliver targets, and drive delivery of targets. Working Groups have been formed on a variety of topics, examples include contracts for service, leave provisions, advertising, hospitality, property leases, and research overheads.

The work is guided by key components of a successful cost optimisation program. We will ensure that cost-cutting efforts align with our overall strategy. This involves identifying areas where cuts can be made without compromising strategic goals. We have established clear goals and processes that are being governed by a monthly decision-making forum.

Many of the initial project milestones within Pillars 1 and 2 have been initiated or completed during Q1 and Q2 of 2025. For Pillar 3 working groups have been formed and many of them have completed their initial data analysis and discovery phase. Spend value analysis and initial optimisation ideas have been identified and many are being pursued. Revenue and cost optimisations that have been identified and agreed have been loaded into our rolling forecasts. Ongoing monitoring and reporting systems have also been put into place. We are confident this plan will help the University remain sustainable while supporting our academic mission.

8. Findings of quality assurance reviews

The University's [Cycle 6 Academic Audit](#) report was completed in November 2022. It contained eight commendations, ten affirmations and 14 recommendations. The two-year follow-up report was submitted in April 2025 and reported that progress was complete for eight recommendations and eight affirmations, including:

- Implications for Te Tiriti o Waitangi are included in all reviews and supported by new leadership roles in each faculty and in the Education Office, as well as the Kawea Ake (indigenisation) strategy.
- Through its new Student Voice Policy, the University recognises and manages the impact on students, and detailed guidelines provide for recruiting, supporting and providing recognition of students, and for closing the loop.
- Enhanced consistency of experience for students through the learning management system, the centralised course advising model, embedding of learning design in programme development, and greater use of analytics to target student support.
- We maintain a whole-of-University focus on access, outcomes and opportunities for Māori students, through a range of initiatives led by the PVC Māori that support school-based tauira to progress to university studies, providing both transition support and ongoing networks to new Māori students, and monitoring their progress.
- Academic integrity is promoted through the refreshed compulsory course, and promotion is coordinated by the Academic Quality Office with faculties, Libraries and Learning Services, and Assessment Services.
- Future Academic Workforce Strategy addressed the recommendation for staff recruitment to align with strategic priorities, and induction processes have been augmented through online TeachWell resources. Capability development programmes and the refreshed new teacher training programme are now administered by the Education Office.
- Māori staff recruitment and induction have been enhanced through the Māori Staffing Plan and Waipapa Raukura Rau (graduate programme).
- Nominations processes for Teaching Excellence Awards have been refreshed.

Progress is well-advanced for five recommendations and the remaining two affirmations, while progress is underway for the remaining recommendations including:

- The Curriculum management system is being rolled out in 2025, which among its many benefits will monitor end-of-course reviews.
- Policy for the assessment of students' work in Te Reo Māori was refreshed, while the centralised monitoring of the demand for this is still in progress.
- Ala o le Moana Pacific Strategy has been developed, and this will support a whole-of-University focus on access, outcomes and opportunities for Pacific students. It will also support the Pacific staffing strategy that is in development and induction programmes tailored for Pacific staff.
- Administrative processes for sub-doctoral students are being refreshed, along with processes for addressing issues in supervision for both sub-doctoral and doctoral research students. Central to this is a refreshed supervisor training programme, which will be augmented with attention to cultural competency.

The University's one-year follow-up report was accepted by the Board of the Academic Quality Agency on 1 May 2024. The two-year follow-up report was received by the Transitional Academic Audit Committee of Te Pōkai Tara, Universities New Zealand in May 2025.