

THE UNIVERSITY OF AUCKLAND

PROFILE 2005-7

PART A

SUBMISSION TO THE TERTIARY EDUCATION
COMMISSION

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THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

CONTENTS: PART A

PROFILE OVERVIEW	p.3
STRATEGIC DIRECTION: OVERVIEW	p.5
The goals of the University of Auckland	p.6
The national role of the University	p.6
STRATEGIC DIRECTION and PLANNED SIGNIFICANT CHANGES 2005-7: ENHANCING THE QUALITY OF THE UNIVERSITY	p.9
People	p.9
Academic developments	p.10
Research	p.11
Infrastructure	p.14
KEY PLANNING ASSUMPTIONS	p.15
Student profile and demographics	p.15
Skill requirements and labour market demands	p.17
Funding higher education	p.19
Government policy and the Tertiary Education Commission	p.20
Student funding	p.21
ALIGNMENT WITH THE TERTIARY EDUCATION STRATEGY and STATEMENT OF TERTIARY EDUCATION PRIORITIES	p.22
THE TREATY OF WAITANGI	p.23
EQUITY: EQUAL EMPLOYMENT OPPORTUNITY AND EQUAL EDUCATIONAL OPPORTUNITY	p.25
CO-OPERATION AND COLLABORATION	p.27
National partnerships	p.27
International partnerships	p.28
RISK MANAGEMENT	p.30
QUALITY MANAGEMENT	p.31
APPENDIX A	p.33

PROFILE OVERVIEW

The University of Auckland was founded in 1883 as a constituent College of the University of New Zealand. At the opening of the College, the Governor of the country, Sir William Jervois, spoke of placing the advantages of a university education 'within the reach of every man and woman of Auckland'; other speakers emphasised the role of universities in developing the intellectual powers and moral judgement of their communities. These themes – opportunity, moral responsibility and intellectual advancement – have marked the University throughout its history.

The College became an autonomous University in 1962. It is governed by a Council consisting of Government appointees, elected and ex officio members. The Vice-Chancellor is the executive head, with academic, staffing and financial responsibilities. The University Senate is composed of all the professors and representatives of other staff and students. Through its committees, including the Faculties, the Senate is responsible for academic matters and for advising the Council on academic policy.

Beginning with four professors and ninety-five students in 1883, at the end of 2003, the University had over 3,700 staff and 33,000 students. It offers programmes in the following Faculties:

- Faculty of Arts
- Faculty of Business and Economics
- Faculty of Creative Arts and Industries
- Faculty of Engineering
- Faculty of Law
- Faculty of Medical and Health Sciences
- Faculty of Science

Theology is taught through a School of Theology collaborating with four local Colleges of Theology.

The students of the University reflect the cosmopolitan character of the Auckland region, with nearly 4,800 international students coming from some 100 countries, including the principal Asian countries, North and South America, Europe, and the Pacific Islands. Mature students make up 12 per cent of the total student population. Māori students constitute 6.4 per cent and Pacific students constitute 7.3 per cent of the total domestic student body. Asian students are 34 per cent of the total student body. Postgraduates comprise 17.5 per cent of Equivalent Full Time Students (EFTS). More than a third of these students are engaged in research.

The University has three major campuses, in the City, at Grafton and at Tamaki. It offers programmes on the North Shore and on the Campus of the Manukau Institute of Technology. The Government is currently considering a proposal to merge the Auckland College of Education into the University. If this proposal is approved, the University will locate a new Faculty of Education, consisting of the College and the University's School of Education, primarily on the Epsom Campus of the College.

The City Campus houses the major activities of the Faculties of Arts, Business and Economics, Creative Arts and Industries, Engineering, Law and Science.

The Grafton Campus offers the University programmes in Medicine, Nursing, Pharmacy, Optometry and Health Sciences.

At Tamaki, the University offers courses in Science and Business. In 2004, the School of Population Health at Tamaki became the focus of a number of medical and health science disciplines. Tamaki is being developed as a technology and innovation campus and is the site for co-locations with industry, business, government and professional partners.

The University's partnership with the Manukau Institute of Technology provides for the teaching of Education, Business and Visual Arts degrees.

The University hosts four nationally-funded Centres of Research Excellence and a number of University Research Institutes and Centres.

The University participates in two major international consortia of research-led universities, *Universitas 21* and the *Association of Pacific Rim Universities*. It has over 80 bi-lateral agreements with other international universities for the exchange of staff and students.

The University Library ranks as one of the leading academic libraries in Australasia. It is the largest university library in New Zealand in terms of collections, staff and total expenditure. In addition to a collection of 1.9 million volumes it has the largest collection of electronic resources in New Zealand, as well as substantial collections of microforms, multimedia and maps. The Library manages the Kate Edger Information Commons with access to electronic resources at some 500 workstations and 500 further study desks.

STRATEGIC DIRECTION: OVERVIEW

The University of Auckland has a clear strategic direction, expressed in its mission statement:

The University of Auckland is a research-led, international university, recognized 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 aspires to fulfil two ideals:

- The classical ideal of a University as an autonomous, free thinking community of scholars imparting universal knowledge in the classical tradition and educating students to be responsible and contributing members and future leaders of their societies.
- The modern ideal of a University as a leader in innovation, the creation of knowledge and the development of intellectual and social capital, contributing to the advancement of the human condition generally, and the increase in wealth and living standards in the local society in particular.

The University's strategy in achieving its mission and meeting its ideals is to pursue international standards of teaching, learning, research and creative work, and service, through benchmarking with high quality, comprehensive, research Universities based in major urban centres in Australia, the United Kingdom, North America and Asia. In practice, its benchmark universities are the top tier of Australian universities and the broad-based, civic universities that make up the international groupings within *Universitas 21* and the *Association of Pacific Rim Universities*. The University of Auckland expects to match the standards of the best of these universities and to uphold the international ideals of academic freedom and institutional autonomy, exercised responsibly and with appropriate accountability to its national and international communities.

The University's strategic direction is driven by the goals that it sets for itself and by its engagement with the tertiary education goals set by the nation.

The goals of the University of Auckland

The goals of the University are:

- To attract and retain staff of the highest quality and students who have the potential to succeed in an international, research-led University and to engage all members of the University community fully in its academic activities and aspirations.
- To provide quality undergraduate and postgraduate programmes benchmarked to high international standards in an intellectually rich and diverse learning environment.
- To carry out research and creative work of a consistently high international standard which will contribute to the global advancement of knowledge and understanding, and to the national goals of innovation, economic development, social development, and environmental sustainability.
- To observe and fulfil its responsibilities and obligations under the Treaty of Waitangi.
- To engage with the many communities with which it has mutual interests and to which it has responsibilities and obligations in ways that benefit the University and enhance the knowledge base, social and economic well-being and future development of those communities.
- To maintain and develop international relationships and activities that benefit our students and staff and ensure that the University contributes significantly in the wider international arena.
- To ensure that the academic aims and activities of the University are enabled and supported by the highest quality management and administrative policies, processes and practices.
- To develop its resources and infrastructure in ways which fully support its teaching and learning, research and creative activities, and administrative processes and which are environmentally sensitive and financially prudent.

The national role of the University

The national role established by the Government for Universities encompasses:

The characteristics of Universities promulgated in the Education Act 1989:

- A primary concern with advanced learning and the aim of developing intellectual independence.
- The close interdependence of teaching and research.

- The meeting of international standards of research and teaching.
- Being a repository of knowledge and expertise.
- Having a role as the critic and conscience of society.

The duty of the University Council set down in the Education Act 1989:

- To strive to ensure that the institution attains the highest standards of excellence in education, training and research.

Equal Opportunity obligations established in the State Sector Amendment Act 1989 and the Education Act 1989:

- That the institution provides impartial selection of suitably qualified applicants and recognises the employment aspirations of Māori, women, ethnic minority members and persons with disabilities.
- To acknowledge the principles of the Treaty of Waitangi.
- To encourage the greatest possible participation by the communities served by the institution....with particular emphasis on those groups in those communities that are under-represented among the students of the institution.

The aims expressed in the Education (Tertiary Reform) Amendment Act 2002:

- To foster, in ways that are consistent with the efficient use of national resources, high quality learning and research outcomes, equity of access, and innovation.
- To contribute to the development of cultural and intellectual life in New Zealand.
- To respond to the needs of learners, stakeholders, and the nation, in order to foster a skilled and knowledgeable population over time.
- To contribute to the sustainable economic and social development of the nation.
- To strengthen New Zealand's knowledge base and enhance the contribution of New Zealand's research capabilities to national economic development, innovation, international competitiveness, and the attainment of social and environmental goals.
- To provide a diversity of teaching and research that fosters the achievement of international standards of learning and, as relevant, scholarship.

The six goals of the Government's *Tertiary Education Strategy*, which are to:

- Strengthen System Capability and Quality.

- Te Rautaki Mātauranga Māori – contribute to the achievement of Māori development aspirations.
- Raise foundation skills so that all people can participate in our knowledge society.
- Develop the skills New Zealanders need for our knowledge society.
- Educate for Pacific people's development and success.
- Strengthen research, knowledge creation and uptake for our knowledge society.

STRATEGIC DIRECTION and PLANNED SIGNIFICANT CHANGES 2005-7: ENHANCING THE QUALITY OF THE UNIVERSITY

The University is a dynamic institution that challenges its community to respond with high aspirations, commitment, and achievement. Its work is best observed in the lecture theatres, the tutorial rooms, the laboratories, the libraries, the performance halls, and the studios, among its staff and students. Its achievements are best captured in the many research publications produced by staff and students, the patents recognised, the prestigious awards won, the excitement of discovery, the satisfaction from student success in all spheres, and the reward of lives that are transformed through education and opportunity.

During the period 2005 to 2007, the main aim of the University is the enhancement of the quality of teaching, learning, research and the support systems that underpin these activities. All significant changes in the activities of the University relate to this aim.

People

The institutional values of the University include a commitment to a diverse, collegial scholarly community in which individuals are valued and respected, academic freedom is exercised with intellectual rigour and high ethical standards, and critical enquiry is encouraged. We recognise that the strength of the University is in its people and wish to reflect this commitment in the selection and recognition of staff, in the recruitment of students, and in relations with our communities. We aim to provide facilities and services that make it possible for all staff and students to work, live and study in a supportive environment. The University's equity strategies are referred to later in the Profile.

Over the period 2005-7 the following developments are planned in relation to staff and students:

- The review and revision of admission policies and practices in order to recruit high performing students and to maintain a diverse student body consisting of students with the motivation and potential to succeed in the University.
- The introduction of mentoring for all first year students who wish to participate in the programme.
- The development of work experience and life skill programmes.
- The enhancement of the University's Employment and Careers Office and services.
- The continued implementation of an extensive programme of professional development for new, current and future Academic Heads.

- A review of administrative procedures to ensure that unnecessary and duplicated procedures are eliminated.
- University and faculty programmes recognising and celebrating academic and general staff achievement.

Academic developments

During 2002, a number of commissions and taskforces made recommendations on the enhancement of the University and the experience and environment it offers to students and staff. These recommendations addressed the curriculum and student demographics, student life, institutional structures for postgraduate study, and professional development for Academic Heads. The University is currently in the process of carrying out these recommendations.

The University proposes to maintain its current comprehensive portfolio of academic programmes, within which it has flexibility to respond to the need for new programmes and to the emergence of new areas of academic endeavour. Within Faculties and disciplines there are always shifts of focus and new sub-disciplines. For instance, in 2005 it is planned to introduce a new postgraduate qualification in Urban Design which will respond to the growing national concern about the quality of the design of our cities. At the same time it is planned to withdraw qualifications in Building Science which have attracted few students and no longer fit with the portfolio of programmes offered by the Faculty of Creative Arts and Industries. It is proposed to introduce a set of postgraduate qualifications in Māori Health to respond more fully to the needs of health professionals to understand the specific health issues that impact on Māori throughout the country. The Faculty of Arts plans to introduce a Masters programme in Creative Writing.

The University plans to increase student enrolments by 1.5 to 2 per cent a year, although rates have been higher than this in each of the last three years. In accordance with its strategic direction, the University proposes that most of this growth occur at the postgraduate level.

Planned academic developments include the following:

- The restructuring of qualifications to provide greater consistency across the sector, facilitate student exchanges and credit recognition, and broaden and deepen the academic engagement of students. This work will be completed for the 2006 student intake.
- The implementation of teaching and learning enhancements arising from the self-review process associated with the Academic Audit of 2004 and recommendations arising from the Audit.

- The promotion of conjoint degrees.
- The clear identification and differentiation of research and coursework Masters programmes by 2006.
- The development of the University-wide Graduate School established in 2004.
- The further development of the curriculum and learning opportunities to enable students to work towards achieving the University graduate profile for their particular qualification.
- Improved communication with, and information for, prospective students.
- Improved academic advice for all students.
- Enhanced language support for those students whose chances of success are affected by a lack of English language proficiency.
- The continued professional development of academic staff through the Certificate of University Learning and Teaching and a mandatory programme of training for new research supervisors.

In addition, The University anticipates the following significant changes over the period 2005-7:

- The merger of the Auckland College of Education with the University and the formation of a Faculty of Education.
- The internal reorganisation of the Faculty of Business and Economics better to position it for the establishment of the new Business School and the bringing together of its constituent parts in a new building.
- An increase in the number and proportion of postgraduate students.
- A marginal increase in the number of international students and an increase in the ratio of international postgraduate to international undergraduate students.
- Increased support for e-learning as a part of academic programmes delivered primarily as on-campus programmes.

Research

The University's research strategy is to promote the value of research to the economy, society and community; to undertake high quality research which contributes to social, economic, and cultural development; to build and consolidate areas of research excellence in the wide range of disciplines expected in an international, multidisciplinary university; to attract, encourage and retain the best possible researchers; and to provide the appropriate infrastructure and other resources to support research.

The University supports the aim of the Government to strengthen research and the creation and uptake of knowledge so that the country can participate more fully in the

development of knowledge societies and economies. Universities have always seen themselves, and have been seen, as crucial institutions in the development and transmission of knowledge.

The University of Auckland Act of 1961 reinforced this view when it stated that the University is a body corporate constituted 'for the advancement of knowledge and the dissemination and maintenance thereof by teaching and research.' The Education Act 1989 did the same when it defined universities as institutions where 'research and teaching are closely interdependent and most of . . . [the] teaching is done by people who are active in advancing knowledge' and as repositories of 'knowledge and expertise.'

The University of Auckland has engaged purposefully with the national discussion on the knowledge society. It is aware that, as a research-intensive university, it is looked to as a leader in the creation of knowledge and the development of intellectual, social and cultural capital. The urgent demand that New Zealand become cleverer, leverage off its unique advantages, and aspire to excellence, places large responsibilities on institutions that undertake advanced learning, research and research training. The parameters of the University, however, extend beyond national boundaries. Its research and creative work is international in scope and contributes to, and draws from, the development of knowledge globally.

The University has developed a number of focused research teams, enhanced its research management capacity, invested in research infrastructure and formalised its structures for research groups. It pursues a strategy of providing better resources to researchers and of responding rapidly and effectively to new opportunities. The University is developing the Tamaki Campus with a specific focus on the opportunities and challenges presented by the knowledge society.

The new environment for research has created more opportunities for universities to work closely with industry, government and business. Research contracts contribute significantly to the total research activity of the University and its funding. If privately funded research and development were to falter over the next few years, the capacity of the University to support fully its researchers would be called into question.

The recent assessment exercise undertaken for the Performance Based Research Fund has provided a wealth of information on both research strengths and weaknesses at the University and also in the University sector of the country as a whole. It is clear from the exercise that the success of the University of Auckland in developing an international research profile depends on several key factors including:

- An uncompromising commitment to excellence in all aspects of research endeavour from fundamental research, through innovation and applied/developmental research, to commercialisation.
- The large scale of the institution, which enables the construction of research groups and programmes with sufficient critical mass to compete internationally – particularly in biosciences.
- A strong focus on building high-performance research groups operating in key research areas in each of the broad disciplines undertaken by the University.
- The research linkages which are possible within a multidisciplinary institution.
- A commitment to provide necessary equipment, facilities, and infrastructure to support research activities.
- Promotion of a research culture within the institution which sees University of Auckland research as a key driver of social and economic development, strongly linked to both the international research community and the needs of New Zealand society.

The University of Auckland is committed to being an internationally competitive, multidisciplinary, research-led institution. The PBRF results will therefore be used with other performance information to determine those areas of research which require additional support to bring them to international standard, and to consolidate and further build those areas in which the University already has a clear performance advantage.

The University envisages the following additional significant changes over the period 2005 – 2007:

- Improvement in research performance of existing staff members and enhanced support for emerging researchers.
- Improvement in research capability through an increased emphasis on research performance in hiring decisions.
- Strong emphasis in improving research resourcing and performance in ‘newer’ disciplines.
- Further strengthening links with users of the knowledge created by University researchers, leading to more flexible ways of resourcing the research of the institution, and ensuring maximum integration of new ideas into the innovation system of New Zealand.
- Stronger international research links to give University of Auckland researchers improved access to both ideas and facilities off-shore. In particular, the development of linkages and structures which enable participation in the European Union ‘Framework Programme’ projects and better access to research funding opportunities in North America.

- The implementation of improved research project management and support systems to provide enhanced capability on the large, high performance oriented, research contracts that are becoming more common.
- The development of policies to enable a better flow of ideas from University research into entrepreneurial ventures while providing optimal benefits to both the University and its partners.
- Development of a research partners precinct on the Tamaki Campus to facilitate closer links between the University, industry, business, government and professional partners.
- Development of a 'Next Generation Internet' capability and data links for the University.
- Expansion of external research funding by 40 per cent.

Infrastructure

The University is currently engaged in a medium-term programme of enhancing the physical environment and infrastructure for its teaching, learning and research. The aim of this programme is to provide buildings, plant and equipment and library materials that are comparable with benchmark Australian universities. The University has invested significantly in plant and equipment for teaching and research, and in its library collections. Continuation of this level of investment should enable it to meet benchmark standards against other research institutions. In addition the University proposes a number of building projects that will enable it to provide appropriate space for its teaching and research activities. The major projects that will be completed or started in the period 2005-2007 are:

- Business School complex
- Chemistry Laboratory refits
- Māori Studies Teaching Block extensions
- Old Government House renovations
- Tamaki IT and Library Block
- Student Accommodation
- Tamaki research partner facilities
- Continuing refits of Physics, Mathematics and Engineering precincts
- Additional Large Lecture Theatres and Lecture Theatre upgrades

KEY PLANNING ASSUMPTIONS

Student profile and demographics

For the University, the period of demographic change that began in 2003 has significant implications. From 2003 the 17-25 year age groups, which had been in decline, began to increase once again, with a period of significant forecast growth in tertiary enrolments between 2007 and 2010. Total participation is expected to grow from 225,000 in 2000 to 254,000 in 2018. Over the next five years, participation rates are expected to grow by over 2 per cent a year, and then to slow from 2010. The University's planning assumes an EFTS growth of 8 per cent by 2013.

The significant factors of this growth are firstly, that much of it is expected to occur in Auckland, and secondly, that much of it will be amongst students of Asian and Pacific descent. It is also expected that the intake of international students will continue to increase, although more slowly than in the period 2001-2003.

The growing diversity of New Zealand's young people presents a challenge to the country and to the University. The 2001 Census estimated that by 2050, 68 per cent of all New Zealand children would be non-European. Thirty-five per cent would be Māori, 22 per cent Pacific and 11 per cent Asian by ethnicity. Unless these children succeed in tertiary education, New Zealand has little chance of long-term social and economic prosperity.

However, studies that have been undertaken at the University show that at present relatively few Māori and Pacific secondary school students are gaining a University Entrance, and fewer are completing secondary school with the qualifications required to enter limited entry Faculties. To increase the enrolment of Māori and Pacific students in University programmes, the University must engage with improving the educational outcomes of the primary and secondary system and provide pathways to students who have missed out on the necessary preparation for university study in their school years.

In addition, the 2002 University Taskforce on admissions into the Medical and Health Sciences, Science and Engineering faculties showed that a declining number of secondary school students take the five or six Year 13 approved subjects usually seen as a signal of an intention to enter a university; and that the percentage of students taking the major science subjects has also declined. This means that there are fewer students with the school qualifications that are sought for science-based programmes and that the University will either have to look further afield for appropriately qualified

students or change its expectations of student preparedness to enter a range of disciplines.

The changing patterns of study at secondary schools challenge the traditional assumptions about the preparation of school leavers for University beyond those entering the sciences. This challenge will be compounded over the next few years as the senior school qualifications system completes the transition from Bursary to the National Certificate of Educational Achievement. Although the standard of NCEA has been benchmarked to Bursary and it is expected that the same proportion of students will gain University Entrance, this is as yet unproven. The introduction of Cambridge International Examinations into secondary schools, and especially into secondary schools in the Auckland region which send significant numbers of students to the University, also creates a more complex admission situation for the University to deal with.

The University is admitting an increasing number of students with English as a second language. Many of these students have excellent academic records but a real need to improve their English language and information literacy skills. This change in the student intake has obliged the University to provide English language needs assessments and to put in place increased language support systems and information literacy programmes.

In recent years overseas universities have been in competition for New Zealand undergraduate students, in the same way that they have previously competed for postgraduate students. In particular, Australian universities now take stands at New Zealand student EXPOs, invite New Zealand careers teachers to visit their universities, hold recruiting evenings in New Zealand venues and visit New Zealand schools. These universities are competing for top New Zealand students to whom they offer scholarship funding and enhanced study opportunities.

Another possible change in the student profile is that mature students at the undergraduate level are becoming a smaller component of the student body. New special admission students (those who enter over the age of 20) and mature students have been decreasing as a proportion of first time tertiary students over the last four years. Mature students may become more significant in postgraduate and professional education programmes, but that is yet to be demonstrated.

Demographic factors that may impact on the University are complex and largely uncontrollable. The University must respond to the risks and opportunities presented in a timely and imaginative manner.

Skill requirements and labour market demands

The University has established graduate profiles for each level of graduate from its programmes: undergraduate degrees, postgraduate coursework degrees, postgraduate research degrees and doctoral degrees. All graduates should leave the University having acquired:

- Knowledge and understanding of the theory, history, methods, intellectual content and practice of an academic discipline, interdisciplinary study or profession.
- Generic skills such as an ability to think and reason inductively and deductively, to collect data, to observe, analyse and synthesise, to think through moral and ethical issues, to construct a logical argument with appropriate evidence, and to communicate clearly.
- Personal skills, values and commitments such as a love and enjoyment of ideas, discovery and learning, an ability to work independently and in collaboration with others, self-discipline and the ability to plan and achieve personal and professional goals, the willingness to accept civic responsibilities, tolerance and respect for the values of others, awareness of diversity and personal and professional integrity.

In addition, the University provides research and professional training at a high level, meeting the needs of the scientific community and the professions.

In planning its academic programmes and its intake of students, the University assesses the relevance of the programme to specific workforce needs and the size of the demand for the specialist skills involved. Proposers of new academic programmes are required to consult with relevant professional, industry and community groups and to report this consultation.

For instance, the Faculty of Medical and Health Science has developed its teaching and learning plan with relation to the recommendations of the Health Workforce Advisory Committee and the six priority areas determined by the Committee. Specific responses include:

- The formation of the School of Population Health and the development of postgraduate programmes to address the health workforce implications of the Primary Healthcare strategy.
- Programmes on health management and health and safety in occupational medicine to progress the development of healthy workplace environments.

- A major role through the programmes in medical sciences, health sciences, child and youth mental health and nursing for the development of the education of the health workforce.
- A Certificate in Health Sciences to bridge Māori and Pacific students into health qualifications and advance Māori and Pacific health workforce development.
- Programmes on research methodology and evidence-based practice to facilitate the enhancement of health workforce research and evaluation capacity.

This Faculty has also participated in the overseas trained doctors programme which has provided cohorts of doctors trained overseas with the skills and qualifications necessary to practise in this country.

The School of Education provides specialist teacher training courses, both at the undergraduate level and for graduates who wish to enter either primary or secondary teaching. In preparing the academic and financial case for a merger with the Auckland College of Education, the University and the College undertook a review of educational workforce needs for the next ten years and outlined the ways in which it would respond to these needs.

Other examples of responses to the needs of the economy in the academic programming of the University include:

- Developments in Biotechnology which will align with the industry taskforce on Biotechnology. These include
 - A Partnership for Excellence Proposal to develop capability in Biotechnology.
 - An Industry New Zealand funded project to promote Biotechnology in the secondary school system.
- The creation of the Bioengineering Institute for advanced research in Bioengineering and postgraduate training.
- The establishment of a Faculty of Creative Arts and Industries incorporating the School of Music, the School of Fine Arts, the School of Architecture, the School of Creative and Performing Arts and the Department of Planning to provide a focus on creative and performing arts and to facilitate relationships among these areas so as to position the University better for responding to the needs of the creative arts and industries.
- Programmes in Māori business development that are offered by the Faculty of Business and Economics in distant locations where the needs of iwi for business education have been identified as important for local economic development.
- The development of postgraduate programmes in Law that are offered flexibly and by outstanding academics, often from overseas, to enhance the research and education of legal practitioners.

- Co-operation with the Forestry Crown Research Institute and Waiariki Institute of Technology in programmes on Wood Engineering to meet the needs of the forestry workforce and the wood industry.
- The development of a postgraduate programme in Wine Science to meet industry needs.
- The introduction of a postgraduate qualification in Speech Language Therapy practice to meet regional needs for speech therapists.
- The development of programmes in teaching English as a second language to meet the needs of new immigrants and international students and the education export industry.

Funding higher education

There is an urgent need for the funding of higher education in New Zealand to be placed on a sustainable and sensible basis.

The University aims to provide a standard of teaching, learning and research that is comparable with its peer universities. By the standards of funding at these universities, The University of Auckland is seriously underfunded. A study of funding has shown that The University of Auckland's income is approximately 60 per cent of the G8 Australian universities on a comparable basis. To support teaching and research activity at levels consistent with these increasingly competitive and comparable universities, The University of Auckland would require additional annual revenues of approximately \$180-\$200m. The Australian universities are themselves underfunded in comparison to the universities in the United Kingdom and North America with which they benchmark.

These disparities in funding present a major challenge to the University. It must find ways of increasing its revenue to enable it to support academic activities of the quality demanded by its communities, students and staff – activities that are crucial to the attainment of national goals. It seems unlikely that increases at the requisite level will be achieved quickly. In the meantime, the enhancement of quality depends on hard work, smart thinking, dedicated service and the best possible use of the resources available.

Over the past ten years, the revenue of universities in New Zealand has shifted markedly from the previous dependence on government tuition subsidies. In the case of The University of Auckland, 2003 government tuition subsidies made up thirty-seven per cent of total revenue, compared to eighty-one per cent in 1992. Revenue is increasingly derived from the tuition fees of students, both domestic and international, from research contracts and from sponsorships. The University is acutely conscious of the fact that, as with universities in other parts of the world, it must diversify its revenue

further. Its strategy is to look to research grants and full overhead research contracts, sponsorship and donations and contract teaching. Undergraduate international student enrolments, which can provide an incremental supplement to income, are approaching University target figures, with the main scope for expansion being in postgraduate student numbers.

Current policies on tuition subsidies and tuition fees maxima present the University with a serious challenge. Under this regime, the Government directly controls major sources of University income. Tuition subsidy rates will increase by the consumer price index in each of the next three years. This is an inappropriate index for the increase of university funding, since University costs are largely increased through staff remuneration (which historically has increased at about twice the cpi) and library materials and other teaching and research equipment costs, which have also grown faster than the cpi. Tuition fee maxima have been set at a level that gives this University little room to seek revenue increases from student fees.

The University therefore faces a major funding challenge as it goes into the next triennium. It will gain from the Performance Based Research Fund but this fund will reach its full extent only in 2007. The University will compete for other contestable and targeted funds but there is always a degree of uncertainty about such funds, and they cannot usually be used for fundamental teaching and learning activities.

Investment in higher education is essential for the future welfare and prosperity of New Zealand. It is also a major investment in the local economy. The University contributes substantially to the economy of Auckland – it is, in fact, a small city in itself, with staff, students and activities that contribute directly or indirectly more than three billion dollars annually to the economy of central Auckland. In addition, the University contributes to the longer-term wealth creation of the nation as a whole through its teaching and research.

Government policy and the Tertiary Education Commission

The University devotes an increasing amount of its time to relationships with Government and Government agencies. The establishment of the Tertiary Education Commission has brought significantly greater intervention in university life. An increasing amount of time and money is expended on compliance issues.

The challenge for the University is to find ways of interacting with Government and its agencies that add value to its teaching and learning and research activities, that contribute to the *Tertiary Education Strategy* and that enable all partners to fulfil their statutory duty to preserve and enhance the academic freedom and autonomy of the University.

Student funding

Student funding continues to be a major issue for many students. The loans scheme introduced in the 1990s has created a cohort of indebted students, causing public debate about the consequences for both individual students and the country. Changes to the loan scheme since 2000 have reduced the average time needed to repay debt but have been criticised for producing the unintended result of increasing overall debt levels. Recently announced changes to the eligibility for student allowances will assist more students, but it is clear that the current system of financing students in tertiary study will continue to be a source of public concern. It does not, however, appear to have deterred students from entering tertiary education.

In order to keep very good students at home, Government must consider more fully the need to provide both merit and equity scholarships at the entry and post-graduate levels. Scholarships announced recently for students taking high cost courses in the Health Sciences are an excellent start, but there is a need for a greatly expanded and strategically targeted scholarships scheme, to enable students to access opportunities for higher education in this country.

**ALIGNMENT WITH THE TERTIARY EDUCATION STRATEGY and
STATEMENT OF TERTIARY EDUCATION PRIORITIES**

See Appendix A.

THE TREATY OF WAITANGI

The Council of the University of Auckland has specific general and statutory responsibilities pursuant to the provisions of the Education Act 1989 to acknowledge the principles of the Treaty of Waitangi. The University recognizes the benefits, both to the University and to the country, of building a strong core of Māori staff, providing programmes that attract Māori students and recognise their aspiration to participate fully in New Zealand society within their chosen disciplines, and of contributing to Māori intellectual and cultural advancement. A University Runanga advises the University on ways of achieving these goals. Māori engagement in academic life confers much of the distinctive and special character of this University.

The University strategy is to improve the recruitment, retention and success rates of Māori students and to expand opportunities for Māori academic staff in teaching and research and for Māori general staff in administration, technical work and management. Strategic priorities for 2005-2007 include:

- Increasing the number of high quality research publications on issues of relevance to Māori, including in particular, exposing Māori insights to the New Zealand community as a whole.
- Encouraging increased participation by Māori in a broader range of disciplines and coordinating these activities within the University through the faculty networks, schools partnership programmes, the office of the Pro Vice-Chancellor (EO), the Scholarship Office, and the research centres, such as the Sir James Henare Māori Research Centre and the Mira Szaszy Centre for Māori and Pacific Economic Development.
- Implementing the strategic objectives of the Nga Pae o te Maramatanga (Horizons of Insight), The National Institute for Research Excellence for Māori Development and Advancement, which has the vision of contributing to New Zealand social and economic development through full Māori participation in society and the economy.
- Increasing the use by Māori students of all student facilities and services at the university including childcare facilities, Kohanga Reo, Student Counselling, the Student Learning Centre, and the University Health Service.
- Supporting the Business School in its targeted Postgraduate Diploma in Business (Māori Development), and its Master of Commerce in Māori Development offered in KawaKawa, Bay of Islands and Rotorua and via interactive video conferencing and block teaching.
- Supporting specific initiatives in the Faculty of Medical and Health Sciences including:

- the Certificate of Health Sciences which bridges Māori students into health qualifications and generates academic opportunities for significant numbers of Māori (and Pacific) students;
 - the MAPAS (Māori and Pacific Admission Scheme) programme which recruits, supports and graduates Māori and Pacific students in Medicine.
- Supporting and repositioning the Sir James Henare Māori Research Centre established in 1993 marking the University commitment to Tai Tokerau.
- Supporting the Mira Szaszy Research Centre for Māori and Pacific Economic Development set up in 1998 with the aim of enhancing Māori and Pacific success locally and globally through conducting and disseminating research, and promoting scholarship, debate and education that makes a positive contribution to the economic and business development of Māori, Pacific and other indigenous people.
- Establishing a professional development programme for Māori in leadership.
- Devising a strategy for promotion of Māori involvement in the National Research Centre for Growth and Development, with three specific elements:
 - an expanded focus on exposing teachers to Biomedical Research;
 - bringing students into the Centre on holiday scholarships;
 - the possibility of developing a Biology classroom within the Centre.

EQUITY: EQUAL EMPLOYMENT OPPORTUNITY AND EQUAL EDUCATIONAL OPPORTUNITY

In an increasingly diverse population, sharp inequities in educational achievement across different groups pose major challenges to the University and its wider society. If New Zealand is to sustain social and economic prosperity, it is critical that individuals from all walks of life have opportunities to develop internationally competitive skills and abilities. In keeping with the vision of its founders, the University is committed to providing equal opportunities to staff and students from all backgrounds, and all sectors of the wider society. It recognises the need to draw upon the talents of individuals from a diversity of backgrounds, and from groups in the community that are under-represented, or disadvantaged in terms of their ability to attend the institution. These currently include Māori staff and students, women academic staff and women students in some disciplines, women staff in senior positions, Pacific staff and students, students from low socio-economic backgrounds and staff and students with disabilities.

Core equal opportunities objectives involve increasing the recruitment, retention and success of staff and students belonging to the groups noted above. Other objectives include ensuring that general staff are not disadvantaged and that staff with family responsibilities have special recognition.

Strategic priorities for the period 2005-2007 include:

- Implementing Starpath, a collaborative project with the Auckland College of Education and Manukau Institute of Technology, which draws upon the research capability and networks of the partners to ensure that students from groups under-represented in higher education can fulfill their educational potential at school and University and gain access to high skill, high income employment in proportion to their representation in the wider community.
- Effective liaison with the communities which are under-represented in the student body.
- Financial advice for prospective students from under-represented groups, and comprehensive orientation and induction to aid recruitment.
- Provision of scholarships, mentoring and tutorial support to enhance the retention and success of enrolled students from under-represented groups.
- Professional training, especially in promotion applications and leadership skills, mentoring, and the establishment of effective support networks that will aid staff retention and progression.

- The provision of services appropriate to the needs of staff and students with disabilities and the on-going adoption of newly developed technological support.
- Effective consultation processes that ensure all new building plans are suitable for disability access.
- On-going monitoring and evaluation of all equal opportunities programmes.
- Further development of statistical reporting to enable tracking of progress, the identification of trends and the rigorous evaluation of success of all equal opportunity programmes and initiatives.

As part of its commitment to providing equal opportunities, the University has developed strategies that aim at increasing participation and achievement by Pacific people in all of its activities. A Pacific Equity Audit carried out in 2001 has formed the basis for the implementation of strategies to improve outcomes for Pacific staff and students. Strategic priorities for the period 2005-2007 include:

- The improvement of student numbers in disciplines where Pacific students are under-represented.
- The improvement of retention and success of Pacific students where these are below the average in their area.
- The establishment of the Fale Pasifika and Pacific Studies teaching block.
- Increasing the levels of Pacific staff participation in research and publication and supporting innovative research.
- Increasing the numbers and improve the qualifications of Pacific academic and general staff by targeted recruitment, development and retention plans.

CO-OPERATION AND COLLABORATION

National partnerships

The University has a number of agreements with regional and national tertiary education institutions. The major agreements are with:

- Auckland University of Technology
- The University of Canterbury
- Manukau Institute of Technology
- Auckland College of Education
- Te Whare Wānanga o Awanuiārangi

The strategic intent of these agreements differs. The collaboration with the Manukau Institute of Technology is designed to expand access to University qualifications in the Manukau region and to provide pathways into degree study, while the agreement with the Auckland University of Technology aims at rationalization of teaching programmes and co-operation in services and facilities. The agreement with the Auckland College of Education is maintained through an Institute of Education that aims at collaborative teaching and research arrangements. The College and the University currently have an integration proposal before Government.

The *Tertiary Education Strategy* encourages partnerships between universities and industry. The University actively pursues such opportunities through UniServices, its commercial arm. UniServices manages commercialisation of intellectual property and technology transfer on behalf of the University. Other partnerships in teaching and research are maintained between faculties and industry and business, such as the partnership between the Faculty of Business and Economics and a consortium of companies in forming the ICEHOUSE, a business incubator.

The University also has a number of collaborative agreements with cultural organisations. These include the Auckland War Memorial Museum and Institute and the Auckland Philharmonic Orchestra and relate to collaborative teaching, research and performance.

The University has made a strategic decision to develop its Tamaki Campus as a technology and innovation campus. At Tamaki, research and development partnerships, including co-locations, are being developed to address opportunities that align with national innovation priorities and global advances. These developments

have involved joint planning with Auckland City to establish an innovation district in the eastern suburbs.

The University seeks to develop and enhance its relationships with secondary schools regionally and nationally and maintains a Schools Partnership Office for this purpose. It collaborates with a number of schools in providing on-line programmes in science; administers a mentoring scheme whereby University students partner with students in secondary schools to raise their aspirations and improve their achievement levels; and, through the Faculty of Business and Economics, has a partnership with the business programme at Onehunga High School. Secondary school students regularly visit the University for programmes in Science, Technology, Engineering, Architecture and Medicine (the STEAM programme), for bursary update days and for the annual Courses and Careers Day. Course advisers visit schools throughout the country.

International partnerships

In support of its strategic aim to ensure that staff and students are exposed to high international standards and are well informed about best international practice in their fields of work and study, the University of Auckland engages in cooperation and collaboration at the highest level with key international partners.

The University's strategy for cooperation and collaboration in the international arena is focused on four key areas.

It is the aim of the University to strengthen its links with leading international research-led universities through the *Universitas 21* (U21) group and with its partners in the Association of Pacific Rim Universities (APRU). In the period 2005-7 the University will:

- Participate in a number of collaborative projects within the U21 network which are anticipated to make a significant contribution to the development of cross-national course delivery, student mobility mechanisms and international public policy.
- Host a major U21 Undergraduate Students' Research Conference in 2006.

The period 2005-2007 will also see an increase in collaborative activity among the member universities of APRU. These include:

- Participation in the APRU Fellow's Programme which brings together academics from across the Association working on an identified major research theme;
- Participation by doctoral students in the APRU Doctoral Students' conference

The University of Auckland intends to maintain its strategic approach to the development of bilateral relationships with the world's best universities. These agreements are designed to optimise opportunities for research collaboration with discipline-specific partners at the highest level, provide attractive destinations for student exchanges and position the University strategically in key international markets.

The University of Auckland has articulated regional strategies which allow it to actively engage with academic institutions, international organisations and governments around the world. Senior-level delegations to Latin America, the Middle East and Central Europe in 2003-4 will be followed by delegations to China, India, North America, Southeast Asia and Northern Europe in 2005. The active maintenance of key relationships in these regions together with the ongoing development of new opportunities will allow The University of Auckland to consolidate its position as New Zealand's most internationally engaged university, and the most able to provide research, teaching and learning opportunities of the highest international standards for its students and staff.

Ensuring that the University's international linkages translate into opportunities which enhance the educational experience of its students and the professional development of its staff is a priority for The University of Auckland. Maximising the opportunities for students to pursue part of their degree at world-class institutions abroad is one way in which the University endeavours to ensure that its education prepares students for life as successful and engaged members of the international community. To this end, the University has set a target of 500 outgoing and incoming exchange students per year by 2006. Similarly, providing opportunities for University of Auckland researchers and academics to interact with their counterparts abroad ensures that New Zealand benefits fully from the University's international linkages by promoting the dynamic exchange of ideas across nations and cultures.

As New Zealand's leading export education institution, with an international student population of nearly 5,000, The University of Auckland has a particular responsibility to ensure that special attention is given to the provision of high-quality support services and resources for international students.

Through these activities, the University continually examines the means by which it can implement and enhance policies, practices and programmes that provide staff and students with the capacity and opportunity to engage in the global community. Doing so not only ensures that the University is responding to its responsibilities as the most multicultural and cosmopolitan university in New Zealand, but also allows the New Zealand education system, and the University in particular, to respond to the competitive pressure of leading universities worldwide.

RISK MANAGEMENT

Risk Management is an inherent part of good management practice and an essential element of effective corporate governance. The recently approved risk management framework of the University directs activities towards a high-level, process-based approach taking into consideration the external operating environment and including strategic, operational and financial risks. Supporting the mission, goals and strategies communicated in the *Strategic Plan* and *Profile 2005-2007*, risk management activities focus on identifying control gaps in existing processes and systems, and on aligning and embedding the various processes so that risk-based decisions can be made on a consistent basis. The University's approach is based on the *Australian/New Zealand Standard for Risk Management (AS/NZS 4360)*, and is guided by the *HEFCE Audit Service (UK) Guidance for Risk Managers* and the recently published *Review of New Zealand Tertiary Education Institution Governance* by Meredith Edwards. Risk management and internal audit activities are overseen by the Council's Audit Committee. PriceWaterhouseCoopers are the University's internal auditors.

Strategies for 2005-7 are:

- Promote an institution-wide application of risk management practices supporting the achievement of agreed strategies and objectives.
- Facilitate cross-faculty and cross-institution learning and explore synergies.
- Provide experienced and broadly skilled internal audit resources through a combination of outsourced and internal resources.
- Develop and maintain a 'risk based' audit plan, which considers all critical business issues, operational risks, risk management processes, compliance with key legislative requirements and the effectiveness of internal financial and operational controls.
- Provide project-based solutions to counter loss trends and to improve process and system shortcomings.
- Leverage on the size and the reputation of the University and the New Zealand tertiary education sector to purchase insurance and risk management services.

QUALITY MANAGEMENT

The University of Auckland is a devolved institution, balancing central and local responsibilities and accountabilities. Quality management and assurance at the University is a responsibility shared by all staff at all levels, and is supported by a set of institutional arrangements, processes and procedures.

A foundation of the quality management system is the integrated annual cycle of planning, resource allocation, reporting and accountability. Planning takes place within the context of the University's Charter and mission, its Profile and the institutional three-year strategic plan. These core documents, along with functional and issues-based plans, provide a framework for the development of annual plans of academic and other units. Institutional operational priorities are also developed annually, with designated accountabilities. These priorities take into account such factors as performance against key indicators, environmental scanning and assessment, and resources. Resource allocations through the budgeting process give practical expression to the overall planning decisions of the University.

Performance monitoring and assuring quality occurs at various levels: University, faculty, school/department, administrative and support units, and in individual performance reviews. Tracking is based upon the setting of clear objectives, the alignment of performance indicators with those objectives, and the collection of appropriate and timely quantitative and qualitative data. Performance is monitored periodically during the year and is then factored into forward operational planning and budget-setting.

Taken together, the University's quality management systems are dedicated to determining and assuring effective performance, as well as identifying opportunities for improvement.

Key quality management strategies and activities include:

- The extensive use of university-level functional committees with representative membership, and the integration of the work of these committees through the senior management group, Senate and Council. Responsibilities of committees typically include policy development, decision-making and performance monitoring. To ensure further organisational co-ordination, mirror committees for many functional responsibilities exist at academic faculty level.
- The convening of task forces, commissions, and working groups to address specific quality-related issues.

- The implementation of a regular review programme, e.g., cyclical departmental reviews, academic programme reviews, and administrative reviews, and the regular use of evaluation studies.
- The quality assurance of academic programmes through the approval processes of the University Senate, Council and the New Zealand Vice-Chancellors' Committee on University Academic Programmes.
- Student evaluations of teaching and courses and University-wide student surveys.
- Participation in the cycles of Academic Audits carried out by the New Zealand Universities Academic Audit Unit.
- Benchmarking with comparable research-led institutions to provide a source of improvement ideas, and to assist with some aspects of resource allocation.
- A greater emphasis on the use of evidence to assess the effectiveness of quality assurance procedures and practices, and their contributions to desired outcomes.
- Encouragement and facilitation of an environment and mechanisms that facilitate the sharing of good practice throughout the institution.
- The use of multiple methods of gathering stakeholder input and feedback, including: student representation on committees, task forces and commissions; teaching and course evaluations; surveys and focus groups; and advisory boards.

APPENDIX A

Alignment between the University of Auckland's Strategic Direction and the Tertiary Education Strategy and STEP

TES STRATEGIES AND STEP PRIORITIES	UOA CHARTER	UOA INTERIM PROFILE <i>[Note: this column will be replaced with the objectives from the Profile 2005/7 when complete]</i>
<p>STRATEGY ONE: STRENGTHEN SYSTEM CAPABILITY AND QUALITY</p> <p>1. Improved strategic capacity and leadership at both governance and management levels.</p>	<p>The University is a principal contributor to academic development and innovation in New Zealand's tertiary education system. The University aims to provide leadership to the sector through the comprehensiveness of its teaching portfolio, its international links, its research and resource strengths, and the quality of its academic staff.</p> <p>University management undertakes to support the mission and activities of the University by high quality, transparent and accountable management and administrative policies, processes and practices.</p> <p>The University is committed to maintaining and constantly improving a budget cycle that allocates resources in ways that advances the strategic interests and priorities of the University.</p>	<p>Contribute in a leadership role to the scientific, cultural, social, environmental and economic debates and life of our communities and of the nation, with particular regard to the statutory role of the University as critic and conscience of society and to the formation of public policy. Recruit nationally and internationally staff who are excellent teachers and leading scholars and researchers in their fields.</p> <p>Maintain and develop quality scientific, artistic and cultural collections, libraries, archives, equipment, technology and information services to support the teaching, learning, research and creative work of the University.</p> <p>Maintain and constantly improve a budget cycle that allocates resources in a way that advances the strategic interests and priorities of the University.</p> <p>Develop academic and general staff with strong managerial, leadership and technical abilities. Value the participation of all staff in academic and institutional life and empower all members of the University community to exercise initiative and responsibility.</p>
<p>2. Increased differentiation and specialisation across the system.</p>	<p>The University... is primarily concerned with advanced learning and the development of intellectual independence. It provides education in fundamental, specialised and professional areas with on emphasis on research-based programmes.</p>	<p>The University pursues a research-led international mission which differentiates it from other parts of the tertiary system and, to some extent, from Universities with a more regional or national foci and a lesser research emphasis.</p>
<p>3. Greater collaboration with the research sector, the creative sectors, industry, iwi and communities.</p>	<p>Effective linkages with key stakeholders outside the tertiary sector are a key element of the University's mission. Engagement with the many communities with which the University has mutual interests, and to which it has responsibilities and obligations, benefits both the University and the future development of these communities by enhancing the knowledge base and contributing to social and economic well-being.</p> <p>The University actively builds links with the local and national communities within which it operates. It has a commitment to education in the broader community and provides general studies and community issues courses, short courses in continuing professional education, and bridging programmes for students wishing to enter tertiary education. Mutually beneficial links exist between the University and regional and national social and cultural institutions, and community organisations. A close working relationship with these organisations and institutions assists the University to identify and meet its public responsibilities. Mutually</p>	<p>Promote research alliances and collaborative partnerships with other tertiary institutions, research institutions, public agencies and the private sector.</p> <p>Encourage the development of links with other tertiary and research institutions nationally in order to further the academic aims and activities of the University, and to respond to Government desires for collaborative, rather than competitive, models.</p> <p>Enhance the active participation of alumni in the University community.</p>

TES STRATEGIES AND STEP PRIORITIES	UOA CHARTER	UOA INTERIM PROFILE <i>[Note: this column will be replaced with the objectives from the Profile 2005/7 when complete]</i>
	<p>beneficial links exist between the University and regional and national social and cultural institutions, and community organisations. A close working relationship with these organisations and institutions assists the University to identify and meet its public responsibilities.</p> <p>The University's relationships with other international Universities and its links with community, industry and professional organisations in New Zealand mean that knowledge uptake and the social, cultural and commercial application of new knowledge are improved at all levels.</p> <p>The University views engagement with stakeholders as crucial to its mission and strategic development. Constructive interaction and ongoing consultation with stakeholders allows the University to identify the needs and priorities of its communities of interest and strengthen beneficial collaboration and partnerships.</p>	
<p>4. Sustainable growth of export education capability centred on a reputation for quality teaching and pastoral care.</p>	<p>The University must...meet the learning needs of a student population which is highly diverse ethnically and culturally and which is increasingly internationalised. This diverse community creates a stimulating and rich learning environment and provides the opportunity to incorporate appropriate international and cultural material and perspectives into course content and delivery. It also provides the opportunity to encourage tolerance and respect for diverse viewpoints, beliefs and practices.</p>	<p>Recruit and retain a diverse student body, providing research and curricular activities relevant to their needs.</p> <p>Provide the opportunity for the full participation of students in the intellectual, cultural and recreational life of the University.</p>
<p>5. A stronger system focus on teaching capability and learning environments, to meet diverse learner needs.</p>	<p>The University must...meet the learning needs of a student population which is highly diverse ethnically and culturally and which is increasingly internationalised. This diverse community creates a stimulating and rich learning environment and provides the opportunity to incorporate appropriate international and cultural material and perspectives into course content and delivery. It also provides the opportunity to encourage tolerance and respect for diverse viewpoints, beliefs and practices.</p> <p>New teaching and learning technologies are transforming the educational experience of students worldwide. The University encourages and promotes the development of flexible modes of teaching and learning, the use of new teaching technologies, and computer assisted course management systems.</p> <p>The University of Auckland aims to offer students cultural, recreational and support services of the highest quality. It has committed to a continuous improvement of student life, from the time a student expresses an interest in attending the University, through orientation and transition to the University, to graduation and alumni status.</p>	<p>Recruit and retain a diverse student body, providing research and curricular activities relevant to their needs.</p> <p>Ensure that the teaching and learning needs of under-represented groups of staff and students are identified (including the targeted groups of Māori and Pacific students and students with disabilities) and met in ways that uphold the Treaty of Waitangi and equity obligations of the University.</p> <p>Provide the opportunity for the full participation of students in the intellectual, cultural and recreational life of the University.</p> <p>Encourage and promote the development of flexible modes of teaching and learning, the use of new teaching technologies, and computer-assisted course management systems</p> <p>Seek to provide student amenities and facilities that enrich the quality of student life.</p>
<p>7. A coherent and reliable system of qualifications, learning recognition and credit</p>	<p>The University offers a comprehensive portfolio of academic programmes at both the undergraduate and postgraduate level. ...The</p>	

TES STRATEGIES AND STEP PRIORITIES	UOA CHARTER	UOA INTERIM PROFILE <i>[Note: this column will be replaced with the objectives from the Profile 2005/7 when complete]</i>
transfer.	clustering of a wide range of disciplines enables students to take advantage of a liberal education alongside professional training...	
<p>STRATEGY TWO: TE RAUTAKI MĀTAURANGA MĀORI - CONTRIBUTE TO THE ACHIEVEMENT OF MĀORI DEVELOPMENT ASPIRATIONS.</p> <p>8. Tertiary education leadership that is effectively accountable to Māori communities.</p>	<p>The University recognises that all members of its community are encompassed by the Treaty of Waitangi with mutual rights and obligations. In acknowledging the Treaty, the University seeks to promote Māori presence and participation in all aspects of University life and to encourage research in a range of fields important to Māori.</p> <p>The University considers the continued building and maintenance of relationships with local iwi and Māori communities within and external to the University a significant priority.</p>	<p>To recognise that all members of the University community are encompassed by the Treaty. To maintain the principles of partnership in University management and governance structures, and institutional life.</p> <p>To identify and support innovative and excellent Māori initiatives;</p> <p>To develop quality academic structures and innovative programmes which support Māori language, knowledge and culture.</p> <p>To develop national and international collaborative relationships with educational and cultural institutions and indigenous groups. Build an active and responsive relationship with local iwi and Māori communities and with Pacific communities within and external to the University.</p>
<p>12. Increased participation by Māori in both a broader range of disciplines and in programmes that lead to higher-level qualifications.</p>	<p>The University recognises the importance of engaging Māori and Pacific students in high level degree education that will provide the chance to enhance their potential and life choices and prepare them to participate fully in rewarding professional and knowledge based vocations. But, more than this, there are benefits, both to the University and to the country, of building a strong core of Māori and Pacific staff, providing programmes that attract Māori and Pacific students, and contributing to Māori and Pacific intellectual, social, economic and cultural advancement.</p> <p>The University aspires to improve the participation of Māori students in degree education, by providing programmes that attract Māori students and create new points of entry into higher education.</p>	<p>To enhance initiatives to increase, retain and support the access to and successful participation of Māori students in all the academic programmes of the University.</p> <p>To ensure that the teaching and learning needs of under-represented groups of staff and students are identified (including the targeted groups of Māori and Pacific students and students with disabilities) and met in ways that uphold the Treaty of Waitangi and equity obligations of the University</p>
<p>13. A tertiary education system that makes an active contribution to regional and national Māori /whanau/hapu/iwi development.</p>	<p>[The University] is committed to developing quality academic structures and innovative programmes, which support Māori language, knowledge and culture.</p> <p>The University recognises that the development of portfolios of research that enhance our capacity to carry out research of relevance to Māori is of primary importance. Further to this goal we are dedicated to increasing the levels of Māori staff participation in research and publication and supporting innovative research using Kaupapa Māori approaches.</p>	<p>To identify and support innovative and excellent Māori initiatives;</p> <p>To develop quality academic structures and innovative programmes which support Māori language, knowledge and culture.</p> <p>To develop national and international collaborative relationships with educational and cultural institutions and indigenous groups. Build an active and responsive relationship with local iwi and Māori communities and with Pacific communities within and external to the University.</p>
<p>STRATEGY THREE: RAISE FOUNDATION SKILLS SO THAT ALL PEOPLE CAN PARTICIPATE IN OUR KNOWLEDGE SOCIETY</p> <p>14. Significantly improve adult foundation skill levels, achieved through increased access to foundation education in a range of learning contexts.</p>	<p>An important dimension of the University's contribution to the overall system of tertiary education is its commitment to providing staircased entry into its degree programmes. This goal aligns with objectives to engage under-represented groups, particularly Māori and Pacific students, in degree education. Foundation programmes offered by the University, and in collaboration with other institutions, also promote the improvement of adult foundation skill levels.</p>	<p>Provide opportunities for lifelong learning that support adults throughout their lives and careers and enables them to contribute to and influence our developing cultural, social and economic society.</p>
<p>STRATEGY FOUR: DEVELOP THE SKILLS NEW ZEALANDERS NEED FOR OUR</p>	<p>The University acts to ensure that it receives high quality policy advice from members of the University involved in organisation and</p>	<p>Ensure accurate, timely and efficient collection, reporting and dissemination of information to meet statutory requirements and to support</p>

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<p>KNOWLEDGE SOCIETY.</p> <p>18. Accurate and timely skills forecasting capability.</p>	<p>administration, and promotes effective and appropriate participation and sound and timely processes in University policy and decision-making. Managers of academic, administrative and support units are required to set performance goals and ensure that performance leads to continuous enhancement of services.</p> <p>The University regards cohesive plans and effective management policies as crucial for achieving excellence. The accurate, timely and efficient collection, reporting and dissemination of information and data assist planning and decision-making processes.</p>	<p>decision-making.</p>
<p>19. Industries are supported in meeting their self-identified skills needs.</p>	<p>In its role as a research institution, the University aims to provide quality independent advice to local and central government and to strengthen its relationship with the professions, the media, business and industry, and encourage their involvement in University activities.</p>	
<p>20. Equity of access and opportunity for all learners.</p>	<p>In meeting the needs of learners the University aspires to identify the learning needs of under-represented groups of staff and students in ways that uphold the Treaty of Waitangi and equity obligations of the University. Improved access and success rates for students in equity target groups require all parts of the University to place a priority on exploring more diverse curricula, inclusive methods of teaching, and innovative access and retention strategies.</p>	<p>Recruit and retain a diverse student body, providing research and curricular activities relevant to their needs.</p> <p>Ensure that the teaching and learning needs of under-represented groups of staff and students are identified (including the targeted groups of Māori and Pacific students and students with disabilities) and met in ways that uphold the Treaty of Waitangi and equity obligations of the University.</p>
<p>22. Broader development of skills for active citizenship and the maintenance of New Zealand's cultural identity.</p>	<p>...Graduates of the University of Auckland are leaders in their communities, and possess an awareness of the complexity and distinctive qualities of New Zealand and of New Zealand's place in the world.</p>	<p>Provide a student-focussed teaching and learning environment which encourages academic excellence, enjoyment of learning, critical reasoning and inquiry.</p> <p>Provide the opportunity for the full participation of students in the intellectual, cultural and recreational life of the University.</p>
<p>23. Improved provision of, and better systems of recognition for, high-level generic skills.</p>	<p>The University aims to provide its graduates with key, high-level generic skills such as the capacity for lifelong critical, conceptual and reflective thinking, and attributes such as creativity and originality.</p>	<p>Provide a student-focussed teaching and learning environment which encourages academic excellence, enjoyment of learning, critical reasoning and inquiry.</p>
<p>24. Promotion of specialist skills that contribute to New Zealand's development.</p>	<p>The University of Auckland has the responsibility and the capacity to foster the country's identity and advance its economic, social and cultural development through teaching, learning and research and through the contribution we make directly to the achievement of national goals and national development.</p> <p>The University contributes in a leadership role to the scientific, cultural, social, environmental and economic debates and life of our communities and of the nation. As teachers and researchers, members of the University seek to assist all New Zealanders to become better informed and to participate more fully in the knowledge society. Staff engage in ground-breaking research and scholarship across the spectrum of medicine, science, engineering, humanities, law, social sciences, business and creative and performing arts, expanding and enriching the country's knowledge base and directly contributing to social, economic and</p>	<p>Retain a core commitment to research-based teaching and enhancing scholarship through clearly linking research, professional practice, creative work and teaching.</p>

TES STRATEGIES AND STEP PRIORITIES	UOA CHARTER	UOA INTERIM PROFILE <i>[Note: this column will be replaced with the objectives from the Profile 2005/7 when complete]</i>
	policy development.	
<p>STRATEGY FIVE: EDUCATE FOR PACIFIC PEOPLES' DEVELOPMENT AND SUCCESS.</p> <p>25. Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and New Zealand.</p>	<p>The University aspires to increase the number, and raise the qualification levels of Pacific staff, and to expand opportunities for Pacific academics in teaching and research. Increased numbers of Pacific staff will allow for increased Pacific involvement in decision-making at the highest levels in the University. The University recognises the importance of engaging Māori and Pacific students in high level degree education that will provide the chance to enhance their potential and life choices and prepare them to participate fully in rewarding professional and knowledge based vocations. But, more than this, there are benefits, both to the University and to the country, of building a strong core of Māori and Pacific staff, providing programmes that attract Māori and Pacific students, and contributing to Māori and Pacific intellectual, social, economic and cultural advancement.</p>	<p>To enhance initiatives to increase, retain and support the access to and successful participation of Pacific students in all the academic programmes of the University; To identify and support innovative and excellent Pacific academic initiatives; Ensure that the teaching and learning needs of under-represented groups of staff and students are identified (including the targeted groups of Māori and Pacific students and students with disabilities) and met in ways that uphold the Treaty of Waitangi and equity obligations of the University</p>
<p>26. A tertiary education system that is accountable for improved Pacific learning outcomes and connected to Pacific economic aspirations.</p>	<p>[The University has] a special responsibility to partner with Pacific communities to ensure that their educational and development needs and aspirations are met. [The University] has research capability and teaching expertise to assist Pacific people in meeting their educational needs.</p>	<p>To develop national and international relationships as appropriate with educational and cultural institutions and indigenous groups in the Pacific region. To increase the levels of Pacific staff participation in research and publication and support innovative research; Build an active and responsive relationship with local iwi and Māori communities and with Pacific communities within and external to the University.</p>
<p>STRATEGY SIX: STRENGTHEN RESEARCH, KNOWLEDGE CREATION AND UPTAKE FOR OUR KNOWLEDGE SOCIETY.</p> <p>32. A more focused tertiary research investment through world-class clusters and networks of specialisation.</p>	<p>Research alliances and collaborative partnerships with public agencies, such as Crown Research Institutes, and the private sector are pursued when there are research synergies and advantages to be gained. The University encourages partnerships with business and industry through consortia, co-location and clustering arrangements. The internationalisation of the University further stimulates an awareness of multiculturalism in New Zealand society, and advances research that places New Zealand in a position of strength in a competitive global knowledge economy.</p>	<p>Promote research alliances and collaborative partnerships with other tertiary institutions, research institutions, public agencies and the private sector.</p>
<p>35. Increased breadth of support for research students and emerging researchers, with a particular focus on the development of Māori researchers.</p>	<p>The University contributes to the tertiary education system by producing high-level researchers and developing innovative research-based and multidisciplinary academic programmes. The University's commitment to high-level research, and to supporting emerging researchers, increases world knowledge in a range of fields and provides insights into and responses to the needs of the New Zealand community. It relates directly to the national strategy for innovation and to priorities for development and growth in the areas of Creative Arts and Industries, Biotechnology, and Information and Communications Technology.</p>	<p>Recruit increased numbers of postgraduate research and post-doctoral students and provide them with research supervision, infrastructure and support of the highest possible quality.</p>