Council Agenda Part A (Open Agenda) **11.06.2025** **Council Room – Level 2 ClockTower, Princes Street 22, Auckland** **4:00pm**	Waipapa Taumata Rau University of Auckland	Page #
COUNCIL BRIEFINGS	These will take place prior to the meeting	
KARAKIA	The meeting will be opened with the following karakia at the beginning of the briefings:	
	Te Reo: Tukua te wairua kia rere ki ngā taumata Hei ārahi i ā tātou mahi Me tā tātou whai i ngā tikanga ā rātou mā Kia mau, kia ita Kia kore ai e ngaro Kia pupuri Kia whakamaua Kia tina! TINA! Hui e! TĀIKI E!	English Translation: Allow one's spirit to exercise its potential To guide us in our work As well as in our pursuit of our ancestral traditions Take hold and preserve it Ensure it is never lost Hold fast Secure it Draw together - Affirm	

1. **APOLOGIES**	Ms Arnott-Neenee	**The Chancellor moves** that the apologies, be **noted**.	
2. **DISCLOSURES OF INTEREST BY MEMBERS**	2.1 Council Interest Register for 2025 – members are asked to advise Wendy (w.verschaeren@auckland.ac.nz), as soon as possible when changes are required. 2.2 In addition to the requirement for Council to complete an annual Interest Register the attention of Members is drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the Agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020.	**The Chancellor moves** Council Interest Register for 2025 be received and the additional disclosures, if any, be noted and the action taken be **endorsed**.	9

3. CONFERMENT OF DEGREES	In accordance with the provisions of the Conferment of Academic Qualifications and Academic Dress Statute 1992 the Chancellor will confer the degrees listed (as attached) by stating: *By the authority vested in me by resolution of The University of Auckland Council I, CECILIA TARRANT, Chancellor, confer the degrees stated upon those who, within their several faculties, have satisfied the requirements of this University.*		**12**
4. AWARD OF DIPLOMAS	In accordance with the provisions of the Conferment of Academic Qualifications and Academic Dress Statute 1992 the Chancellor will award the diplomas listed (as attached) by stating: *By the authority vested in me by resolution of The University of Auckland Council I, CECILIA TARRANT, Chancellor, award the diplomas stated to those who, within their several faculties, have satisfied the requirements of this University.*		**21**
5. HONOURS/AWARDS	The Chancellor and Vice-Chancellor will send congratulatory letters to those persons with links to the University.		
6. COUNCIL MEETINGS	6.1 **Council, Draft Minutes (Part A), 28.04.2025**	**The Chancellor moves** that the Minutes (Part A), 28.04.2025 be taken as **read** and **confirmed**.	**25**
	6.2 **Matters arising from the Minutes (Part A), 28.04.2025 not elsewhere on the Agenda**		
7. VICE-CHANCELLOR'S REPORT		**The Chancellor moves** that the Vice-Chancellor's Report be **noted.**	**30**
8. REPORTS OF COUNCIL COMMITTEES	8.1 **FINANCE COMMITTEE** 8.1.1 **Minutes, (Part A), 19.05.2025**	**The Chancellor moves** that the Finance Committee Minutes (Part A) 19.05.2025 be **received**.	**42**
	8.2 **AUDIT AND RISK COMMITTEE** 8.2.1 **Minutes, (Part A), 30.04.2025**	**The Chancellor moves** that the Audit and Risk Committee Minutes (Part A) 30.04.2025 be **received**.	**46**

	8.3 **UNIVERSITY EQUITY LEADERSHIP COMMITTEE (UELC)** 8.3.1 **June 2025 Report**	**The Chancellor moves** that the Equity Leadership Report – June 2025 be **received.**	**48**
	8.4 **RŪNANGA** 8.4.1 **June 2025 Report including a change to its Terms of Reference and membership**	**The Chancellor moves** that the Rūnanga Report – June 2025 be **received and** Council **approve** the amended Rūnanga Terms of Reference and membership.	**51**
9. SENATE MATTERS	9.1 **REPORT OF SENATE MEETING 26.05.2025** Part A1: Policy and other matters requiring to be considered/received by Council Part A2: Matters requiring Council approval Part B,1: Items to note by Council Part C, 1-4: Matters handled under Delegated Authority	**The Chancellor moves** that the recommendations in Part A of the Report of Senate, 26.05.2025 be **adopted** and Parts B and C be **noted**	**56**
10. CORRESPONDENCE REFERRED BY THE CHANCELLOR	None		
11. OTHER MATTERS FOR DECISION OR NOTING	11.1 **COUNCIL APPOINTMENTS PROCEDURES** 11.1.1 Memorandum, 05.06.2025 from the Registrar 11.1.2 Draft Council Appointments Procedures (with track changes) 11.1.3 Draft Council Appointments Procedures (clear copy)	**The Chancellor moves** that Council **receive** the memorandum, 05.06.2025 and **approve** the Council Appointments Procedures	**59**
	11.2 **WAIPAPA TAUMATA RAU/THE UNIVERSITY OF AUCKLAND INVESTMENT PLAN 2026-2028, LEARNER SUCCESS PLAN 2026-2028 AND DISABILITY ACTION PLAN 2026-2028** 11.2.1 **Memorandum, 03.06.2025 from Ms Pamela Moss, Director of Planning** 11.2.2 **Investment Plan 2026-2028**	**The Chancellor moves that Council:** • **Approve** the draft Investment Plan 2026 to 2028, Learner Success Plan and Disability Action Plan for submission to the Tertiary Education Commission (TEC); • **Note** that TEC will issue a Supplementary Plan Guidance that responds to priorities signalled in the 23 May 2025, Government Budget, that were not	**72** **74**

	11.2.3 Learner Success Plan 2026-2028	available when the original Plan Guidance was issued; and • **Delegate** to the Vice-Chancellor, Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Operations) approval to make any minor typographical and presentational changes and adjustments to respond to the Supplementary Plan Guidance.	**125**
	11.2.4 Disability Action Plan 2026-2028		**143**
	11.3 **STANDARD OPERATING PROCEDURES (SOPS) FOR INSTITUTIONAL ETHICS COMMITTEES (IECS)** 11.3.1 Memorandum, 28.04.2025 from the Deputy Vice-Chancellor, Research & Innovation, Professor Frank Bloomfield 11.3.2 Letter of Agreement - AHREC Governance Board 11.3.3 Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs)	**The Chancellor moves** that **Council approve** the changes to the Terms of Reference for AHREC and UAHPEC effective 28 April 2025 and **note** that these will be published to the University website once approved.	**186**
	11.4 **TAUMATA TEITEI** 11.4.1 Memorandum, 03.06.2025 from the Director of Planning 11.4.2 Taumata Teitei – Vision 2030 and Strategic Plan 2028	**The Chancellor moves** that **Council approve** Taumata Teitei Vision 2030, Strategic Plan 2028.	**229**
	11.5 **DELEGATIONS UPDATE** 11.5.1 Memorandum 05.06.2025 from the Vice-Chancellor regarding the establishment of the Associate Pro-Vice-Chancellor Graduate Research role and authority to discharge functions of the Deputy Dean of Graduate Studies role.	**The Chancellor moves** that **Council approve** the subdelegation by the Board of Graduate Studies (Board) to the Associate Pro Vice-Chancellor Graduate Research of all powers delegated by Council to the Board and subdelegated by the Board to the Deputy Dean of Graduate Studies as at 30 June 2025.	**248**
12 ELECTIONS - APPOINTMENTS	none		

13 GENERAL BUSINESS			
14 LEAVE OF ABSENCE	(for the meeting of 27.08.2025)		

PUBLIC EXCLUSIONS

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

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

General subject of each matter to be considered:

Item No. 1.1	Council Minutes Part B 28.04.2025
Item No. 2.1.1	Finance Committee – Minutes Part B 19.05.2025
Item No. 2.2.1	Audit and Risk Committee Minutes Part B 30.04.2025
Item No. 2.1.2	Financial Performance 2025 to 2027
Item No. 2.2.1	Audit and Risk Committee Minutes Part B 30.04.2025
Item No. 5.00	Elections - appointments

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

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

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

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

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

2.1

The University of Auckland

Interests Register for Members of UoA Council 2025

Name of Member	Interests	Updated
Gemma Skipper	employee of the University and having friends/family who work at UoA	29.01.2025
Julia Arnott-Neenee	• Fibre Fale Limited - CEO & Co-Founder • Grant Evaluation Panel Member (Contract) - Ārohia Innovation Trailblazer Grant Callaghan Innovation	29.01.2025
Dawn Freshwater	Chair Research Committee UNZ (2021) Member UNZ Board Director APRU (2021), Vice-Chair since 2022 Board Director World Universities Network (2021) Deputy Chair Research Australia Board	03.02.2025
John Paitai	Trustee - Te Tai Tokerau Maori Trust Board (2013 - Trustee - Roma Marae - Ahipara (2011 - Trustee - 2 Te Ahu Street, PAP Pastorate Residential Property (2019 - Trustee - Centre for Brain Research Auckland University (2022 - Trustee - Hui Amorangi Tai Tokerau 2023 - Chair - Roma Marae Trustees (2000 - Chair - Roma Marae Committee- Ahipara (2011- Chair - Roma Marae Kaumatua Flats Chair - Ahipara A7 Trust (1999 - Chair - Nga Urupa o Ahipara 5,7,48 (2011 - Chair - St Clement's Maori Anglican Church Restoration Committee (2007 -) Chair - Parengarenga, Ahipara, Peria, Anglican Maori Pastorate, Aotearoa (2019 - Member - Kaumatua / Maori Representative on University of Auckland Council (2020 - Member - Far North Justice of Peace Association Member (2022 - Member - Tane Tautoko Aotearoa (2024 - Member - Marae Takiwa o Ahipara (2019 - Member - Ahipara Aroha (2019 - Kaumatua - Kaikarakia - St Clement's Anglican Maori Church - Ahipara (2000 - Kaumatua - Te Runanga o Te Rarawa (2019 - Kaumatua - Te Tai Tokerau Maori Womens' Welfare League (2014 - Kaumatua - Te Ohaki Kohanga Reo, Ahipara School and Kaitaia College (2000 - Kaumatua - Nga Iwi o Te Tai Tokerau & Northland Police Cultural Advisor (2019 - Kaumatua - Far North Safer Communities Trust (2021)	17.02.2025
Fia FaAfuhia	• Funding Officer & Member – Pacific Island Law Students Association Incorporated • Member – Auckland University Students Association Incorporated • (NEW Interest) Member – Auckland University Law Students Association Incorporated	29.01.2025
Julia Tolmie	Employed by the University of Auckland	29.01.2025

2.1

Cathy Quinn	i) is on the board of Fletcher Building ii) is a trustee of the Kintyre Trust with a corporate trustee Pin Twenty Limited iii) is a consultant to MERW iv) chair of Fertility Associates v) is a director of Fonterra	26.05.2025
Rob McDonald	Chair Contact Energy Limited 2015- present FleetPartners Group Joined boards of the Suncorp NZ group of companies. Effective 01.03.25	16.02.2025 and 26.02.2025
Jonathan Mason	Companies (Director or Major Shareholder): Zespri. NZ US Council (Chair) Chair of the Auckland Branch of the Institute of Directors and Trustee for Beloit College in Wisconsin, USA. Charitable Trusts / Public Bodies / Incorporated Societies (governance role unless otherwise noted): World Wildlife Fund for Nature (NZ), Dilworth Trust Board. Advisors to the Foundations: Cambridge Associates (*via* Dilworth Trust Board) Beneficiaries of the Foundations: UoA Faculty of Business & Economics (Honorary Adjunct Professor of Management).	29.01.2025

Cecilia Tarrant		**Director/Officer/Shareholder**	**Company/Organisation/Business Entity**	29.01.2025	
	i	Director/ Shareholder	Seeka Limited		
	ii	Director and interim Chair	Payments NZ Limited		
	iii	Chancellor	The University of Auckland Council		
	iv	Director/Share holder	Javan Cream Company Limited		
	v	Advisory Board	The Seriously Good Chocolate Company Limited		
	vi	Trustee	Tere Waitomo Community Trust		
	vii	Advisory Board	Southern Pioneers Food Hub		
	viii	Executive in residence	At UABS		

Candace Kinser	President of Cancer Society Auckland Northland (donor to UofA) Chair of Helius Therapeutics Non-Executive Director of Livestock Improvement Corporation Ltd and Committee Member for Return on Science, Auckland UniServices Director and Shareholder, Sagitas Consulting Ltd Director and Shareholder, Vester Ltd Director for Plant and Food Research	29.01.2025

2.1

Excerpts from Council Minutes 2025		
Date of Council Meeting	**Name of Member and Interest Disclosed**	**Action Taken**
17.03.2025	• With regard to item 2.3.4 in Part B, Ms Skipper advised Council that her brother worked for the construction company proposed in that item. • With regard to item 2.3 in Part B Mr Fia declared a conflict with the Melanesian Mission Trust Board	It was agreed that these declared conflicts would not preclude the members participating in the discussions and voting.
28.04.2025	No disclosures were made	
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3

Council 11 June 2025

CONFERMENT OF DEGREES

DOCTOR OF PHILOSOPHY

Yingqiu Chen in Applied Linguistics

Jing Li in Chemical and Materials Engineering

Xingbo Li in Health Sciences

Fanqi Meng in Sociology

Peter Spencer Russell in Surgery

Mehran Shahraeeni in Mechanical Engineering

Yonghua Zhu in Computer Science

MASTER OF AEROSPACE ENGINEERING

Ronnie Paguia

MASTER OF APPLIED FINANCE WITH MERIT

Jinjin Hu

MASTER OF ARTS WITH FIRST CLASS HONOURS

James Desmond Mathews in Sociology

3

Jiugeng Niu in Art History

Yihao Zhou in Philosophy

MASTER OF ARTS WITH SECOND CLASS HONOURS SECOND DIVISION

Sarah Mohamad in Media, Film and Television

MASTER OF BIOMEDICAL SCIENCE WITH FIRST CLASS HONOURS

Will James Davison

MASTER OF COMMERCE WITH SECOND CLASS HONOURS FIRST DIVISION

Pengyue An in Finance

MASTER OF CREATIVE WRITING WITH SECOND CLASS HONOURS FIRST DIVISION

Anne Marie Basquin

MASTER OF DESIGN WITH SECOND CLASS HONOURS FIRST DIVISION

Zhaorui Ding

MASTER OF FINE ARTS WITH SECOND CLASS HONOURS SECOND DIVISION

Susan Jane Ewen

MASTER OF EARTHQUAKE ENGINEERING

Caleb Tatenda Ndarowa

3

MASTER OF EDUCATION WITH SECOND CLASS HONOURS FIRST DIVISION

Renke Yang

MASTER OF EDUCATIONAL LEADERSHIP WITH DISTINCTION

Janiene Marama Hill

MASTER OF ENGINEERING WITH FIRST CLASS HONOURS

Shanni Mu in Bioengineering

Julia Waller Nadler in Bioengineering

Shuying Qiao in Software Engineering

MASTER OF ENGINEERING WITH SECOND CLASS HONOURS FIRST DIVISION

Biruthuvan Keeran Balachandran in Bioengineering

MASTER OF HEALTH PRACTICE WITH SECOND CLASS HONOURS FIRST DIVISION

Enid Glenys Wardle in Infant, Child and Adolescent Mental Health

MASTER OF INFORMATION TECHNOLOGY WITH FIRST CLASS HONOURS

Shunyuan Deng

Paul Michael Highum

Xiangnan Lu

Shanni Mu

Ziyi Wang

MASTER OF INFORMATION TECHNOLOGY WITH SECOND CLASS HONOURS FIRST DIVISION

Xinye Yu

Yutian Zhang

MASTER OF LAWS WITH MERIT

Samantha Whittington in Corporate and Commercial Law

MASTER OF MANAGEMENT WITH DISTINCTION

Yingqi Cai

Jinran Wang

MASTER OF MANAGEMENT

Govind Meyyappan Palaniappan

MASTER OF MUSIC WITH SECOND CLASS HONOURS FIRST DIVISION

Tomomi Johnston

MASTER OF PROFESSIONAL ACCOUNTING WITH MERIT

Lathdavanh Houngsinlavong

3

MASTER OF SCIENCE WITH FIRST CLASS HONOURS

Amber Claire Peek in Geography

Andrew Michael Alan Wood in Mathematics

Junyi Yang in Computer Science

MASTER OF SCIENCE WITH SECOND CLASS HONOURS FIRST DIVISION

Yixuan Cao in Computer Science

Shuaiyu Chen in Computer Science

Linjie Du in Chemistry

Bu Quan in Chemistry

Cheng Tingwei in Mathematics

Qinyuan Yu in Biological Sciences

MASTER OF SCIENCE

Yuxuan Zhou in Physics

MASTER OF TEACHING ENGLISH TO SPEAK OF OTHER LANGUAGES

Jinxin Zhang

3

BACHELOR OF ARTS (HONOURS) WITH FIRST CLASS HONOURS

Piper Rose Shields in Criminology

Bonnie Nina Macdonell White in Politics and International Relations

Zhixin Zhao in Sociology

BACHELOR OF BIOMEDICAL SCIENCE (HONOURS) WITH FIRST CLASS HONOURS

Zara Isabel Collins

BACHELOR OF COMMERCE (HONOURS) WITH FIRST CLASS HONOURS

Anoushka Suyash Divekar in Economics

BACHELOR OF ENGINEERING (HONOURS) WITH FIRST CLASS HONOURS

Aditya Sohani in Software Engineering

BACHELOR OF ENGINEERING (HONOURS) WITH THIRD CLASS HONOURS

Puchuo Li in Biomedical Engineering

BACHELOR OF SCIENCE (HONOURS) WITH FIRST CLASS HONOURS

Sean Andrew Reeves in Statistics

Eric Shi in Statistics

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

Maoxiao Ye in Computer Science

3

BACHELOR OF ARTS (CONJOINT) AND BACHELOR OF COMMERCE (CONJOINT)

Dianne Ying Na Yan

BACHELOR OF ARTS (CONJOINT) AND BACHELOR OF SCIENCE (CONJOINT)

Sean Andrew Reeves

BACHELOR OF COMMERCE (CONJOINT) AND BACHELOR OF SCIENCE (CONJOINT)

Isabel Heather Madeline Gunn

BACHELOR OF ARCHITECTURAL STUDIES

Johann Juhan Zeng

BACHELOR OF ARTS

Shallom Abishur Soroya

James Collis Tanuma

Talara Rangimarea Pahemata Wolferstan

Yotam Zionov

BACHELOR OF COMMERCE

Mier Chen

Kenzo John Grant

3

Ryan Peter Gray

Amrit Rup Gurbani

Yuxuan Mao

Joseph Lachlan Reid

Matvei Tikhomirov

Shaun Sanjay Varma

BACHELOR OF EDUCATION (TEACHING)

Atiria Renata Hiraina Tiopira Buchanan

BACHELOR OF FINE ARTS

Coco Harwood Coleman

Jimin Park

BACHELOR OF GLOBAL STUDIES

Rachel Tiasinmal Smythe

Rayna Prisha Sunder

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY

Feng Wei Low

3

BACHELOR OF MUSIC

Danni Han

BACHELOR OF PROPERTY

Nicholas Ian Robert Cowley-Andrea

BACHELOR OF SCIENCE

Michael Alwyn Robert D'Souza

Alexander Hithersay

Ethan Sung Ku Lee

Mikayla Faith Meredith

Chloe Vashni Pillay

Eric Shi

Noah Kassim Stevens

Raisha Tanmim

Bailey Andrew Todd

Madeleine Jane Forster Whiting

Council 12 June 2024

4

AWARD OF DIPLOMAS

POSTGRADUATE DIPLOMA IN APPLIED PSYCHOLOGY WITH DISTINCTION

Rachel Renee Dunkley

POSTGRADUATE DIPLOMA IN ARTS WITH DISTINCTION

Melodee Tarane Panapa-Leilua in Pacific Studies

POSTGRADUATE DIPLOMA IN BIOMEDICAL SCIENCE WITH DISTINCTION

Will James Davison

Madeleine Jane Forster Whiting

POSTGRADUATE DIPLOMA IN COUNSELLING THEORY WITH DISTINCTION

Isabelle Ruby Victoria Cassidy

POSTGRADUATE DIPLOMA IN HEALTH PSYCHOLOGY

Karen Lin

POSTGRADUATE DIPLOMA IN HEALTH SCIENCES WITH DISTINCTION

Melissa Harvey in Ultrasound

Holly Elizabeth Mulholland in Advanced Nursing

Arnold Abhishek Pratap in Advanced Nursing

4

Trang Thi Huyen Tran in Advanced Nursing

POSTGRADUATE DIPLOMA IN HEALTH SCIENCES WITH MERIT

Sonia Dewan in Advanced Nursing

Sandra Margaret Harris in Advanced Nursing

Angela Florence Hogan in Advanced Nursing

POSTGRADUATE DIPLOMA IN HEALTH SCIENCES

Jaisy Baby Joy in Advanced Nursing

POSTGRADUATE DIPLOMA IN INFORMATION TECHNOLOGY WITH MERIT

Xingrui Wang

POSTGRADUATE DIPLOMA IN PROFESSIONAL SUPERVISION WITH MERIT

Alexander Michael El Amanni

POSTGRADUATE DIPLOMA IN SCIENCE WITH DISTINCTION

Grace Angel Lay in Pharmacology

POSTGRADUATE DIPLOMA IN SCIENCE WITH MERIT

Tzara Ali in Psychology

Scott Cameron Boshard in Biological Sciences

POSTGRADUATE DIPLOMA IN SCIENCE

John Earl Saraum in Computer Science

4

Benjamin Lawrence Upperton in Mathematics

GRADUATE DIPLOMA IN APPLIED PSYCHOLOGY

Ao Liu

Samuela Lagoia Siliasau

GRADUATE DIPLOMA IN ARTS

Reshma Balloo

GRADUATE DIPLOMA IN SCIENCE

Kelsi Alicia Tiffany Ball

Xiao Chen

Huanghua Luo

GRADUATE DIPLOMA IN TEACHING (EARLY CHILDHOOD EDUCATION)

Mengyu Shi

GRADUATE DIPLOMA IN TEACHING (PRIMARY)

Kathryn Louise Briggs

Josefin Veronika Hagele

Riley Lewis Kingham

Sarabjit Kaur Labana

GRADUATE DIPLOMA IN TEACHING (SECONDARY)

Hayden James Hartley

Emma Grace Jocelyn

Karen Mary Miller

Francesca Alexandra Louise Sie

Riley Ty Willimott

DIPLOMA IN PAEDIATRICS

Turuki Eru TahuriEilish Louisa Winder-Speed

Council Minutes Part A (Open Minutes) **28.04.2025** **Council Room – Level 2 ClockTower, Princes Street 22, Auckland** **4:00pm**	Waipapa Taumata Rau University of Auckland

6.1

PRESENT:	Ms Tarrant (Chair), Professor Freshwater (Vice-Chancellor), Professor Tolmie, Ms Kinser, Mr Mason, Mr Paitai, Mr Fa, Ms Skipper, Remotely via Zoom: Ms Quinn, Ms Arnott-Neenee and Mr McDonald		
IN ATTENDANCE:	Mrs Cleland, Professors Holdaway, Hoskins, Kool and Bloomfield F, Dr Lithander, Ms Moss, Mr Bluett, Mr Brandon, and Ms Verschaeren		
COUNCIL BRIEFINGS	The briefings took place prior to the meeting		
KARAKIA	The briefings started with a karakia		
1. APOLOGIES	None		
2. DISCLOSURES OF INTEREST BY MEMBERS	The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020. No disclosures were made.		
3. COUNCIL MEETINGS	3.1 **Council, Draft Minutes (Part A), 17.03.2025**		**RESOLVED** (Chancellor/ Ms Kinser): that the Minutes (Part A), 17.03.2025 be taken as **read** and **confirmed.**
	3.2 **Matters arising from the Minutes (Part A), 17.03.2025 not elsewhere on the agenda**		
4. VICE-CHANCELLOR'S REPORT	The Report was taken as read. The Vice-Chancellor, Professor Freshwater, presented this item. The Vice-Chancellor's comments included:		**RESOLVED** (Chancellor/ Ms Arnott-Neenee) that the Vice-Chancellor's Report be **noted**.

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6.1

6.1	- The acknowledgment of the tragic death of a University of Auckland PhD student. Council was informed about the University's efforts to support those affected, including close collaboration with the ongoing investigation and providing support to the student's family and peers. The impact of this tragedy on the university community, particularly international students, was also highlighted. - An update on the external landscape, more specifically the proposed legislation on freedom of expression. Universities New Zealand Vice Chancellors group met to discuss the proposed bill and would report back to the Government within a set timeframe. The focus was on developing a standardised reporting framework to protect academic freedom and freedom of expression, with an emphasis on taking the time to ensure the framework was workable. - An update on the Science System Advisory Group (SSAG) and Universities Advisory Group (UAG) Reviews. - Advising Council that, to consider the Government's Tertiary Education Strategy, a series of workshops with the Vice-Chancellors and other stakeholders would be organised. - Considerations about the TEC budget, including the universities' student enrolments and the implications for future funding, particularly in light of increased enrolments and national priorities. The Universities had currently exceeded their EFTs enrolments and needed to ascertain whether there was some underspend in certain disciplines and possible flexibility in the budget for national priorities. - The impact of AI on education which was currently a crucial issue for universities globally. AI would significantly impact teaching, learning, and assessment in all disciplines, necessitating a comprehensive approach and an overall strategy for the sector, with a focus on ensuring that the university remained at the forefront of this rapidly evolving field. - The impact on the University related to what was happening in the United States with regard to travel for staff and students. The Chancellor then advised Council that prior to the meeting, the following briefings took place: - A briefing on Health and Safety at Work Act 2015 and the Maritime New Zealand versus Gibson case including lessons to be learned by members of Council and senior management about their duties and obligations as officers. - A briefing on the successful implementation of Hono at the University - A briefing about UniServices	
5. REPORTS OF COUNCIL COMMITTEES	None	

Council Minutes 28.04.2025

6. SENATE MATTERS	6.1 **REPORT OF SENATE MEETING 07.04.2025** Part A1: Policy and other matters requiring to be considered/received by Council Part A2: No matters requiring Council approval Part B,1: Items to note by Council Part C, 1-6: Matters handled under Delegated Authority This item was introduced by the Vice-Chancellor, the Deputy Vice-Chancellor Education, Professor Holdaway and the Pro Vice-Chancellor Education, Professor Kool. Council noted that the Minutes of the Senate meeting of 03.03.2025, after voting at the Senate meeting of 07.04.2025, remained unconfirmed. Council then considered the recommendations in Part A, B AND C of the Report of the Senate meeting of 7 April 2025.	**RESOLVED** (Chancellor/Mr Mason): that the recommendations in Part A of the Report of Senate, 07.04. 2025 be **adopted** and Parts B and C be **noted**
7. CORRESPONDENCE REFERRED BY THE CHANCELLOR	None	
8. OTHER MATTERS FOR DECISION OR NOTING	8.1 **SEAL** Since the Council meeting on 17.03.2025 the seal has been applied to the following documents in accordance with the Council resolution of 18.02.1991: • Deed of Variation of Lease, Ground Floor, Bldg. 6ED, Epsom Campus, 74 Epsom Ave, Auckland, University of Auckland (Landlord) & Te Puna Kohungahunga Trust (Tenant) • Deed of Rent Review, 6 Osterley Way, Manukau, Takahe Properties Ltd (Landlord) & the University of Auckland (The Tenant)	**RESOLVED** (Chancellor/Mr Fia): that the affixing of the seal to the listed document be **noted**.
	8.2 **SENATE AND COMMITTEE ELECTIONS STATUTE** 8.2.1 Memorandum, 07.03.2025 from the Registrar 8.2.2 Senate and Committee Elections Statute 2025	**RESOLVED** (Chancellor/Ms Quinn): that Council **approve** the amendment of the Senate and Committee Elections Statute 2025. Professor Tolmie dissented

6.1

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6.1

6.1	This amendment of the Statute was proposed to make the definition of Senate in the attached Statute consistent with Senate Terms of Reference which state that all professors employed at minimum 0.1 FTE are members of Senate. It was proposed that the definition of Senate would become the following: *Senate is the academic committee established by Council under section18(2) of Schedule 11 to the Education and Training Act 2020; it includes professors, as well as representatives of sub-professorial staff, professional staff and students.* No changes to the Senate membership were proposed or considered.	
	8.3 **STANDARD OPERATING PROCEDURES (SOPS) FOR INSTITUTIONAL ETHICS COMMITTEES (IECS)** 8.3.1 **Memorandum, 28.04.2025** from the Deputy Vice-Chancellor, Research & Innovation, Professor Frank Bloomfield 8.3.2 Letter of Agreement - AHREC Governance Board 8.3.3 Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs) In response to a question Council noted that similar to lay members, student members received a fee during their membership.	**RESOLVED** (Chancellor/Ms Skipper): that Council **approve** the changes to Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs) and to the Terms of Reference for AHREC and UAHPEC effective 28 April 2025 and **note** that these will be published to the University website once approved.
9 **ELECTIONS - APPOINTMENTS**	9.1 **REPORT FROM THE VICE-CHANCELLOR'S REVIEW AND EXECUTIVE REMUNERATION COMMITTEE (VCRERC) REGARDING THE COUNCIL MEMBER APPOINTMENTS** The Chancellor advised that the VCRERC met but would take further advice on this matter before reporting back to Council.	**RESOLVED** (Chancellor/Mr McDonald): that Council **note** the Report from the VCRERC
10 **GENERAL BUSINESS**	None	
11 **LEAVE OF ABSENCE**	(for the meeting of 11.06.2025) Nobody requested leave.	

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Council Minutes 28.04.2025

PUBLIC EXCLUSIONS

RESOLVED (Chancellor/Mr Paitai): that the public be excluded from Part B of this meeting.

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

General subject of each matter to be considered:

Item No. 1.1	Council Minutes Part B 17.03.2025
Item No. 2.1.1	Honours Committee – Professor Emeritus proposals
Item No. 2.2.1	Human Participants Ethics Committee – 2024 Annual Report
Item No. 2.3.1	Auckland Health research Ethics Committee 2024 Annual Report and Membership
Item No. 2.4.1	Animal Ethics Committee – 2024 Annual Report
Item No. 2.5.1	Biological Safety Committee – 2024 Annual Report
Item No. 4.1.	Student Enrolments – 2025 Early Outlook

Reason for passing this resolution in relation to each matter:

The protection of the interests mentioned below.

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

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

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

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

The meeting closed at 5.45pm

The meeting went into Public Excluded session at 5.10pm

Approved as a true and correct record.

Cecilia Tarrant, Chancellor   **Date**

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Council Minutes 28.04.2025

Vice-Chancellor's Report to Council │ 11 June 2025

General

External, Policy and Government Update

Budget 2025
The key components of Budget 2025 for the university sector were well forecast. There is recognition of sector pressures due to increased domestic student numbers and fee adjustments, which, on initial assessment, are more encouraging than expected. There is targeted funding for STEMM subjects.

Further details, including the Tertiary Education Commission funding allocation, which will be advised in early June, will reveal the full picture. While a 6 per cent increase in student fees is provided for, this will impact our students at the same time that the student loan repayment threshold is frozen. The Research, Science and Innovation Budget lines were in response to previous sector announcements, with a new funding model months away. There is little new investment, and a clear signal that science is about economic growth – blue-sky research takes a back seat. The Budget makes a very clear Government statement on priorities and its expectations of universities. There is little change to our financial position.

Tertiary Education Commission (TEC)
Prior to the Budget the Tertiary Education Commission (TEC) announced fiscal savings in order to meet the Minister's request for TEC to make a further 5% ($2.9 million) saving from its eligible operating baseline (disestablishing 53 roles and creating 31 new roles, reducing our headcount by 22, alongside other non-people related operating cost savings). TEC's new organisational structure will be in place on 1 July 2025. The changes include the disestablishment of the Ōritetanga Learner Success directorate and the dedicated Deputy CE role. Learner success work will be embedded in TEC's Careers and Investment Design directorate. Relationship management teams are also being reshaped and streamlined, with three customer-facing teams merging into one group.

Travel to the United States of America
Based on external advice and internal risk assessments, the University updated its travel advice for academics, researchers and others following reports of increased scrutiny at the US border.

Internal Update

May graduation celebrated the achievements of over 5,000 students who graduated with a qualification from Waipapa Taumata Rau at 11 ceremonies hosted at Spark Arena. Almost 21,000 whānau and friends gathered across four days to celebrate the success of our students, including 192 Doctoral graduates.

1. Education and Student Experience

Overview

Student enrolments (EFTS) nearing the end of semester one and approaching Semester 2 remain around 7% higher than at this time last year and are forecast to finish the year 5% ahead of targets. We are seeing strong increases in enrolments from both Domestic and International students and across most faculties and the LSRIs. A second round of forecast discussions with faculties and LSRIs have resulted in very minor changes in the forecast EFTS numbers. All faculties are forecast to meet their overall EFTS budget targets.

Our Domestic enrolments are 5% above year-to-date 2024 levels and are forecast to be 4% above our 2025 target. We have had significant growth in School leavers, with enrolments currently 6% above the 2024 end of year numbers. School leavers are 14% above enrolments at this time last year.

Overall full-fee International EFTS are forecast to grow by around 13% this year, and over 400 EFTS above target. International postgraduate enrolments are 32% (565 EFTS) above the same time last year and expected to be around 16% above our budget target. All faculties are benefiting from the increased International postgraduate enrolments.

Māori student enrolments increased relative to 2024. Increased enrolment from Māori has been achieved in the postgraduate segments (up 3%) and in the School Leaver segment (up 10%), relative to this time in 2024. Pacific student enrolments are also higher than in 2024, particularly School Leavers (up 21%).

Disabled learner enrolments are higher (up 12% overall) relative to the start of 2024 across all segments, undergraduate and postgraduate, as well as domestic and international.

| Indicators | Last Year | Current Year | | | |
| | | To Date (27 May) | | End of Year | |
	Actual	Target	Actual	Target	Forecast
Total EFTS	36,603	32,829	34,742	37,025	38,728
Domestic Funded	30,008	27,189	28,433	30,192	31,380
International Full Fee	5,699	5,015	5,458	5,977	6,482
% Postgraduate EFTS	25.6%	27.9%	27.0%	27.8%	27.9%

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

EFTS in priority groups

	2024 (27 May)	2025 (27 May)	% Change
Total Māori EFTS	2,215	2,317	4.6%
Māori School leavers	415	458	10.4%
Total Pacific EFTS	2,668	2,802	5.0%
Pacific School leavers	505	608	20.3%
Total Postgraduate	8,450	9,378	11.0%
Domestic	6,591	6,984	6.0%
International	1,775	2,340	31.8%

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Progress against priorities

Priority 1: Accessible, equitable lifelong higher education opportunities

The faculty Annual Quality Review round is near completion. The Interim Deputy Vice-Chancellor Education-led review has been followed up with discussion with all faculty deans. The reviews provided an opportunity to focus on key issues and challenges in learning and teaching, including priorities for Māori and Pacific students, as well as issues of strategic relevance to the University. A range of data sources, including course evaluations, the annual Learning & Teaching Survey, course completion and pass rates, the Graduate Destination Survey, student voice data, and academic integrity cases, were considered.

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

We have enhanced the efficiency of Canvas by adopting 'Impact'. 'Impact' is a tool designed to improve the learner experience by offering real-time, in-app messaging and user guidance for navigating Canvas and is set to go live in July in time for Semester 2.

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

The Artificial Intelligence Education Advisory Group (AIEAG), chaired by Director of Learning and Teaching Gayle Morris has developed a draft AI action plan for learning and teaching and will be presented for consideration by the Directors and Dean Committee 20 May 2025 and UEC on 3 June 2025.

During the mid-semester break, the University welcomed world-leading learning science expert, Professor Barbara Oakley, and New Zealand education researcher Dr Michael Johnston for a sold-out in-person masterclass, followed by a three-part online workshop series exploring how we learn and how generative AI can support university teaching.

Priorities 1-4: Curriculum Changes

The preparation of the external evaluation of the Waipapa Taumata Rau courses is well underway, with a self-assessment portfolio being developed and a panel being recruited.

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2.   Research and Innovation

Indicators	Last Year	Current Year			
		31 March		End of Year	
	Actual	Target	Actual	Target	Forecast
Research revenue ($M)	281.0	73.4	63.2	284.8	274.1

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

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Overview

The Science System Reform Working Group has submitted recommendations and feedback in response to the second phase of submissions requested by the Science System Advisory Group (SSAG) regarding the review of the Science, Innovation, and Technology (SIT) system. An Overheads Paper and Factsheet have been developed to dispel some misconceptions and promote discussion of potential future funding models that are expected from the second SSAG report and UAG report; this was received positively by the Ministry of Business, Innovation and Employment (MBIE). An Advanced Technology – Public Research Organisation (AT-PRO) paper was developed by the UoA Science Sector Review Working Group and submitted to MBIE and the Minister for Science, Innovation and Technology to outline the University of Auckland's capacity and capability to host the AT-PRO in collaboration with other institutions. The development of a Joint Graduate School (JGS) green paper, to consider UoA alignment of research priorities and operational agreement with the new PROs, is also nearing completion.

We continue to monitor international events related to research funding and provide advice to staff through a dedicated webpage. Decisions made in the US regarding research funding, including international funding, will impact the University's ability to attract Federal US research funds.

The Minister for Finance, the Honourable Nicola Willis, visited Newmarket Innovation Precinct and heard from alumni and current staff who have spun out companies from their university research. Scott Inwood, Head of Commercialisation at the University of Waterloo in Canada, visited as a guest of UniServices and met with the Minister for Science, Research and Innovation, and Ministry officials to discuss approaches to managing Intellectual Property and the factors underpinning the University of Auckland/UniServices' success in commercialising research.

Progress against priorities

Priority 1: World-class research inspired by our place in Aotearoa and the Pacific

The Office of the Pro Vice-Chancellor Māori and the Research and Innovation Office (RIO) have partnered to review the Māori research ecosystem. Workshops have been held with a reference group of key academic and professional staff to establish a clear direction for strengthening the Māori research ecosystem.

Priorities 2 and Priority 5: A global powerhouse of innovation, creativity and entrepreneurship AND Nurture, recruit and retain outstanding research talent.

Work is also underway on the innovation and entrepreneurial future state ecosystem, considering the organisational design principles and underpinning activities that need to be established to enable the innovation and entrepreneurial ambitions outlined in Taumata Teitei. A working group has been established, comprising deans and senior leadership across the ecosystem, with expert support.

Seven Professors from Waipapa Taumata Rau have been made Ngā Ahurei a Te Apārangi Fellows | Fellows of the Royal Society of New Zealand (FRSNZ) – Charles Clifton, Stéphane Coen, Helen Danesh-Meyer, Stuart McNaughton, Snejina Michailova, Nicholas Rowe and Geoffrey Waterhouse. These honours reflect the high-calibre and diverse research strengths across the arts, business, education, engineering, medicine, and science.

Priority 6: A research ecosystem characterised by collaboration, agility, simplicity, engagement, and empowerment.
A review of the Internal Research Investment Portfolio (IRIP) is examining opportunities to realign funding, creating additional capacity in the portfolio to support increased investment in strategic initiatives.

The Research Data Management (RDM) programme is now considering how key activities will move into BAU, to be planned with the budget working group over the next few months.

Work is underway to wind up the National e-Science Infrastructure (NeSI) platform hosted by the University and to transition NeSI services to Research and Education Advanced Network New Zealand (REANNZ) by 1 July. This follows a Ministerial directive. A small working group led by the DVC-R&I in partnership with the Chief Digital Officer, informed by the e-Research strategy developed by the e-Research Governance Group, has identified a subset of NeSI capabilities that need to be retained to strengthen local e-Research support.

3.   Partnerships and Engagement

Overview
Semester 1 2025 has seen our highest intake of students – undergraduate and postgraduate – since 2021, across both domestic and international markets. Semester 2 recruitment activity is underway, alongside the rollout of the OneUoA brand and strong engagement with national media.

Priority 2: An ambitious and relevant partner that is globally networked.
The rollout of the OneUoA logo has commenced across externally facing marketing and communications channels, marking the launch of the University's brand strategy. This strategy aims to build a unified brand and further enhance the University's distinctiveness and reputation in New Zealand and overseas. The refined logo was implemented on the public website and intranet on 2 May.

The trial of *Ingenious*, a professionally produced, inspiring research insight podcast series, has reached trending status locally. This new series consolidates the University's podcasting efforts under one brand, reflecting our focus on packaging research stories across channels for wide local and global reach.

Priority 3: Deep engagement with diverse Aotearoa and Asia-Pacific communities.
Total New Zealand media coverage for the University across Q1 was 5,040 items, equating to a 27 per cent share of voice against other New Zealand universities. Of this media coverage, 82 per cent was positive; while 42 per cent of coverage comprised expert academic commentary on topical issues, and 26 per cent focused on the impact and value of the University's research.

The bi-annual International Programmes Expo took place on campus on 4 April, attracting more than 500 registrations and a full house on the day, with representatives from five partner universities as well as the ISEP International Student Exchange Programme in attendance.

The Office of the PVC Pacific hosted a University of the South Pacific (USP) Council two-day meeting during May – in collaboration with the Ministry of Foreign Affairs and Trade. The attendees included the Hon. Fiame Mataafa, Prime Minister of Samoa, and the Hon. Professor Biman Prasad, Deputy Prime Minister of Fiji, as well as Ministers of Education and Finance from across the Pacific region.

Priority 4: Enduring relationships with prospective students, students, alumni and donors
A nationwide advertising campaign is underway to encourage Y12 and Y13 students to register for the Mānawa Mai Info Evening, which will be held online on 10 June, in advance of Mānawa Mai Open Day on 3 August.

The Schools and Community Engagement team is entering a peak delivery season of engaging with tauira to support their preparation and decision-making through Regional Information Student Evenings, Career Expos across Auckland, as well as commencing Pacific Academy study sessions. To date, the team has generated more than 4,000 leads this year, predominantly with Year 13 students.

The 2024 Annual Report to Donors was published at the end of March and mailed to 1,400 donors. All other donors, more than 6,000, received a 'thank you' postcard, followed by an e-newsletter version of the report. The Annual Report provides an overview of gifts received, including the types of gifts and areas supported, and the University of Auckland Foundation's summary financial statements.

Priority 5: Diverse student body reflecting our communities.
In collaboration with UP Education and the English Language Academy, the University hosted its most successful China Open Week to date, from 12 to 27 April, across 10 major cities in China. This year's events attracted over 2,000 prospective students and their parents.

Priority 6: Recognised and valued by our communities for the contributions we make towards a more sustainable future for all.
The University participated in a *Universitas 21* workshop, held at the University of Sydney from 1 to 4 April, to design a collaborative research project that tests and refines biodiversity restoration metrics across diverse cultural, environmental, and regulatory contexts.

4. Enabling our People and Culture

Overview:

At the midpoint of 2025, we continue to see steady progress across key initiatives aimed at strengthening our people and culture. At the core of this development are the Values-led Culture (VLC) programme and Hono. Planning for Phase 2 of Hono is well underway, with key projects set to launch in the second half of 2025. Additionally, significant progress has been made in collective bargaining between the University and the TEU, with a positive outcome anticipated shortly.

Progress against Priorities:

Priority 1: Live our values and purpose

The VLC programme focuses on advancing leadership and cultural integration within the University and consists of four core workstreams, each contributing to leadership growth and values integration. Of particular focus is:

- Leadership Development:
  The Pūhoro Senior Leaders Programme continues to scale, with five cohorts completed to date. Cohort Six has commenced, and Cohort Seven is set for Semester 2, 2025. Ongoing feedback from both academic and professional leaders consistently highlights the programme's effectiveness in fostering collaboration and breaking down silos AND

- Employee Engagement and Listening:
  Following the successful selection of a new survey platform and pilot testing earlier this year, preparation for the full engagement survey, scheduled for August 2025, is progressing.

Priority 2: Develop a future-ready workforce

Ensuring Waipapa Taumata Rau is equipped for the evolving academic and professional landscape has seen recent initiatives focus on defining and implementing frameworks to support workforce capability:

- Future Academic Workforce:
  Launching in July 2025, this project will introduce structured academic roles and career pathways, preparing staff for the dynamic challenges of teaching, research, and community engagement. Clear role definitions and progression opportunities will enable academics to thrive in a rapidly changing environment.

- Ngā Taumata Tutukinga – Professional Staff Capability Framework:
  Having moved into the implementation phase, the framework is now being integrated with professional development planning. Targeted training sessions are being held to ensure consistent adoption across professional services.

- Researcher Capability Framework:
  Collaboratively developed with the Research and Innovation portfolio, this framework will provide researchers with skills to enhance their impact and adaptability. Planning and consultation are actively progressing.

5.   Our Enabling Environment

Overview

Indicators	Last Year	Current Year			
		To Date (March 2025)		End of Year	
	Actual	**Target**	**Actual**	**Target**	**Forecast**
Total revenue ($M)	1,539.7	680.8	943.5	1,578.5	1,606.2
Revenue achieved as a % of budget	100.9%	100.0%	138.6%	100.0%	101.8%

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

The Student Thriving and Retention (STAR) team has reviewed Semester 1 enrolments and found retention rates for those at-risk students successfully contacted through the 2024 campaigns are 10% higher than for uncontacted at-risk students. STAR is a pan-University initiative coordinating across all faculties and several service divisions to identify and proactively offer support to at-risk students.

Hiwa has had a successful opening, exceeding its annual target of 12,000 members and reaching its 2030 target of 20,000 overall users in Q1. In its busiest day so far, the centre had over 8,000 people visit for a workout or to play sport, which translates to a person coming in every 4 seconds during peak times. The centre operates 96 fitness classes each week, and its 65 social league sports teams are at capacity. A total of 361,000 visits to Hiwa have occurred since opening in late November 2024.

Three cross-University Special Interest Groups (SIGs) are working to address priority improvement initiatives for Academic Heads:
- Improving access to data for School/Department oversight, reporting and decision-making needs
- Reducing the workload associated with the number of approvals required of Academic Heads
- Developing tailored online resources supporting the annual cycle of key administrative tasks and duties.

To date, SIG1 has identified four key priority processes to map information needs and identify data gaps; SIG2 has identified 25 approval processes for potential process improvement and commenced work on the development of an 'Academic Heads Approval Library'.

Our infrastructure teams are collaborating closely with our network partner, Cisco, to analyse and address the Wi-Fi challenges encountered at the start of the semester, with the goal of enhancing Wi-Fi stability and resilience. We anticipate resolving these issues over the coming months and plan to invest further in this area to ensure continued improvements.

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

The priorities of Te Rautaki Tūāpapa | Estate Strategy 2021-2030 are being progressed.
Delivery of the approved Property Capital Programme:

- Old Choral Hall: The building is due to reach practical completion late 2025 with final fit-out and occupation to follow.
- B230: Law & Performing Arts is in the Developed Design phase. The main contract tender has closed and is being assessed.
- Carlaw Park Stage 4 agreements have been executed with work to commence shortly.

Estate Planning activities (Property and Digital):
- Initial staff engagement and technical investigations for the refurbishment of the former Architecture library within B423 (Architecture, Urban Design and Planning) to provide capacity for an additional cohort are complete. The delivery of further upgrades to building services (in B421 and B423) as a rolling programme is being explored.
- A Business Case for a new build research facility on the Grafton campus is being prepared to allow the design phases to begin.
- Master planning for the City and Newmarket Campuses has progressed well with key projects identified to replace aged infrastructure and decarbonise the campuses, support student experience, research, and innovation.
- All of the University's digital teams have completed Quarterly Planning this past week. Quarterly planning enables our teams to conduct a retrospective on the value delivered in the previous quarter and plan the outcomes to be achieved in the coming quarter. This planning ensures a focus on strategic priorities and helps map dependencies between teams.
- The successful launch of the Hono project marked a major milestone. As with most large-scale implementations, a level of post-implementation support was planned. Unresolved challenges are being progressively addressed, with additional resources and investment where necessary, to enhance system stability and reduce ongoing support demands.

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

The Carbon Inventory Management report for YE 2024 is in the final stage of compilation with the external audit confirmed for June.
A staff commuting survey was conducted in April, with participation from over 25% of full-time employees.

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

The University is working towards a return to a sustainable operating position by 2026, aiming to reduce operating expenditure, increase revenue and contributions from Faculties and Large-Scale Research Institutes, and achieve a modest reduction in professional staffing. TEC and Government have confirmed that funding levels may not be increased or maintained in 2026, and some 2025 funding has already been reduced. Furthermore, research funding is not expected to grow, with some contestable funds paused for 2026. These factors further emphasise the importance of the performance improvement plan and focus on financial resilience. Work is ongoing and includes:

- The 2026 professional staff budgets will, in most functions, be achieved through staff turnover or other initiatives in train. In other areas, Function leads and Budget Holders are considering how best to achieve the required shifts.

- Operating expenditure reduction is being addressed across eleven categories. A senior staff member leads each category. Detailed analysis of each category is underway to identify potential areas for material savings.

- Revenue growth plans are being developed for both the Sub-doctoral postgraduate segment and the international cohort. Enrolments to date in 2025 show growth, which has enabled a revenue reforecast and will inform these plans.

Progress against priorities:

Note that this section now reflects revised strategic objectives for the Enabling Environment portfolio, as discussed with and approved by Council during the Strategic Refresh process in 2024.

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

To date this year, Waipapa and Ngā Tauira marae have hosted over 100 events, ranging from new staff pōwhiri to twenty-seven noho marae (overnight stays) for both internal and external users. Fifty-seven classes have been held on the marae since the beginning of the year.

Dawn Freshwater
Vice-Chancellor

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Appendix One: University Gifts and Pledges [March–April 2025]

The following major new gifts and pledges were received by ARD in March and April 2025, totalling $7,236,307:

- $2,000,000 from an anonymous donor for the University of Auckland Strategic Endowment Fund
- $900,000 from Roger France for the University of Auckland Strategic Endowment Fund
- $580,000 from the Gus Fisher Charitable Trust for the Gus Fisher Gallery, and for research in Parkinson's disease at Medical and Health Sciences
- $373,316 from Auckland City Mission for an evaluation at Arts and Education of the Auckland City Mission Home Ground Apartments model
- $328,898 from The Dines Family Charitable Trust for two PhD scholarships in the Vaping Project at ABI
- $328,700 from the Boyd Clarke Foundation for a doctoral fellowship at the Centre for Brain Research and for PhD student support in Parkinson's disease research, both at Medical and Health Sciences
- $300,000 from Beate Schuler for the 'Living in safe and sustainable futures' study at Science
- $300,000 from the Waitakere Ranges Protection Society for the John S Edgar Memorial Scholarship at Science for research on the ecology and natural environments of the Waitakere Ranges
- $270,550 from The CatWalk Spinal Cord Injury Research Trust for the 'What is true regenerative plasticity? A novel molecular tracer to visualise nascent circuitry in the injured spinal cord' study at Medical and Health Sciences
- $250,000 from an anonymous donor for Parkinson's disease research at the Centre for Brain Research
- $231,614 from the Freemasons Foundation for the 'Developing digital nutrition and psychosocial support for whānau of children with cancer' study and the 'Eye health: safety of Vuity eye drops' study, both at Medical and Health Sciences; and for the Alcohol and Other Drugs Treatment Court Conference at the Auckland Law School
- $150,156 from the Watters No.2 Family Trust for ocular surface research at Medical and Health Sciences
- $100,000 from Tris Martin to establish the Pauline Payne Scholarship at Arts and Education
- $100,000 from the Lincoln Family Trust No. 2 for Parkinson's disease research at Medical and Health Sciences
- $99,923 from the Gut Cancer Foundation for the 'Molecular Insights Into Pancreatic Cancer – An Aotearoa Perspective' study at Medical and Health Sciences
- $84,469 from Freemasons Lodge Discovery No 501 for Oncology research, the Growing Up In New Zealand study, Tinnitus research, the Manaaki Manawa Centre for Heart Research and the Freemasons Centre for Brain Research, all at Medical and Health Sciences
- $84,363 from Breast Cancer Cure for the 'From Evidence to Action: Expanding the 'Not a One-Size-Fits-All' Breast Cancer Screening Model for Aotearoa New Zealand' study at Medical and Health Sciences
- $75,000 from the Evelyn M Harrison Scholarship Trust for undergraduate scholarships in singing at the School of Music
- $72,245 from the Matai Medical Research Institute for mild traumatic brain injury research at the Auckland Bioengineering Institute
- $65,000 from the Estate of Bepen Bhana to support the Elam School of Fine Arts
- $60,000 from Felix Zulhendri for a research project scholarship in food science at Science
- $55,892 from the University of St Andrews for the 'Humpback whale song ontogeny, evolution and vocal learning' study at Science
- $53,000 from the NZ Association of Optometrists Education & Research Fund for research in optometry at Medical and Health Sciences

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- $50,000 from Ember Korowai Takitini for the 'Exploring the Link Between Psilocybin Mushroom Variability and Consumer Safety' study at Medical and Health Sciences
- $46,000 from Orbit World Travel for Kupe Leadership Scholarships
- $45,359 from The Kelliher Charitable Trust for the Newborn Genomics Project at the Liggins Institute
- $44,000 from The Shorebirds Trust for the 'Finding needles in haystacks: a multi-method approach to monitoring cryptic wetland birds' study at Science
- $42,854 from Live Ocean Charitable Trust for kelp forest restoration research at Science
- $40,000 from the New Zealand Superannuation Fund for the Tim Cooper Memorial Scholarship in Software & Computer Systems Engineering
- $40,000 from Air New Zealand for Kupe Leadership Scholarships
- $34,273 from Cancer Society Auckland Northland for research fellowships at the Auckland Cancer Society Research Centre
- $30,695 from Stroke Foundation Northern Region Inc for the 'Patient experiences of Quality Acute Care in NZ' study at Medical and Health Sciences

7

Finance Committee MINUTES | PART A
19 May 2025
HYBRID | Council Meeting Room and via Zoom
8 am to 10 am

Waipapa
Taumata Rau
University
of Auckland

Present: Rob McDonald (Chair), Cecilia Tarrant, Professor Dawn Freshwater, Gemma Skipper, Professor Julia Tolmie, and FaAfuhia Fia	
In Attendance: Adrienne Cleland, Tim Bluett, Helen Cattanach, Cameron Thomas, Patricia Yap and Ruwani Dharmawardana	

1. Apologies	Apologies for absence were received from Cathy Quinn, J. Arnott-Neenee, and John Paitai.	
2. Disclosures of Interest	The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020. No further disclosures were made.	
3. Minutes of Finance Committee of 26.02.2025	**Item No 3.1: Minutes, Part A 26.02.2025** **Item No 3.2:** Matters Arising from the Minutes, Part A, not elsewhere on the agenda. No matters were discussed that needed further attention, as part of the follow-up from the previous meeting.	**RESOLVED (Chair | Gemma Skipper)** that the Minutes, Part A, of the Finance Committee held on 26.02.2025 be taken as read and confirmed.
4. Other Matters for Decision or Noting		

8.1

8.1

University and UniServices	2023 Actual	2024 Actual	2025 Forecast	2025 Budget	var
EFTS					
Domestic	29,072	30,008	31,462	30,192	1,270
International	5,607	5,699	6,460	5,977	483
Other	658	896	826	856	(31)
	35,337	36,603	38,748	37,025	1,723
Income & Expenditure ($m)					
TEC funding	375	424	428	431	(2)
Fees	412	432	505	471	34
PBRF/Other	123	132	135	129	7
	910	989	1,069	1,031	38
People Costs	337	357	379	376	(3)
Opex & depreciation	70	80	83	83	(0)
T&R Contribution	503	552	607	571	35
Research Revenue	351	344	329	344	(14)
Research Expenditure	320	323	306	320	14
Research Contribution	32	21	23	24	(1)
Other revenue	197	207	204	195	9
People Costs & Opex	523	559	584	570	(14)
Depreciation	178	186	235	201	(34)
Other contribution	(504)	(537)	(615)	(576)	(39)
Operating Surplus	**31**	**36**	**15**	**19**	**(4)**
Fair value adjustments	81	(17)	(18)	(18)	-
Net Surplus	111	19	(3)	1	(4)

This is the first forecast of the year reflecting actual results and enrolments at, 31 March. Forecasts and comparatives in the table to the left show the consolidation of the University and UniServices, excluding the Foundation.

The forecast Operating Surplus is $15m, falling below the budget of $19m, primarily as the result of two key factors. These are revenue from higher student enrolments partially offsetting increased depreciation resulting from the 2024 revaluation of land and buildings for statutory reporting.

The 2025 enrolment numbers are 1,723 EFTS (equivalent full-time students) higher than budget, and in total are 6% above last year.

TEC funding is constrained and does not meet the additional growth. However, domestic and international student fee components deliver improved contribution.

Research contribution remains lower than recent years as projects conclude and funding across the Science System is uncertain.

Other costs are forecast above budget, reflecting the portfolio of key strategic projects, including the new human resource system.

Net operating cashflow remains steady and above budget by almost 6%.

TEC risk ratios overall remain at lower risk levels.

5. Leave of Absence

The Chair noted that no apologies had been received for the 11 August 2025 meeting and advised members to inform the Committee Secretary in advance if they are unable to attend.

| 6. Public Exclusions | The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows:

General subject of each matter to be considered:

Item No 7.1: Finance Committee Meeting 26 February 2025, Minutes Part B

Item No 7.2: Finance Committee Meeting 26 February 2025, Matters Arising from Minutes, Part B

Item No 8.0: Treasury Management, Compliance and Cash Flow Report

Item No 9.0: Financial Performance 2025 to 2027

Reason for passing this resolution in relation to each

matter: The protection of the interests mentioned below.

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

resolution: Those in Section 9 of the Official Information Act

1982 namely:

i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations; and

ii) To enable the University to carry on without prejudice or disadvantage negotiations; and

iii) To prevent the disclosure or use of Official Information for improper gain or advantage. | **RESOLVED (Chair \| Cecilia Tarrant)** that the public be excluded from Part B of this meeting AND THAT Ms Cleland, Mr Bluett, Ms Cattanach, Mr Thomas, Ms Yap, and Ms Dharmawardana be permitted to remain for this part of the meeting, after the public be excluded, because of their knowledge of the matters to be discussed.

This knowledge, which will be of assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of the University of Auckland for which those persons are responsible. |

8.1

The meeting moved into a Public Excluded session at 08.06 am.

The meeting closed at 9.15 am.

Approved as a true and correct record.

Rob McDonald, Chair

Date:

8.1

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

8.2

Present: Jonathan Mason (Chair), Cecilia Tarrant, Candace Kinser	
In Attendance: Professor Dawn Freshwater, Adrienne Cleland, Tim Bluett, Rachelle Miller, James Harper, Brent Penrose, Isti Hudaya, Bineeta Nand, Murtaza Ali, Sebastiaan Pronk, Andrew Phipps, Angus Clark, Julian Michael, Cathy Stinear and Ruwani Dharmawardana	

1. Apologies	None	
2. Disclosures of Interest	The attention of Members was drawn to the Conflicts of Interest Policy and the need to disclose any interest in an item on the agenda of the meeting as set out in Schedule 11, Clause 8 of the Education and Training Act 2020. No further disclosures were made.	
3. Minutes of Audit and Risk Committee of 03.03.2025	**Item No 3.1: Minutes, Part A 03.03.2025** **Item No 3.2:** Matters Arising from the Minutes, Part A, not elsewhere on the agenda. No matters were discussed that needed further attention, as part of the follow-up from the previous meeting.	**RESOLVED (Chair | Cecilia Tarrant)** that the Minutes, Part A, of the Audit and Risk Committee held on 03.03.2025 be taken as read and confirmed.
4. Other Matters for Decision or Noting	None	
5. Leave of Absence	No leave of absence was requested for the meeting scheduled 17.09.2025.	
6. Public Exclusions	The general subject of each matter to be considered while the public is excluded, the reason for passing this resolution in relation to each matter, and the specific grounds under section 48(1) of the Local Government Official Information and Meetings Act 1987 for the passing of this resolution are as follows: General subject of each matter to be considered: **Item No 7.1: Audit and Risk Committee Meeting 3 March 2025, Minutes Part B** **Item No 7.2: Audit and Risk Committee Meeting 3 March 2025, Matters Arising from Minutes, Part B** **Item No 8.0: Combined Assurance Report**	**RESOLVED (Chair | Cecilia Tarrant)** that the public be excluded from Part B of this meeting AND Professor Freshwater, Mrs Cleland, Mr Bluett, Ms Miller, Mr Ali, Ms Nand, Mr Penrose, Ms Hudaya, Mr Pronk, Mr Harper, Mr Clark, Mr Phipps, Mr Michael, Ms Stinear and Mrs Dharmawardana be permitted to remain for this part of the meeting, after the public be excluded, because of their knowledge of the matters to be discussed. This knowledge, which will be of

8.2	**Item No 9.0:** **Internal Audit Programme** **Item No 10.0:** **Insurance Renewal Update** **Item No 11.0:** **Health, Safety & Wellbeing Programme Update** **Item No 12.0:** **Cybersecurity Programme Update** **Item No 13.0:** **Enterprise Risk Programme Update** Reason for passing this resolution in relation to each matter: The protection of the interests mentioned below. Grounds under section 48(1) for the passing of this resolution: Those in Section 9 of the Official Information Act 1982 namely: i) To protect the privacy of the persons referred to in the recommendations and to maintain the confidentiality of those recommendations; and ii) To enable the University to carry on without prejudice or disadvantage negotiations; and iii) To prevent the disclosure or use of Official Information for improper gain or advantage.	assistance in relation to the matters to be discussed, is relevant to those matters because they relate to aspects of the administration of the University of Auckland for which those persons are responsible.

The meeting moved into a Public Excluded session at 08.05 am.

The meeting closed at 10.03 am.

Approved as a true and correct record.

Jonathan Mason, Chair

Date:

University Equity Leadership Committee Report to Council
June 2025

1.   University Equity Leadership Committee (UELC) meetings

Note: This report summarises the April and May 2025 meetings, along with subsequent progress on several items that were discussed. The next UELC meeting will be on 31 July 2025.

1.2   UELC Committee responsibilities and processes

The UELC membership was updated in October 2024, and all new members have since joined the committee.

The UELC remains in contact with current national and international challenges affecting our staff and students with respect to diversity, equity and inclusion (DEI). The Chair has affirmed the University's commitment to supporting all diverse communities and encourages members to inform her and the PVC Equity of any issues that require strategic discussion and response at the UELC level.

1.3   Equity Action Network (EAN)

The PVC Equity provides UELC with a summary of key issues discussed at EAN meetings. Current items include:
-    The EAN terms of reference and membership are due for review. Whilst mindful of student workloads, discussion is also underway regarding inclusion of an AUSA executive student representative as an attendee.
-    The Words Matter initiative is now on our website. This resource underscores the importance of fostering confidence in our community's usage of DEI-related terms, particularly with respect to disability, and sex and gender.
-    EAN members are identifying DEI-related goals that staff can adopt for the university citizenship elements of their ADPR and TUPU reviews. These goals will also be helpful for managers.

1.4   Disability Action Plan (DAP) Progress Update 2025-2028

The OPVCE is working with the Planning Office to ensure the University meets TEC's requirements regarding disability action plans. UELC has provided feedback on the draft DAP Progress Update 2025-2028 and endorsed next steps. The DAP will be submitted to TEC along with the Learner Success Plan and Investment Plan on 4 July 2025.

1.5   DEI Strategy and Plan 2025-2028

8.3

1

The DEI Strategy and Plan has been finalised and is aligned with the Kawe Ake and Ala o le Moana strategies. These strategies have an interconnected approach to enhancing experiences for our diverse students and staff. Deliverables in the DEI strategy will be vertically integrated into the relevant faculties, LSRIs and service divisions, and OPVCE will now schedule meetings with partner portfolio leads to discuss practicalities and timings for the planned work.

1.6   **Special Conditions Survey outcomes**
Disabled learners can request special conditions for tests and examinations. The November 2024 Special Conditions survey was run to evaluate two major developments: the University-wide implementation of the Symplicity Access case management system and new Special Conditions procedures outlining responsibilities for students, faculty group services staff, and Student Disability Services. Key findings included that 70% of students felt the extra time provided was adequate. However, while special conditions were consistently applied in exams, there were inconsistencies in support for tests. The need for clearer staff roles and consistent terminology for tests and quizzes was identified. Further work is being planned to address these concerns. The survey serves as a valuable baseline for identifying trends and will be repeated in 2027.

1.7   **Equity -related Policies, Procedures, and Guidelines**

8.3

Undergraduate Targeted Admissions Schemes (UTAS) Policy and Procedures
Policy ownership of the UTAS Policy and Procedures has moved to the DVC Education. Content from these UTAS documents will be integrated into a new admissions policy that will shortly commence development.

Te Ara Tautika, Equity Policy and Equity Statement
Changes in the legal climate since the Equity Policy was written necessitate that policies be less narrative in nature and free of ambiguity. UELC discussed a draft Equity Statement which will provide a clear vision of the University's identity and values and that will complement a revised Te Ara Tautika, Equity Policy. OPVCE will now collaborate with key interested parties to formalise the Equity Statement before further engagement on the revised policy.

Reasonable Accommodations Policy and Procedures
Consultation on the draft Reasonable Accommodations Policy and Procedures closes 19 May 2025. UELC reviewed the draft policy and procedures at their April meeting and have now provided feedback on the communications, awareness raising and implementation plan. The Associate Deans and Directors, Equity will work with their faculties and LSRIs on communications.

Achievement Relative to Opportunity Policy and Procedures
Ownership of these have now transferred from the Pro Vice-Chancellor Equity to the Director, Human Resources.

1.8   **Diversity, Equity, and Inclusion (DEI) updates**
UELC members provide updates on DEI related activities in their areas. Highlights include:
- Increasing engagement by various groups to organise cultural celebrations that showcase their heritage
- A two-year roadmap is being developed that will identify improvements to the student experience including from a DEI lens
- Work continues by the OPVC Māori and HR to progress the Māori staffing plan alongside discussions on a workplan for indigenising DEI.

2

1.9   **Briefing: US Research Funding Working Group**
The PVC Equity is co-chairing, with Mr Kearns, Associate Director, Research Operations, Ethics & Integrity, a US Research Funding Working Group. This group is assessing risks and mitigations associated with new US Federal requirements, and coordinating relevant University responses. UELC members were reassured that we have established internal policies and programmes, that NZ universities share information, and that Waipapa Taumata Rau is maintaining its commitments outlined in Taumata Teitei.

2. Recommendation

1.   That Council **note** receipt of the University Equity Leadership Committee 2025 mid-year report.

8.3

3

Waipapa Taumata Rau
University of Auckland

Date: 12/05/2025
To: Chancellor Cecilia Tarrant, and Waipapa Taumata Rau University of Auckland Council.
CC: Vice Chancellor Dawn Freshwater
From: Pro Vice Chancellor Māori and Chair of Rūnanga, Professor Te Kawehau Hoskins
Subject: Rūnanga Report 1, 2025

E te kāhui rangatira, tēnā koutou i roto i ngā ahuatanga o te wā

This memo communicates a number of matters relating to Rūnanga to Council. These are as follows:

- A reminder to Council of the role and function of Rūnanga.
- A motion concerning the WTR courses to Council which was passed unanimously by the current voting membership of Rūnanga, and endorsed by all present at the Rūnanga meeting held on April 10, 2025.
- For endorsement by Council, proposed updates to the Terms of Reference and membership of the Rūnanga.

Role and function of Rūnanga

Rūnanga is a formal committee of Council who is governed by the Education and Training Act 2020. Effectively this means Council makes decisions about matters that concern Māori (as set out in the current terms of reference below), having sought prior advice from Rūnanga on those matters.

In addition to Council seeking Rūnanga advice, Rūnanga formally reports to Council twice a year. This memo constitutes the first report for 2025 to the June Council meeting.

Rūnanga asks that Council takes steps to regularly and proactively seek Rūnanga advice and guidance in accordance with the terms of reference of the committee.

Motion passed at Rūnanga April 10, 2025.

Rūnanga is aware the Council has come under significant pressure from a range of parties that oppose commitments to te Tiriti, and to Māori, including the Waipapa Taumata Rau courses. The Council may not however have received feedback from other parties and communities that are supportive of these commitments.

The Rūnanga represents an important University community of expert Māori academic and professional staff, who are in turn part of iwi and Māori communities across our nation.

We remind the Council that our Kōtuitanga with Ngāti Whātua Ōrākei actively reflects the principle of partnership. In our commitments to Learning and Education therein, the University agrees 'to provide innovative, relevant, lifelong learning opportunities that are connected to place, mātauranga and kaupapa Māori'. In meeting this commitment, the University partnered with Ngāti Whātua Ōrākei in the oversight and production of the common course content of the Waipapa Taumata Rau courses. The cultural narratives and mātauranga provided were shared within an understanding that the University intended this content as foundational for all our students.

It is within this context that the Rūnanga discussed the Waipapa Taumata Rau courses and resolved to address the Council on this matter through the following **motion**:

The Rūnanga, as a committee of Council is charged with, among other things, 'advising Council on the appropriateness of Strategy, Graduate Profile and Council policies in terms of the University's aspirations to partner with Māori and support Māori development'. In line with that requirement, the Rūnanga strongly endorses to Council the value of the Waipapa Taumata Rau courses, including their required status. These courses give positive effect to both the graduate profile of Waipapa Taumata Rau, and to the University's strategic plan, Taumata Teitei. We strongly recommend the Council upholds its decisions in relation to the WTR courses.

Moved: Prof Linda Nikora.   **Seconded**: Michael Steedman.

Voted unanimously in favour by current voting members:

Prof Tracey McIntosh	Geremy Hema	PCVE Cathy Stinear
Prof Papārangi Reid	Michael Steedman	Hiwa Majurey
Prof Waimarie Linda Nikora	PVCM Te Kawehau Hoskins	Matui Rei
Hemi Dale	PVCP Jemaima Tiatia - Siau	

And unanimously endorsed by all in attendance:

Maru Maxwell	Alex Trevarton	Amber Nicholson

Amy Fishlock	Grace Latimer	Miah Watson
Anaru Parangi	Heta Gardiner	Renetta Alexander
Bruce Taplin	Hinearangi Busby	Robbie Pāora
Caitlin Anderson	Huriana Keepa-Hamiora	Sheye Semple
Catherine Dunphy	Josephine Davis	Teariki Tuiono
Cheryle Willoughby	Kapua O'Connor	Te Rina Robens
Darlene Cameron	Keryn Koopu	Trent Dallas
Deidre Brown	Kimiora Henare	Turei Ormbsy
Ella Pēpi Tarapa-Dewes	Kyle Murray	Wairemana Phillips
Emmy Rākete	Linda Waimarie Nikora	Wiremu Tipuna
Francesca Voskuilen	Maru Maxwell	
Gemma Skipper	Mia-Mae Taitimu-Stevens	

8.4

Updates to Rūnanga Terms of Reference and Membership

Council may be aware that the focus of the Office of the Pro Vice Chancellor Māori has been to positively strengthen participation of Māori staff in the Rūnanga. Over the last 3-4 years Rūnanga attendance and engagement has grown significantly. The Rūnanga has worked to grow relationships, to develop a collective ethos, to genuinely consult on strategic developments and initiatives, and to encourage consensus in reaching agreements on matters of importance. We have not needed nor prioritised the formal mechanism of voting to achieve these improvements.

We have made some small suggestions to improve and **update the terms of reference** without departing in any substantive way from what is currently there.

We will continue to seek consensus among Rūnanga attendees, and where needed, use the voting mechanism to confirm Rūnanga committee decisions and recommendations to Senate and Council.

In terms of the **voting membership,** we are proposing some changes. The current membership was put in place by the previous PVCM and does not reflect a long-standing pattern or commitment to membership. The proposed changes to membership have been endorsed by Rūnanga. The major changes (see below) are the removal of the PVCE and PVCP, both of whom have questioned the relevance of their membership and are happy to be replaced by other members. Other additions and changes represent new roles and groupings in the University.

Rūnanga Terms of reference

- To ~~support~~ assist the University to ~~meet~~ discharge its obligations in relation to Māori and the principles of Te Tiriti o Waitangi ~~to acknowledge the principles of the Treaty of Waitangi.~~
- To advise Council on the appropriateness of Strateg~~yic~~, including Māori strategy, Graduate Profile, and Council policies in terms of the University's aspirations to partner with Māori and support Māori development.
- To ~~advise~~ update Council, via the Office of the Pro Vice Chancellor Māori, on ~~the~~ progress and achievements of the University towards its strategic objectives for Māori.
- To ~~advise~~ work with management on operational matters relevant to the delivery on strategic objectives for Māori.
- To consider and advise appropriate Senate committees, and through them Council, on academic matters that have direct relevance to Māori curriculum content, delivery and research.
- To provide to Council and senior management such other leadership and advice as may be requested from time to time.
- Members (other than ex-officio) to be appointed by the Pro Vice-Chancellor Māori with an alternate able to attend if the representative is unable to attend
- Membership to be reviewed every three years

Notes:
The Rūnanga will comply with all University policy as a Committee of Council.

Meetings will be open to all Māori Staff at the University of Auckland and consensus sought on decisions, though only members will ~~be able to~~ vote. The Rūnanga reports twice yearly to Council.

Membership

- Pro Vice-Chancellor Māori - Chair
- Deputy Pro Vice-Chancellor Māori, Kaiarataki - Deputy Chair
- ~~Pro Vice-Chancellor Equity – ex officio~~
- ~~Pro Vice-Chancellor Pacific – ex officio~~
- The Co-Presidents of Ngā Tauira Māori

Appointed by the Pro Vice-Chancellor Māori:

- ~~Waipapa representative~~

- ~~Deputy dean/associate dean representative~~Tumu, HoS or AD Māori representative
- Professoriate representative
- ~~Māori research centre representative~~Māori Research Governance Group representative
- Mātanga Reo representative
- Kaiārahi representative
- Māori academic lead (office of DVC Education) or Māori student cohort lead
- Tai Tokerau campus representative
- Ngāti Whātua Ōrākei relationship manager

8.4

Hēoi anō

Professor Te Kawehau Hoskins

Pro Vice-Chancellor Māori

9.1

THE UNIVERSITY OF AUCKLAND

MATERIAL FOR COUNCIL FROM the MEETING OF SENATE 26.05.2025

<u>**PART A:**</u>

1. <u>**RECOMMENDATIONS FROM SENATE REQUIRING TO BE CONSIDERED/RECEIVED BY COUNCIL**</u>

   a) **Review of the Diagnostic English Language Needs Assessment (DELNA) Programme**
   Senate 26.05.2025 RECOMMENDS to Council that it receive the Review of DELNA

   b) **Review of Electrical, Computer, and Software Engineering**
   Senate 26.05.2025 RECOMMENDS to Council that it receive the Review of Electrical, Computer, and Software Engineering

   c) **Review of Dance Studies – Year-on Progress Report**
   Senate 26.05.2025 RECOMMENDS to Council that it receive the Review of Dance Studies – Year-on Progress Report as final response to the 2023 Review.

   d) **Review of Māori Studies – Further Progress Report**
   Senate 26.05.2025 RECOMMENDS to Council that it receive the Review of Māori Studies – Further Progress Report as final response to the 2021 Review.

   e) **Review of the Department of Physics - Year-on Progress Report**
   Senate 26.05.2025 RECOMMENDS to Council that it receive the Review of the Department of Physics - Year-on Progress Report

2. <u>**RECOMMENDATIONS FROM SENATE REQUIRING COUNCIL CONSIDERATION/APPROVAL**</u>

   ACADEMIC MATTERS AND REGULATIONS

1. **REGULATION AMENDMENT**

   Senate, 26.05.2025 RECOMMENDS that Council approve the following Regulation Amendment:

   Regulation Amendment 2025-904: Academic and General Statutes and Regulations – Examination Regulations
   To enhance clarity and reduce confusion within the Examination Regulations by renaming the 'Senate Representative' role within the aegrotat and compassionate consideration reconsideration process. The current term can be ambiguous, as it may be mistaken for other roles associated with the Senate, creating uncertainty among students and staff.

1

To amend the Examination Regulations to specify that aegrotat and compassionate consideration reconsideration requests that do not meet the minimum C-grade standard, would be handled by Assessment Services, clarifying that such applications would not be forwarded to Senate representatives for further review.

2. Investment Plan 2026-2028 and Learner Success Plan 2026-2028
The Investment Plan and Learner Success Plan were a three-year exercise covering the period from 2026 to 2028. The previous plans covered the years 2023 to 2025, and new versions needed to be submitted to TEC.
The investment Plan needed to describe the University's mission and role, both in education and research, and how these were operationalised. The importance of stakeholder engagement, particularly with students and external parties, was highlighted. Drafts of the Investment Plan and Learner Success Plan were submitted to the Senate for feedback, as they both contained academic elements. These drafts outlined the broad areas that needed to be covered, and Senate was encouraged to provide input on any missing elements.
The Vice-Chancellor added that she would be meeting with the Minister to discuss the new Tertiary Education Strategy, which was expected to be in place by the end of the year. The strategy would focus on retention, commercialisation, end-user outcomes, and international education. It was important to respond to government priorities while also maintaining the university's autonomy.

The comments received in the subsequent discussion included:
- The importance of aligning internal research strengths and presenting a unified narrative to external stakeholders. The need to be proactive in securing funding and managing resources was reiterated.
- The importance of supporting students, particularly those who needed additional preparation to succeed in university courses.
- The challenges of maintaining comprehensive education and research offerings, despite funding challenges.
- The importance of communicating the University's strengths and contributions to society was highlighted.
- The need to support areas of excellence and to think strategically about where to invest resources and the importance of cross-faculty disciplines and managing resources effectively was emphasised.
- Noting that the University was working on a research investment portfolio to support research priorities across the institution. The portfolio included various funding mechanisms to ensure the sustainability of research efforts.
- The commitment to continue refining the Investment Plan and Learner Success Plan, incorporating feedback from stakeholders and ensuring alignment with government priorities.
- The importance of supporting the University's sustainability and its contributions both nationally and internationally.

Senate, 26.05.2025 RECOMMENDS that Council approve the Investment Plan 2026-2028 and Learner Success Plan 2026-2028
Both Plans have been submitted to Council as a separate item

PART B: ITEMS FROM SENATE FOR NOTING BY COUNCIL

1. Third Party Copyright Guidelines
Senate, 24.05.2025 RECOMMENDS that Council note Third Party Copyright Guidelines these were sent for approval to the Vice-Chancellor

PART C: MATTERS RECEIVED AND APPROVED UNDER DELEGATED AUTHORITY

2

9.1

1. **Change to the EC Membership – Memorandum, 15.05.2025**
   Senate, 26.05.2025 advises Council that it approved the change to the EC membership

2. **CUAP AMENDMENTS**
   Senate, 26.05.2025 advises Council that the following CUAP Amendment be approved for submission to CUAP:

   Arts and Education

2025/014	1. To introduce a one-year 180-point Master of Teaching and Learning (Early Childhood) degree.
	2. To introduce a Postgraduate Diploma in Education Studies.
	3. To introduce EDCURRIC 726, 727,732, 733, EDPRAC 704, 705, EDPROF 763, 768, 769, EDPROFM 704

3. **Scholarships Committee amended membership**
   Senate, 26.05.2025 advises Council that it approved the amended membership of the Scholarships Committee

4. **Senate, 26.05.2025 advises Council that it approved two new Prize Regulations**
   1. Oceania Design Prize
   2. Tamaki Health Prize in General Practice

9.1

3

![University of Auckland - Waipapa Taumata Rau logo]

Internal Memorandum

Date: 5 June 2025
To: Council
From: Adrienne Cleland, Deputy Vice-Chancellor Operations & Registrar
CC:
Subject: Revised Council Appointment Procedures

Recommendation

That Council approve the revised council appointments procedures

Background

Four Council positions are appointed via an expression of interest (EOI) process as set out in the University's Constitution, the Council Appointments Statute and the Council Appointments Procedures.

Appointments will be due for all four positions in 2025. Given the complexity, cost and elapsed time associated with the current EOI process, the Chancellor has requested a review of the Council Appointments Procedures.

As part of the review, the University's EOI procedures have been compared with those of several other New Zealand universities which has highlighted a number of opportunities for simplification. A legal review has also been completed.

11.1

Key changes proposed

(i) more flexibility with respect to publicising vacancies, both in terms of publications and timing.

(ii) additional clarity on the composition of VCRERC with respect to specific EOI processes. Whilst the Conflict of Interest policy already provides a framework for this aspect, the addition strengthens the transparency.

(iii) removal of duplicate material already covered in the Election Procedures.

(iv) removal of the option not to proceed with an EOI in certain circumstances. Although other universities have this power, the University of Auckland Constitution in particular, could be interpreted as not providing for the option. The legal review has recommended this change.

(v) changing the approval body for the list of suitable nominators proposed by the Pro Vice-Chancellor Māori from Council to VCRERC. Depending on the timing of the initiation of an EOI process this shift could remove up to 12 weeks from the process.

Review of other universities' procedures:

A brief review of procedures from the University of Canterbury, University of Otago, University of Waikato, and Victoria University Wellington has been completed.

Key outtakes:

- Only one other University, the University of Otago, specifies an amount of time a call for EOIs must be publicised, and that amount of time is 14 days, shorter than our process of one month.
- Three of the four universities reviewed specify that a call for EOIs must be advertised publicly. None are specific as to how many publications must be used and only one other specifies advertising.

Table 1. Calling for EOIs

	University of Canterbury	University of Otago	University of Waikato	Victoria University Wellington
Timeline	A reasonable time before a vacancy is to occur…	…appointment and the closing date therefor, such date to be at least 14 days after the publication of notice of the vacancy.	The Council may determine its own selection and appointment process under this provision.	must call publicly for applications from interested persons (and determine the process and timeframe in which applications must be provided)
Publication requirement	the Committee will call publicly for expressions of interest. An advertisement should be placed on the University website and in such other media as the Committee thinks appropriate.	…to be announced through appropriate University publications, on the University website and by such other means of communication as the Registrar and Secretary to the Council determines	See above	See above

11.1

Appendix A. Excerpts from Council appointment procedures

University of Canterbury

Register of Suitable Persons

1.3 The Committee will establish and maintain a register of the names of persons who it believes may be suitable for appointment to Council. The names may be obtained by the process of advertising for expressions of interest under clause 1.6 of this statute, by direct application, or at the Committee's own initiative.

Appointments by Council of three members, two of whom must be graduates of the University of Canterbury, under clause 3.1(g) of the Constitution

1.7.1 If a member whose term is about to expire is eligible for reappointment and desires to be reappointed, Council may at its discretion reappoint the member for a further term without calling for expressions of interest. However, Council may decide to call for expressions of interest, in which case it is open to the member concerned to be considered along with other candidates for the position.

1.7.2 (a) A reasonable time before a vacancy is to occur, the Committee will call publicly for expressions of interest. An advertisement should be placed on the University website and in such other media as the Committee thinks appropriate.

(b) The advertisement may, if the Committee thinks appropriate, specify any specific skills which it believes would be desirable to redress an imbalance in the Council membership.

(c) Persons whose names are on the register referred to in clause 1.3 may be approached by the Committee and invited to submit expressions of interest.

(d) An expression of interest should contain a summary of the candidate's background, and the skills they can bring to the position. The Committee may specify a maximum word length.

1.7.3 (a) When the expressions of interest have been received, the Committee will compile a short list. It may if it wishes interview candidates.

(b) The Committee will forward to Council the expressions of interest of all short-listed candidates, together with the names of all other candidates. It may indicate to Council the candidate or candidates it prefers.

(c) Council will then make an appointment as it thinks appropriate.

University of Otago

11. Nominations Committee

11.1. …. No member of the Nominations Committee shall be eligible to be considered for appointment to the Council and if the Chancellor or Pro-Chancellor are being considered for appointment the Council shall appoint a replacement to the Nominations Committee from among the members of the Council.

12. Nominations Process

12.1. Before Council makes any appointment, the Registrar and Secretary to the Council shall:

a. cause notice of the opportunity for appointment, and of the appointment process established by this Statute, to be announced through appropriate University publications, on the University website and by such other means of communication as the Registrar and Secretary to the Council determines;

b. invite confidential nominations for, and expressions of interest in, appointment and the closing date therefor, such date to be at least 14 days after the publication of notice of the vacancy.

12.2. Nominations for and expressions of interest in appointment to Council shall be directed to the Registrar and Secretary to the Council and may be accompanied by such information relating to the candidate for appointment as the person lodging the nomination or expression of interest thinks fit.

12.3. The Nominations Committee:

a. shall cause enquiry to be made into any of the nominations and expressions of interest received;

b. may, if it thinks fit, interview some or all of those being considered for appointment;

c. shall provide a confidential report to the Council on the outcome of such enquiries which shall include the names of all of those nominated or expressing interest in appointment to the Council;

d. may make recommendations to Council on appointments.

University of Waikato

11. Three members appointed directly by the Council, chosen by the Council

1. The Council may determine its own selection and appointment process under this provision.

1. Staff members may be appointed under this provision.

2. In considering appointments under this provision, the Council will give particular attention to any gaps in the current membership with reference to the criteria for appointment set out in section 5 of this statute.

Victoria University Wellington

11.1

6. Recommendation of Candidates

6.1 The Nominations Panel, a Committee of Council, will be responsible for identifying, and recommending to the Council, potential candidates for Council membership to be appointed, or reappointed (in the case of existing Council members), under clause 5.1(d).

6.2 In carrying out its function under clause 6.1, the Nominations Panel:

   (a) must give effect to the purpose of this Statute in clause 1 and must be guided by the intended composition of the Council specified in clause 4.3. 10 August 2021 Page 3

   (b) must evaluate the desired balance of knowledge, skills, experience and diversity on Council and publish them from time to time;

   (c) must call publicly for applications from interested persons (and determine the process and timeframe in which applications must be provided) and may also identify suitable candidates of its own initiative;

   (d) must ensure that potential candidates are considered on merit and against objective criteria agreed by the Council;

   (e) must have regard to the importance of diversity of Council membership (including as provided in section 278 of the Act); and

   (f) may only recommend to Council people who, in the Panel's opinion:

      (i) have knowledge, skills or experience relevant to University governance; and

      (ii) are likely to be able to fulfil their individual duties to the Council; and

      (iii) together with the other members of the Council, will be capable of undertaking its responsibilities, duties, and functions; and

      (iv) have an understanding of, and a commitment to, the role and purpose of universities and to the values of the University.

11.1

Council Appointments Procedures

Application

These procedures apply to **Council** members and those eligible for appointment or election to Council.

Purpose

This document provides further explanation and detailed mandatory procedures for implementing the Council Appointments Statute 2023 (Statute).

Procedures

Council Member Skills and Experiences

1. ~~Prior to calling~~ Before a call is made for notices of candidacy or~~for~~ expressions of interest for the appointment of a Council member, the ~~Council~~ Vice-Chancellor and Vice-Chancellor's Review and Executive Remuneration Committee (**VCRERC**) ~~is to identify~~ will propose a statement of the relevant skills and experiences ~~it is seeking from~~ to be sought from the Council member~~s~~ to be so appointed (**Statement of Skills and Experiences**) for consideration by Council. Once the Statement of Skills and Experiences is approved by Council this shall be published on the University website.~~, which are to be collated in a statement of skills and experiences sought relevant to the position~~ .

Appointments on members by expressions of interest

Māori member – Interested Parties

2. The Pro Vice-Chancellor (Māori) will submit for consideration by the VCRERC a list ~~is to maintain a list, which is to be submitted to the Council for approval before expressions of interest are invited,~~ of iwi and other Māori individuals or groups who may have an interest in the appointment under section 2 (a) (i) of the Statute of one person, being Māori and able to advise Council on issues relevant to Māori.~~.~~ (Māori member) before a call is made for expressions of interest for the appointment of a Māori member.

3. Following approval of the list by the VCRERC, the Pro Vice-Chancellor (Māori) is to distribute to ~~the interested parties the notice provided by the Returning Officer inviting~~ those listed a copy of the call for expressions of interest for the appointment of a Māori member under item 4.~~.~~

Calls for expressions of interest

4. A call for expressions of interest ~~are to be invited as follows~~ for the appointment under section 2(a) of the Statute of a Māori member, **alumnus** member or member able to provide skills specified by Council is to be made in the following ways:

- (a) on the University website Home page ~~for a period of one month~~
- ~~in the four national daily newspapers, on two separate occasions during the month~~

- (b) for the alumnus vacancy, by email to those alumni currently listed on the Alumni Database;.and
- (c.) by any other means of communication as the Registrar may determine.

5. A call for expressions of interest made under item 4 will include notification of~~Interested parties identified are to be notified of~~:

- ~~the vacancy~~the nature of the position to be appointed; and
- the skills and experiences sought (~~through the Statement of Skills and Experiences Sought Relevant to the Position);~~ and
- the closing date for expressions of interest **(Closing Date)**, which is to ~~will~~ be no less than ~~four~~ three weeks after the date of the notification.

~~6. The notification is to be in the format attached (Call for Expressions of Interest for an Appointment to Council).~~

Receiving and considering Expressions of Interest
6~~7~~. Expressions of interest must be no more than 1,000 words and must be submitted before the Closing Date in the form specified by the Registrar.~~on the form attached (Expression of Interest for an Appointment to Council) and are to be received by the University Committee Executive.~~

8~~7~~. The VCRERC will consider the expressions of interest and compile a shortlist of **candidates** having regard to the Statement of Skills and Experiences for the position concerned and the matters in section 2(d) of the Statute. The VCRERC may interview one or more candidates should it wish to do so. If any member of VCRERC is a candidate for appointment as a Council member, that VCRERC member will not be present or participate in any part of the appointments process for the relevant position including the receipt and consideration of expressions of interest~~. The Pro Vice-Chancellor (Māori) is to be a member of the VCRERC when the appointment of the Māori member of Council is being considered~~.

~~9. The Vice-Chancellor together with the VCRERC may interview candidates should it wish to do so.~~

8~~10~~. Council is to be provided with the names of ~~the long list of~~ all candidates and copies of the Expressions of Interest of the short-listed candidates~~, which should accompany the Report of the short-listing sub-committee~~.

11~~9~~. The VCRERC will ~~provide advice~~ make recommendations to Council regarding the appointment having regard to the Statement of Skills and Experiences for the position concerned and the matters in section 2(d) of the Statute.~~Council skills matrix. In the case of sitting Māori, Alumni and skills-based members, the VCRERC will also advise Council on the merit of running a full expression of interest appointment process at the end of the member's term (noting the requirements of the Constitution) or not. If Council decides not to seek expressions of interest, Council may vote to reappoint the sitting Council member.~~

10. The Pro Vice-Chancellor (Māori) is to be invited to attend meetings of the VCRERC to assist the VCRERC to perform its responsibilities in items 7 and 9 when the appointment of a Māori member is being considered.

Appointments by Election

11.1

11. An election for the appointment of a Council member under section 3(a) of the Statute will be conducted by the Registrar as Returning Officer in accordance with the Statute and the Election Procedures using an appropriate electronic voting system.

Election of staff representatives

12. Before notices of candidacy are called for, the Council is to identify the skills and experiences it is seeking from members to be appointed by election, which are to be collated in a Statement of Skills and Experiences Sought Relevant to the Position.

13. Notice of the election is to be given as follows:

- in an all-staff communication from the Vice-Chancellor, and
- on the University intranet Home page, for a period of three weeks from the date of the Vice-Chancellor's initial notification.

14. The notice of election will inform staff of:

- the vacancy, and the skills and experiences sought (through the Statement of Skills and Experiences Sought Relevant to the Position); and
- the closing date for Notices of Candidacy, which will be three weeks from the date of the Vice-Chancellor's initial notification.

Election of a student representative

15. This election will be run through an appropriate electronic voting system.

16. Notice of the election is to be given by email to all enrolled students.

17. The notice of election will inform students of:

- the vacancy; and
- the opening and closing date of the nomination period.

Results

18. The results of the election(s) will be publicised on the University intranet after Council has been advised.

Definitions

The following definitions apply to this document:

Alumnus has the meaning set out in the Definitions section of the Statute.

Candidate means a person who has submitted an expression of interest

Council refers to the Council, the governing body of the University of Auckland.

11.1

Statement of Skills and Experiences has the meaning in item 1.

Statute means the Council Appointments Statute 2023

~~Student means an enrolled student of the University of Auckland.~~

University means Waipapa Taumata Rau | University of Auckland and includes all subsidiaries.

VCRERC means the Vice-Chancellor's Review and Executive Remuneration Committee.

Key relevant documents

Include the following:

- Education and Training Act 2020
- Council Appointments Statute 202~~3~~2
- Election Procedures

- ~~Expression of interest form.Size: 56.1 kB.TYPE: DOCX. Download this DOCXfile. SIZE:56.1 KB.~~
- ~~Notice of candidacy - Academic Staff.Size: 30.5 kB.TYPE: PDF. Download this PDFfile. SIZE:30.5 KB.~~
- ~~Notice of candidacy - Professional Staff.Size: 30.6 kB.TYPE: PDF. Download this PDFfile. SIZE:30.6 KB.~~

Document management and control

~~Owner: Vice Chancellor~~
Content manager: Registrar
Approved by: Council
Date approved: ~~12 December 2022~~
Review date: ~~12 December 2027~~

11.1

Council Appointments Procedures

Application

These procedures apply to **Council** members and those eligible for appointment or election to Council.

Purpose

This document provides further explanation and procedures for implementing the *Council Appointments Statute 2023* (*Statute*).

Procedures

11.1

Council Member Skills and Experiences

1. Before a call is made for notices of candidacy or expressions of interest for the appointment of a Council member, the **VCRERC** will propose a statement of the relevant skills and experiences to be sought from the Council member to be appointed (**Statement of Skills and Experiences**) for consideration by Council. Once the Statement of Skills and Experiences is approved by Council this shall be published on the University website.

Appointments by Expressions of Interest

Māori member – Interested Parties

2. The Pro Vice-Chancellor (Māori) will submit for consideration by the VCRERC, a list of iwi and other Māori individuals or groups who may have an interest in the appointment under section 2(a)(i) of the Statute of one person, being Māori and able to advise Council on issues relevant to Māori (**Māori member**) before a call is made for expressions of interest for the appointment of a Māori member.

3. Following approval of the list by the VCRERC, the Pro Vice-

Chancellor (Māori) is to distribute to those listed a copy of the call for expressions of interest for the appointment of a Māori member made under item 4.

Calls for expressions of interest

4. A call for expressions of interest for the appointment under section 2(a) of the Statute of a Māori member, **alumnus** member or member able to provide skills specified by Council is to be made in the following ways:

(a) on the University website Home page;

(b) for the appointment of an alumnus member, by email to those alumni currently listed on the Alumni Database; and

(c) by any other means of communication as the Registrar may determine.

5. A call for expressions of interest made under item 4 will include notification of:

(a) the nature of the position to be appointed;

(b) the skills and experiences sought; and

(c) the closing date for submissions of expressions of interest (**Closing Date**), which is to be no less than three weeks after the date of the notification.

Receiving and considering Expressions of Interest

6. Expressions of interest must be no more than 1,000 words and must be submitted before the Closing Date in the form specified by the Registrar.

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7. The VCRERC will consider the expressions of interest received and compile a shortlist of **candidates** having regard to the Statement of Skills and Experiences for the position concerned and the matters in section 2(d) of the Statute. The VCRERC may interview one or more candidates should it wish to do so. If any member of VCRERC is a candidate for appointment as a Council member, that VCRERC member will not be present or participate in any part of the appointments process for the relevant position including the receipt and consideration of expressions of interest.

8. Council is to be provided with the names of all candidates and copies of the expressions of interest of the short-listed candidates.

11.1

9. The VCRERC will make recommendations to Council regarding the appointment having regard to the Statement of Skills and Experiences for the position concerned and the matters in section 2(d) of the Statute.

10. The Pro Vice-Chancellor (Māori) is to be invited to attend meetings of the VCRERC to assist the VCRERC to perform its responsibilities in items 7 and 9 when the appointment of a Māori member is being considered.

Appointments by Election

11. An election for the appointment of a Council member under section 3(a) of the Statute will be conducted by the Registrar as Returning Officer in accordance with the Statute and the *Election Procedures* using an appropriate electronic voting system.

Definitions

The following definitions apply to this document:

Alumnus *has the meaning set out in the Definitions section of the Statute.*

Candidate *means a person who has submitted an expression of interest.*

Council *refers to the Council, the governing body of the University of Auckland.*

Statement of Skills and Experiences *has the meaning in item 1.*

Statute *means the* [Council Appointments Statute 2023](#).

University *means Waipapa Taumata Rau / University of Auckland and includes all subsidiaries.*

VCRERC *means the Vice-Chancellor's Review and Executive Remuneration Committee.*

Key relevant documents

Include the following:

- *[Education and Training Act 2020](#)*
- *[Council Appointments Statute 2023](#)*
- *[Election Procedures](#)*

Document management and control

Content manager: *Registrar*

Approved by: *Council*

Date approved:

Review date:

11.1

Memo

To: Council

From: Pamela Moss, Director of Planning

Date: 3 June 2025

Re: 2026 to 2028 Investment Plan, Learner Success Plan and Disability Action Plan

This memo provides

- **A recommendation** that the draft Investment Plan 2026 to 2028, Learner Success Plan and Disability Action Plan be approved for submission to the Tertiary Education Commission (TEC).
- **Notes that** TEC will issue a Supplementary Plan Guidance that responds to priorities signalled in the 23 May 2025, Government Budget, that were not available when the original Plan Guidance was issued.
- **Requests that** Council delegate to the Vice-Chancellor, Deputy Vice-Chancellor (Education) and Deputy Vice-Chancellor (Operations) approval to make any minor typographical and presentational changes and adjustments to respond to the Supplementary Plan Guidance.

11.2

Background

The Education and Training Act (2020), requires the University to submit a Plan with a three-year horizon to the Tertiary Education Commission (TEC). The University's current Plan was approved in 2022 for 2023 to 2025. The 2026 to 2028 Plan must be submitted to TEC by **4th July 2025**.

The purpose of the Plan is to demonstrate:

1. How we give effect to the Tertiary Education Strategy, and Government priorities through our Purpose Vision and values as articulated in Taumata Teitei.

2. Our unique role within the wider tertiary education sector and the broad contribution we make to teaching and learning, research, our region and our nation.

3. How we are meeting the University's legislative obligations related to te Tiriti o Waitangi.

4. How our mission and role is operationalised through the programmes we offer and activities we undertake.

5. How we have addressed the needs of our stakeholders, including current and prospective learners, industry and professional bodies, and our communities.

The funding approved through the Plan process includes the institutional funding streams associated with degree-level teaching (DQ7 to 10), sub-degree funding (DQ3 to 7), Māori and Pacific Equity funding, Disabilities funding, PBRF, and other specific funding streams.

The draft Plans have been developed in consultation with an internal Consultation Group chaired by Deputy Vice-Chancellor (Education) supported by the Director of Planning, and nominees of Deputy Vice-Chancellors (Research), Operations and External Engagement, and the Pro Vice-Chancellor Māori, and Pro-Vice-Chancellor (Pacific).

The draft Investment Plan 2026 to 2028 and Learner Success Plan 2026 to 2028 were endorsed by Education Committee and referred to Senate. Senate considered the Plans and recommended their approval to Council at its meeting on 26th May 2025.

11.2

Waipapa
Taumata Rau
**University
of Auckland**

11.2

Investment Plan 2026-28

3 June 2025

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

11.2

11.2

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
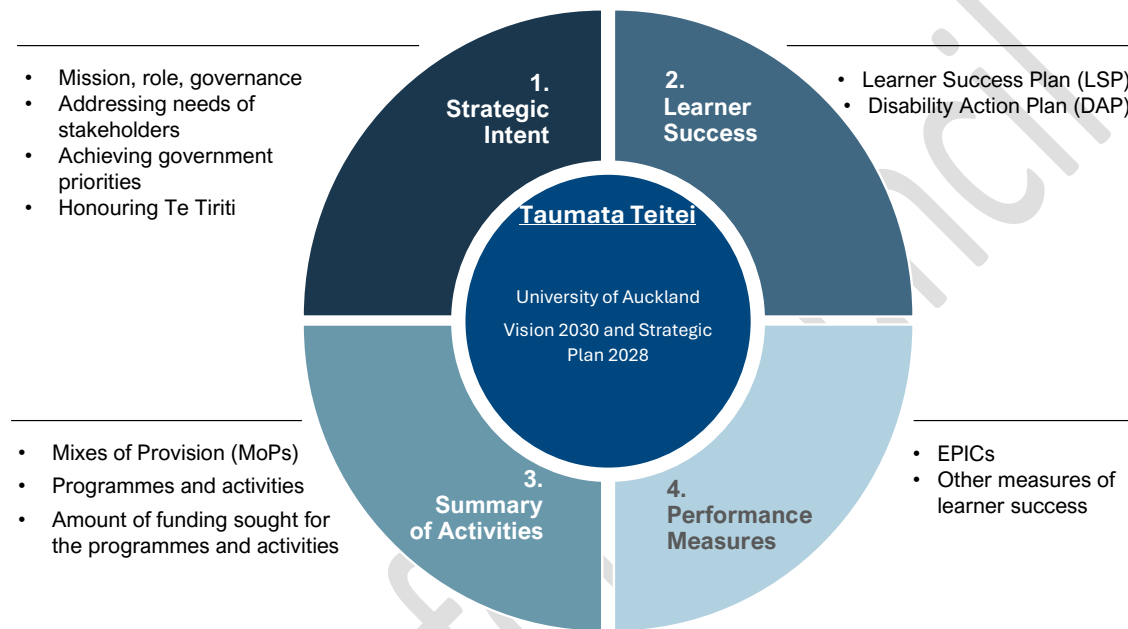

About the Investment Plan

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.

11.2

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

11.2

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 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

11.2

predict exactly what is ahead, we can forecast substantial change in research, teaching pedagogies and evaluative processes, 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 20 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 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.

11.2

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.

11.2

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 *Kawea 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

11.2

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.

11.2

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)

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- 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 LSRIs 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 LSRIs 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, 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 Graduate Studies Board 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.

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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 & 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 Tangata, 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.

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Figure 2 – Taumata Teitei at a Glance

PURPOSE	VISION (2030)	TE AO MĀORI PRINCIPLES
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.	We will be internationally recognised for our unique contribution to fair, ethnical and sustainable societies.	Maakitanga | Caring for those around us Whanaungatanga | Kinship and lasting relationships Kaitiatanga | 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 Mātaurange Māori, the principles of Te Tiriti, diversity, inclusion and wellbeing.
Priorities	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.	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.	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.	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.	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	Hīkina 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 |

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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 Rocket Lab — 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 demands strategic investment in digital teaching platforms and faculty development to maximise their effectiveness. 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.

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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 Trans-National 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 (

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3 June 2025 – Investment Plan 2026-28

Table 1).

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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	**9.6%**	**9.0%**	**9.2%**	**9.3%**	**9.4%**	**9.5%**	**9.6%**
Pacific % of domestic funded EFTS	11.1%	10.6%	10.8%	10.9%	11.0%	11.1%	11.2%
Pacific EFTS	3,439	3,167	3,360	3,591	3,692	3,814	3,887

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Table 2 - University of Auckland Educational Performance Indicator Commitments

	Ethnicity Group	Cohort	Actual			Commitment[1]			
			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

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[1] EPICs are to be reviewed in 2025/2026, the targets will be updated following agreement to a changed methodology

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

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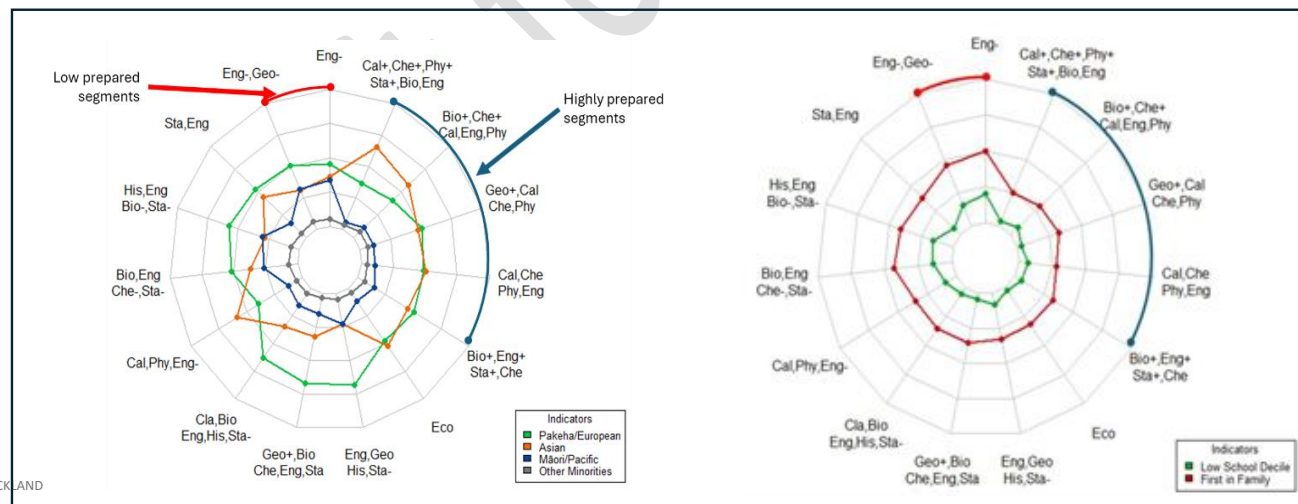
2.   Engaging stakeholders

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
Priority 1: Strengthen and deepen our relationship with tangata whenua **Priority 2:** An ambitious and relevant partner that is globally networked **Priority 3:** Deep engagement with diverse Aotearoa and Asia-Pacific communities **Priority 4:** Enduring relationships with prospective students, current students, alumni and donors **Priority 5:** Diverse student body reflecting our communities **Priority 6:** Recognised and valued by our communities for the contributions we make towards a more sustainable future for all	• Memorandum of Understanding with 12 Auckland High Schools: Aimed at achieving University Entrance parity for Māori and Pacific learners by 2030. • Ngā Tauira Marae: Established in partnership with Ngāti Whatua including the re-establishment of the Tūtahi Tonu wharenui, 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 *Alumni Connect*, 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.	• 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.

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| | • 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. | |

Vignette I - Kotuitanga

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 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.

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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 regions like 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

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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 {name} Budget 2025

The Tertiary Education Strategy

OBJECTIVE 1 LEARNERS AT THE CENTRE	OBJECTIVE 2 BARRIER FREE ACCESS	OBJECTIVE 3 QUALITY TEACHING AND LEADERSHIP	OBJECTIVE 4 FUTURE OF LEARNING & WORK	OBJECTIVE 5 WORLD CLASS INCLUSIVE PUBLIC EDUCATION
Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying 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	Priority 3: Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs Priority 4: Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy	Priority 5: Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning Priority 6: Develop staff to strengthen teaching, leadership and learner support capability across the education workforce	Priority 7: Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work	Priority 8: Enhance the contribution of research and mātauranga Māori in addressing local and global challenges

Taumata Teitei

Education Priority 1 *Accessible, equitable lifelong higher education opportunities* **Education Priority 2** *Student-centric learning, co-curricular and extra-curricular cultures*	**Education Priority 1** *Accessible, equitable lifelong higher education opportunities* **Education Priority 5** *Diverse student body reflecting our communities*	**Education and Student Experience Priority 3** *Education that is research informed, transdisciplinary, relevant and with impact for the world* **Partnerships and Engagement Priority 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*	**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*	**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*

Sector Specific Higher Education Targeted Priorities

Health Part time learner options, and ability to earn while you learn. Flexible and innovative learning delivery which may also include simulation, blended learning.	**Health** Diversifying the workforce. Learning pathways that build on existing experience. **Food and Fibre** Attracting and retaining learners for this sector who may not have otherwise engaged in higher education.	**Health** Flexible and innovative learning delivery which may also include simulation, blended learning. **Teacher Education** Growth in ITE training, specifically Secondary ITE in te reo Māori.	**STEM** Workforce demand for STEM disciplines. Upskilling and movement between engineering disciplines without complete retraining. **Teacher Education** Secondary ITE in STEMs.	**Construction & Infrastructure** Training that supports engineering and technological advancement. **STEM** Support maturing the domestic sector and grow the number of graduates with skills in the latest technology.

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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
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. 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 enrolment as agreed with the TEC and exploring new clinical placement approaches. 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.	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. The University is advancing a suite of future-facing initiatives that reflect its strategic commitment to innovation, interdisciplinarity, and global engagement. AI technologies are now integral to a range of programmes including Business, Science, 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

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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) 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 VIII**.

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

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	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**, **Vignette IV**). Core knowledge and skills are embedded to support student progression and develop graduates as leaders with strong cultural identity, social justice, and civic duty.

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.

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Vignette IV   - 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.

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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
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. 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. 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	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. 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. 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.

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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. (**Vignette V**)

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 st, and those with learning support needs. Through the Disability Action Plan, targeted services, and initiatives like the Sunflower programme **(Vignette VI)**, we promote equitable access, wellbeing, and success for all.

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Vignette V - Tai Tokerau

Tai Tokerau is an important region for Waipapa Taumata Rau. It is the region with which the highest proportion of our Māori tauira 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 tauira 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 tauira with limited preparation. It was offered in Tai Tokerau again in 2025 (last offered in 2021) with 15 tauira 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 develop allows us to enhance our existing presence, creating greater visibility for the range of research and educational activities we offer.

Vignette VI – 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.

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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 tauira.

Recent and ongoing initiatives and activities	Planned initiatives
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.

The University of Auckland has implemented an updated Academic Decision-Making Framework, providing clarity on roles and delegations across academic | 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.

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.

To ensure that the University's graduates are well-prepared for the evolving job market, TeachWell hosts AI & Big Data Conversations with industry experts. |

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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 VII.**

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 a 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.

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• Pathways have been created for Māori staff to advance into leadership roles, fostering a more inclusive leadership structure within the University	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.

Vignette VII - 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 VIII - 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 vast 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.

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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 i, 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
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. 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. 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. 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	**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 X.** 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. 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

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programs, with activities like placements, internships, and research projects. See **Vignette IX**

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 XI**

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

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.

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Vignette IX - 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 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 X – Applied Doctorate Scheme

11.2

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 XI - 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.

11.2

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 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.	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. 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 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 climate change and environmental degradation. This will identify the skills and tools health professionals need to manage new health

11.2

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 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 Newmarket 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.

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 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

11.2

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 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.

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 XII**

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.

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 2025, the University completed a successful pilot of a Secure Research Environment, which it plans to roll out over the next year.

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.

11.2

Vignette XII - 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.

11.2

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 classifications[2]. 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. Heath 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. 25% 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 both the numbers and as a proportion increasing from its relative low levels in 2023.

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 since 2022.

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[2] New Zealand Standard Classification of Education Disciplines (NZSCED)

11.2

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. 24% of Pacific are enrolled in a postgraduate programme, including 100 candidates in a doctoral programme.

Enrolment by students from lower socio-economic backgrounds[3] 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 4.9% of enrolments in 2018 to 9.1% in 2022. Similar increases are evident at all levels and for STEM programmes. Enrolments in industry-driven programmes are more variable year-on-year for this group, but a broad improvement is still seen from 2.9% in 2018 to 4.6% in 2022 YTD.

11.2

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[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 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 low decile 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. 73% of graduates secured professional roles and 72% were in permanent roles within three months; most found their studies worthwhile (89%) and work-relevant (82%).

11.2

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%. Since 2022, Māori graduate and Pacific graduate employment rates have met or exceeded those of other ethnicities, with 97% compared to 93% in 2024.

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 skill 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.

11.2

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.

11.2

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:

- 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 will be received by the Transitional Academic Audit Committee of Te Pōkai Tara, Universities New Zealand in May 2025.

11.2

Waipapa
Taumata Rau
**University
of Auckland**

11.2

Learner Success Plan Update 2026-28

3 June 2025

Waipapa Taumata Rau | University of Auckland Learner Success Plan Update 2026-28

Introduction

The Waipapa Taumata Rau, University of Auckland, Learner Success Plan provides a progress update to our Learner Success Plan 2023. It should be read in conjunction with the Waipapa Taumata Rau, University of Auckland, Investment Plan 2026 to 2028.

Section 1: Fostering Learner Success

The University's vision for Learner Success is established by Taumata Teitei: Vision 2030 and Strategic Plan 2028 which built on the commitments to student-centric services set out in Whakamana Tangata , Student Services Strategy 2019 -2022. Whakamana Tangata has provided the underlying framework for the services delivered to students since its approval. A refresh of Whakamana Tangata is underway and will provide the framework for the future service delivery model as the structural changes to the Enabling Environment portfolio, set out in the Investment Plan 2026 to 2028, are implemented.

Outcomes and Leading Indicators

The University's Learner Success Plan 2023 committed to the outcomes set out below. The University remains committed to achieving these targets but recognises that in the context of the post-pandemic environment, the timeframes in which they would be achieved, were overly ambitious.

- Māori and Pacific overall pass rates for undergraduate programmes achieve parity within three years for Māori students and within five years for Pacific students
- Retention to postgraduate segments at the same rate as all other learners within six years
- Commencing-student retention achieving parity over five years for Māori students and within seven years for Pacific students

11.2

Section 2: Progress since last LSP
Our Problem Definition

The greatest barrier to university success is the highly variable, frequently inadequate academic preparation of its predominantly school leaver intake, particularly those most in need. While the need for foundational and transitional support is not unique to Waipapa Taumata Rau, University of Auckland, Auckland's demographics make the issue especially acute. Many school-leavers arrive with the potential to succeed but face a wide range of barriers that stem from systemic inequities and variable levels of academic, social, and emotional readiness. Māori, Pacific and students from low socio-economic backgrounds experience persistent disparities in achievement, completion, and progression (see Learners Most in Need in the Investment Plan). Addressing these inequities is central to our Learner Success Plan.

The primary causes of inequities are complex, and span the entire student journey, including:

- **The ongoing effects of colonisation**, which continue to shape university systems and culture in ways that can undermine Māori and Pacific learners' sense of belonging and progression.
- **Lasting disruptions from COVID-19**, which disproportionately affected Auckland learners and contributed to uneven preparedness. Our institutional responses have not always met the scale of this challenge.
- **School-based inequities**, where many Pacific students, particularly those from lower-decile schools, have limited access to the senior-level courses and credits that best prepare them for university study.
- **Resource disparities** across secondary schools, especially in rural or remote areas, resulting in limited access to specialist teachers and learning support.
- **Academic challenges** in critical first-year courses, can impede student progress.

Our Approach since 2022

Our approach to fostering and ensuring success for all learners and addressing inequitable outcomes is informed by student journey mapping, student voice, peer mentoring and support, and the use of data and analytical tools and techniques. Initiatives that have proven beneficial will be scaled more broadly. The accumulated benefits from our many learner-success services and programmes have not yet translated into fully equitable outcomes. The complex and systemic nature of the barriers to equitable learner success, combined with the post-pandemic social and economic environment, will require time to work through and be subsequently evidenced in the Educational Performance Indicators.

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The University recognises the need for cohesive, institution-wide approach. There is strong alignment between the objectives of the Tertiary Education Strategy and the strategic themes and success measures outlined in *Taumata Teitei – Vision 2030 and Strategic Plan 2025*. *Taumata Teitei* reinforces our commitment to community engagement, whole-of-University accountability, and putting learners at the centre of our design and decision-making.

Taumata Teitei and the refresh of our Whakamana Tangata | Student Services Strategy is founded upon this approach, shifting from a transactional model to a relational model that emphasises partnership and collaboration and includes:

- Preparation support and messaging for Māori and Pacific future students is gaining momentum with partnerships with schools and influencing all of School and Community Engagement Team's activities, benefits all future students. A Pōwhiri model that acknowledges that when we prioritise and nurture relationships with key stakeholders — including future students, schools, and whānau — enrolments will follow. Te Herenga Tauira, a professional development programme for student-facing staff, is the tethering post for delivering mana-enhancing services for kaimahi (staff) and tauira (students) in the new Service Delivery Model, which is committed to increasing cultural competency throughout our service design and development and in our staff capabilities.

- The Academic Decision-Making Framework has been implemented, with specified roles and responsibilities that clearly articulate the delegated authorities of academic and professional staff supporting and advising students on various aspects of their academic journey.

- Establishment of Student Hubs at the City, Grafton, Tai Tonga, and Tai Tokerau campuses, providing a physical gateway to Waipapa Taumata Rau for all prospective and current students, who can access information and advice on any aspect of their studies and life at the university.

Leadership and accountability for learner success has been established at all levels of the University and is driven by the University Executive Committee. Our Learner Success Plan is aligned closely with our Disability Action Plan and with the University's Equity Policies and Guidelines.

Our ongoing progress is reported and monitored through the Learner Success Plan Oversight Group and relevant committees. It is also widely shared through the Strategic Reporting and Student Engagement dashboards, by monitoring University key performance indicators, and included in Annual Reports and Plans.

Our Context

The University's learners most at need is defined in detail in the Investment Plan. The University employs an evidence-based approach, focusing on providing tailored support to students based on their level of preparation. The university analyses secondary school achievement data to ensuring students enrol in programmes for which they are well prepared, and in which they will thrive. Students from well-prepared backgrounds, typically excel in subjects like calculus and sciences, correlating with higher university success across all programmes. Conversely, Māori and Pacific students, first-generation university attendees, or those from low-decile schools often require additional support, including foundation education.

The University of Auckland has a long history of implementing innovative solutions aimed at improving educational outcomes for Māori and Pacific communities, including for students enrolled in its programmes, their families and whānau, and the wider secondary school communities with which it

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engages. Many of these initiatives are detailed in the University's Plan, which commits to further improving the performance and participation of Māori students, Pacific students, and students from low socio-economic backgrounds as outlined in the Learner Success Plan. These commitments aim to achieve parity of performance and equity, especially for tauira Māori. However, further improvements will require significant targeted investment in the compulsory education sector to address the highly variable preparedness of many Māori and Pacific students applying to study.

Our Student Journey

Student Journey Mapping helps to inform our end-to-end approach, and has been undertaken for school-leaver undergraduates at large, for Māori and Pacific students, for students with disabilities, international students, and for other cohorts. These journey maps have helped us understand the experiences of students when they engage with the University. They provide a baseline for improvement plans aligned with the service-design principles and participatory design approaches committed to in Taumata Teitei that will lead to the co-creation of mana-enhancing experiences for all members of the University community.

Arranged across the high-level stages of our student journey maps, the sections below provide an overview of our initiatives, what has worked well, the opportunities we see to further improve experience and outcomes for all learners, and the underlying causes and challenges that we must understand and address.

Engagement and Preparation

The University's priorities remain focused on placing learners at the centre of the system, while tackling the lasting aftermaths of the global pandemic, addressing financial and structural pressures, and adapting to changing learners' needs and expectations in a dynamic global environment. The global pandemic has changed higher education, speeding up digital innovation and highlighting societal divisions. Inadequate secondary school preparation, exacerbated by disruptions caused by prolonged lockdowns during the pandemic, is the biggest barrier to success at university, particularly for learners most at need. Efforts are ongoing to address these challenges and support students in achieving academic success.

The Schools and Community Engagement Team has implemented a pōwhiri model when engaging with young people prior to study, a reciprocal process that encompasses the values of manaakitanga and whanaungatanga and responds to the vision of Whakamana Tangata | Student Services Strategy. Programming is focused on outreach to communities, particularly for students in Years 9 to 11. This is followed by advice and nurturing of pathways for Years 12 and 13.

Outreach and schools-partnership activities that assist students with preparation include the Pacific Academy (supporting numeracy for students in the lowest-decile schools) for Years 12 and 13, the Maths Competition for Years 5 to 10, and STEM Online. STEM Online has continued to increase its reach, now engaging with over 15,000 learners in 143 schools in 2024, improving preparedness for all future students, regardless of which university they choose to attend.

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The Apollo Programme for Year 12 and 13 Māori and Pacific high school students is designed to build their knowledge of advanced mathematics, to improve their preparedness for university study. The programme provides tutor-based approach for students who want to develop their understanding of advanced calculus topics. Expert tutoring is provided in a university setting, paving a clear pathway for students to study engineering at the University of Auckland.

Applicants from 12 Partnership Schools	2023	2024	2023-24 Change
Māori	120	134	+10%
Pacific	399	437	+9%

Twelve Tāmaki Makaurau Auckland high schools formalised a partnership with the University to bring Māori and Pacific university entrance achievement to parity with non-Māori and non-Pacific students. Utilising our data, we engage directly with young people, whānau, and educators to highlight the importance of external assessments and share best practice amongst schools.

Pathways to Admission

Engagement and recruitment activities prioritise the participation of Māori and Pacific and other priority cohorts at better-than-equitable levels. Accountabilities have been established with senior leaders across nominated Student Segments (school leavers, working professionals, postgraduate pathways, and doctoral), matrixed with three Strategic Cohorts (Māori students, Pacific students, and international students). The resulting lenses are cast across our retention and success planning, and considerations of our future size, shape, and composition.

Our Fast Track process is reviewed each year to build on the lessons learned in the previous year. Fast Track evaluates high school results and supports the University's equity goals by considering factors including school deprivation and individual demographics. This approach allows the University to confidently offer places to eligible students ahead of year 13 results being released. These students effectively gain a head start in enrolling in their chosen programmes and selecting their courses. For Semester 1 2025, the University made Fast Track offers to 7,922 students, with 1,249 (16%) Māori or Pacific school leavers.

The use of data and analytics to guide students into appropriate programmes, maximising their opportunity and success, is also helping to establish clearer academic pathways and reduce the historical programme-blocking effects caused by inappropriate or poorly sequenced gateway courses.

Transition and Welcome

Our services for transition into and welcome to the University have evolved over time. They now include holistic online orientation, co-designed with students, for first year undergraduate and taught-postgraduate students through tailored communications. This onboarding begins several months before the start of each semester and sits alongside on-campus orientation focussing on both campus and faculty-specific information and cohort building. The UniGuides mentoring programme also commences during orientation and is available throughout the year. Faculties also offer a range of mentoring and support schemes.

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The welcoming of Māori students and Pacific student to the university interacts with Tuākana Learning Communities and other key Māori and Pacific services on campus as part of transition offerings. Some faculties hold wānanga prior to semester starting to support academic transition and success.

Our comprehensive range of **scholarships and prizes** (totalling over $75 million annually) contribute to removing participation barriers and provide financial support to thousands of our students each year. This includes targeted support for Māori students, Pacific students, and for students with disabilities, from low socio-economic backgrounds, or from refugee backgrounds.

Our current approach to supporting the effective transition of new-to-university learners includes academic-enrichment initiatives at different stages of the student journey. School-leaver initiatives held over the summer-school period include UniBound (Pacific) and Tōia ki Waipapa (Māori), which allow Māori and Pacific school-leavers to undertake a credit-bearing programme in a low-risk, culturally relevant, and community-driven environment. The six-week Summer Start programme operates alongside these for all students and adopts a Te Whare Tapa Whā model.

A **Student Transitions Directorate** is being developed as a strategic response to the growing need for a more coordinated and aligned approach to transition programmes, ensuring they effectively support students at key transition points in the student journey (see Long Term Initiatives on Page 12).

Foundation Pathway Programmes - TFC and CertHealth	2022	2024	22-24 Change
Māori	85	95	12%
Pacific	174	201	16%
Other	160	288	80%

The Tertiary Foundation Certificate (TFC) and the Certificate in Health Sciences (CertHSc) offers school-leavers without requisite preparation a one-year preparation pathway to undergraduate study. Demand for the TFC continues to grow, with over 600 learners expected to commence in 2026. Potential students aged twenty and over may also participate in the New Start preparation and bridging programme. Both TFC and New Start are offered in Auckland at the City and Tai Tonga Campuses, and at the Tai Tokerau Campus in Whangārei.

Continuous transition services will enable students to receive the support they require when moving from one year to the next and from undergraduate study to postgraduate study. Our approach will be to adapt and organise the University around student needs, rather than expect students to learn and navigate our internal complexities.

Being a student

Whakamana Tangata, the student services strategy, supports academic leadership through professional staff roles. The Student Hubs at City, Grafton, Tai Tonga, and Tai Tokerau campuses serve as gateways for prospective and current students, offering information and advice on university life, including wellbeing and engagement services.

Early student engagement monitoring identifies at-risk school-leaver students in their first semester. **The Student Experience Centre** uses data from the learning-management system to prompt and check in with these students via email and phone. Mid-semester, Campus Life coordinates a STAR (Student Transition and Retention) Outreach Campaign. Engagement staff across the faculties, resident managers within accommodation, and advisors part of the Student Experience centre contact high-risk students based on a suite of early indicators, such as engagement and success in courses as well as academic preparation clusters. The primary objective of this campaign is to help students succeed during their university experience by supporting them with their studies and academic outcomes, holistic support that improves aspects of their wellbeing, or identifying early that students may have other life choices and supporting them in those decisions. This whole-of-University approach helps to foster and ensure success for all learners while addressing persistent and inequitable outcomes for Māori and Pacific students.

Te Papa Manaaki | Campus Care provides a targeted, expert, and responsive service to support students with a range of health, wellbeing, and conduct matters. This includes mental health concerns, family or relationship violence, stress, sexual harm and bullying, or harassment and discrimination situations. More recently Te Papa Manaaki has introduced a walk in service for those requiring more immediate support. The Creating Cultures of Consent and Respect Action Plan guides the University's work in relation to harmful sexual behaviours. The Oranga Tauira | Student Wellbeing Plan together with the range of initiatives under the 'Be Well' banner are focussed on creating the conditions for improved wellbeing at the university through proactive and preventative measures that promote health, reduce stress, and enhance a sense of community and belonging. This includes a range of measures to address bullying, harassment, and discrimination.

Our sport-and-recreation services were expanded with the opening of **Hiwa, our Recreation & Wellness Centre**, in 2024. Hiwa offers Olympic-standard gym equipment, cutting-edge technology, indoor and outdoor training spaces, running tracks, an aquatic centre and recovery areas. It caters for social and high-performance athletes alike. Sport is important to students' wellbeing and learners making use of our sport and recreation services enjoy demonstrable positive effects upon their academic success, and ensuring the equitable, inclusive, and safe participation of all students is a priority. Students also manage more than 200 clubs, associations, and societies that contribute to a sense of belonging and connectedness. Similarly, our broad range of high-quality **accommodation options** cater for student needs while providing safe and socially enriching environments that also contribute to stronger academic success.

An inclusive campus culture is crucial for students to foster a sense of belonging that recognises the importance of people's diverse identities, cultures and strengths, academic aspirations, and social and emotional needs. Provision of services such as **He Āhuru Mōwai | Māori Student Support Centre, Te Fale Pouāwhina, Te Tumu Herenga | Libraries and Learning Services Inclusive Learning** support for neurodivergent students and Ratonga Hauātanga Tauira | Student Disability Services ensures students can access culturally responsive and personalized support. All students admitted to degree-level programmes are invited to complete the **Wellbeing & Preparedness Assessment** prior to their first semester of study. Their responses help provide proactive and tailored support to those who need it and ensures high awareness of the services available at the very beginning of their university journey.

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Learning & Teaching

Our learning and teaching systems deliver a high-quality curriculum for most of our learners. For some students, especially learners most at need, diversity of preparation and background, especially for those first in family, contributes to the inequitable outcomes. Ensuring inclusive and accessible learning and teaching practices are embedded consistently throughout the University is a priority to create equitable student experiences, particularly with the increased adoption of technology-enhanced and blended-learning practices in curriculum delivery.

The University's undergraduate curriculum has undergone significant development in recent years through four components: taumata (guiding principles that shape what we do across all our programmes and courses); updating our graduate profile; introducing signature pedagogical practices (relational learning, assessment for learning, and technology-enhanced learning), and design features (structure, content and approach to realise transformation).

Navigating an unfamiliar environment is a challenge for many students, which is why the University provides dedicated spaces where Māori and Pacific ways of being, values, and practices are upheld. Opportunities need to be strengthened for students to access and experience relational learning practices, enhanced by face-to-face connections, physical presence, place, and technology. Now at the final stages of implementation, our continuous improvement approach will build on the significant shifts made to the curriculum's framework to allow all in our diverse population to flourish.

Twenty Critical Courses:

SCR – 20 Critical Courses	2022	2024
Māori	75.5%	81.1%
Pacific	64.2%	71.4%
Other	87.7%	90.0%

The twenty first-year courses that that provided the greatest "block to progression" for Māori and Pacific students were identified. A dedicated working group was established to improve outcomes in these courses, providing targeted support through teaching teams, Tuākana mentors, and engagement dashboards. This initiative has already led to improved outcomes in several courses, with in 2025 three courses moving out of the list because of sustained performance improvements.

The Curated Pathways initiative offered school leavers who fell short of the entry requirements for their desired programme an entry on the condition that they followed a curated selection of courses during their first semester of study. Targeted support and strong whānau engagement were also provided. While some students successfully progressed into Semester 2, overall enrolments in 2023 and 2024 were low. Many learners who would have benefited from this initiative instead opted for other programmes (including the Tertiary Foundation Certificate). A review of the Curated Pathways recommended that the

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initiative be rolled into business as usual. Insights from the Curated Pathways initiative are now informing broader strategies, including a new Student Success Framework for first-year learners, the review of the Bachelor of Arts programme, and a numeracy course for all in Science.

Graduate Success

Details of the opportunities and support available to our graduate is provided in the Investment Plan.

Section 4: Fostering Learner Success 2026-28

Connected Approach

Our Learner Success plan takes a holistic approach, working with students and communities to better understand and establish the conditions that foster success for all learners. We provide tailored experiences within a collective academic environment, accommodating and respecting learners' varied needs and life stages. This is guided by Whakamana Tangata.

Taumata Teitei affirms the University's commitment to the principles of Te Tiriti o Waitangi. Our teaching and learning will be framed by Te Tiriti accountabilities; we will give effect to Te Tiriti; the University will be a place where Te Reo Māori can flourish and where mātauranga Māori and Te Tiriti o Waitangi are valued, fostered, protected, and used responsibly.

Learner Success Coordination and Oversight

We established the Learner Success Oversight Group with responsibility to coordinate support activities, prioritise new initiatives, and report to Council on progress against our Learner Success Plan commitments. Our student-centric focus on coordinating academic quality, student retention, and learner success builds confidence that our shared goals and commitments will be achieved.

The Learner Success Oversight Group is focused on student success and strengthening academic outcomes, particularly for learners most at need. The group develops a work programme that includes existing initiatives and others evidenced as critical to achieving equitable outcomes. It ensures that there is a whole-of-institution plan able to deliver the necessary changes. Key Performance Indicators reflecting retention and success progress are reviewed on a quarterly basis, augmented where appropriate with voice-of-student feedback gained through support services and other channels to form recommendations aimed at removing barriers to success. The core of the Learner Success Oversight Group comprises of the Deputy Vice Chancellor (Education), the Pro Vice-Chancellors Māori, Pacific, and Equity, and the Deputy Vice-Chancellor (Operations); having members of the University Executive Committee oversee learner success enable the whole-of-system response required.

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Student Journey Mapping

The use of student journey mapping and service blueprinting techniques has identified opportunities to partner with our learners to better understand and improve aspects of their experiences. Each of these opportunities can be examined in detail both qualitatively and by applying our data and technology resources and capabilities to baseline, validate, and measure the effects of improvement initiatives. In this context, we have analysed our learner-success initiatives through the seven lenses of the TEC's Learner Success Diagnostic and found extensive interconnection and overlap between those lenses and across various student groups.

Engagement and Preparation

Through sector-leading engagements, partnerships, and outreach programmes, the University is authentically welcoming to all learners, connecting with schools and communities, inspiring and preparing young learners to connect with and attain the aspirations they, their whānau, and their communities hold. As a result:

- The proportion of Māori students and Pacific students commencing degree and foundation programmes at the university is the same as the proportion of Māori students and Pacific students in the Auckland Region leaving school from Year 13 with University Entrance
- School-leaver students will be better prepared for university life
- Postgraduate preparedness and participation – retention to postgraduate for Māori and Pacific learners is at parity with all other ethnicities

Pathways to Admission

Students have clear pathways through their programmes of study that are easily navigated and provide a mana-enhancing experience. Pathways will be offered into programmes that require additional preparation, ensuring that:

- Curriculum pathways information is available from student-facing websites and other channels are defined, discoverable, and accessed by learners
- Academic advice is consistent and enhanced by all advise services that are capable of guiding and holding students in their chosen pathways

Transition and Welcome

Students, their whānau, and their communities are well-supported through transition and welcomed into study and life at the University, contributing to:

- Improved within-year retention for all school-leavers relative to 2021 baseline
- High Satisfaction with transition-and-welcome services for all students, and the difference between initial new-student survey results and subsequent first-year student Learning and Teaching Survey results is reduced both overall and for Māori students and for Pacific students

The new Student Transitions Directorate will ensure that all services related to the transition into university education are connected and coordinated (see Major High-Level initiatives below.)

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Major High-Level Initiatives

Student Transitions Directorate (New Initiative)

At the University of Auckland, persistent school-leaver under-preparedness has resulted in a significant group of students who have the potential to succeed but do not have the subject preparation needed to succeed. With growing numbers of students requiring additional academic preparation, transition programmes are becoming increasingly critical to student success.

Given the projected long-term levels of under-preparedness there is an opportunity to take a more strategic approach to transition programmes across the University. The focus is on identifying synergies, enhancing collaboration, aligning efforts, eliminating duplication, and optimising resources. The aim is to ensure the overall student transition experience offers clear, streamlined pathways supported by cohesive leadership and oversight.

Whakamana Tangata | Student Services Strategy

The Whakamana Tangata, Student Services Strategy is being refreshed to reflect the evolving needs of our students. Further alignment of service provision will see streamlined and enhanced student admissions processes, course advice, support services, and wellbeing services. Existing services will be actively enhanced to further support students in developing academic skills and independent learning, through expert guidance, inclusive resources, and flexible digital tools accessible anytime, anywhere.

Initiatives are being developed that will deliver sector-leading pastoral care practices that are highly valued and relevant to our students. Student wellbeing will be further strengthened by the ongoing development of our Oranga Tauira | Student Wellbeing Plan and Creating Cultures of Consent and Respect Action Plan, particularly in our training and development of support staff. Our newly established Student Voice Framework will ensure the student voice guides future enhancements and decision making.

Continuous Assessment and Improvement

Under the guidance of the Learner Success Oversight Group and other accountable governance bodies, we will be reviewing and assessing the performance and relevance of initiatives and services that contribute to learner success. A visible programme of continuous refinement will amplify and adjust, augment or shrink, and provide actionable continuous feedback on the performance of our initiatives. This approach will ensure that our approach is effective, embraces whole-of-institution and learner-centric methodologies, and ensure alignment with and delivering to learner success in context of our large-scale strategic changes.

Short-Term Roadmap

Our roadmap through to 2028 will deliver coordinated oversight across initiatives that will deepen our whole-of-institution approach to improve learner outcomes by unifying and better connecting the many initiatives, functions, and services that contribute to a holistic student experience.

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Throughout, we will sustain practices and services that are working well, introduce an emphasis upon Māori and Pacific ways of being, and amplify proven initiatives that are by and for Indigenous staff and students.

1. *Supporting achievement in Secondary Schools:*

STEM Online NZ provides interactive resources for Physics, Mathematics, and Chemistry at NCEA Levels 1 to 3, particularly benefiting schools with high Māori and Pacific enrolments. The student count has increased to 15,000, with 18 standards available and 6 more in development. STEM Online now reaches 143 schools. Digital skill development is complemented by in-person tutoring through Pacific Academy for Year 12 and 13 students, with a pilot for Year 11. The Maths Challenge has been extended to include students from Year 5 to 10. Health and Engineering outreach programmes, along with the Catalyst Programme, connect students with university research institutes. In 2024, STEM made up 36% of both Māori and Pacific school leaver enrolments, compared to a baseline rate of 49% for all school leavers. Efforts will continue to strengthen STEM pathways for students most in need.

2. *The Schools and Community Engagement*

The Pōwhiri Model helps young people before they start studying by focusing on values like manaakitanga and whanaungatanga. It includes outreach for students in Years 9 to 11 and guidance for Years 12 and 13. The University signed a partnership agreement with 12 Auckland high schools to achieve UE parity for Māori and Pacific learners by 2030.

Efforts to support Māori and Pacific students are growing through direct engagement with families, students, teachers, and school leaders. By sharing what is needed to succeed at university, all students benefit from the best practices developed for Māori and Pacific students. This approach involves preparation rather than recruitment, transparency in data, and giving schools access to alumni performance.

3. *Scholarships*:

The University offers various scholarships and prizes at both undergraduate and postgraduate levels to reduce financial barriers. Many scholarships are aimed at students most in need, with a focus on expanding access for Māori and Pacific students. In 2023, new scholarships were introduced for the University's 140th Anniversary, resulting in a nearly 55% increase in School Leaver Scholarships for Māori and Pacific students. 382 Māori and 295 Pacific students were offered scholarships in 2024, compared to 307 and 264 respectively in 2022. Scholarship applications for 2025 have risen significantly, with a high acceptance rate. Adjustments to summer scholarship processes and fee structures are being made to maintain accessibility and support student success.

4. *Fast Track*:

The University will continue to refine the criteria used to offer places to eligible students prior to Year 13 results being known, giving them a head-start in enrolling in their chosen academic programmes and selecting their courses.   We will add to the communication processes advice about the preparation needed for courses, and alternate pathways to overcome gaps in preparation.

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5. *Pathway and Transition Programmes*:

A comprehensive review of key pathway and transition programs, including New Start, UniBound, Tōia ki Waipapa, and Summer Start, as well as the Tertiary Foundation Certificate, Certificate of Health Science and English Language Academy, has been completed. These reviews identified opportunities to enhance cultural relevance, streamline program delivery, and ensure a more connected and consistent experience to support first-year student success, particularly for Māori, Pacific, and equity learners. In response, the Education Committee has approved the implementation of a new Student Transitions Directorate, which will lead the coordinated delivery of these programs.

6. *Twenty Critical Courses:*

The initiative will continue, with an annual review of the courses replacing those that come close to achieving parity, with others that need focus and support.

7. *Student Academic Advisory Model*:

Student hubs, opened in early 2022, consolidate several distinct service points into a 'one-stop shop' for students. These hubs provide a space where prospective or current students from any faculty can receive help with a wide range of information and services, including exploring study options, navigating entry into the University, course selection, enrolment, degree planning, fees, transcripts, visa enquiries, University life, library services, student IT support, and connecting to wellbeing, disability, and engagement services. Since their opening, students have benefited from the reduced run-around and more streamlined access to support.

8. *Integrated Student Support*:

We continue to enhance our student support and advisory services through improved coordination, communication, and a deliberate focus on student-centricity. By continuously improving our online "one-stop shops" and Student Hubs at each campus, and empowering trained staff with delegated decision-making rights, we ensure that students receive compelling, appropriate, and consistent academic advice tailored to their needs, recognizing their strengths and individual situations.

9. *Pastoral Care Programme*:

Student wellbeing support services have become more agile and responsive, with increased capacity in Campus Care and counselling teams, significantly reducing wait times. Campus Care now has 14 clinical staff and a support team in a more accessible location, offering a "walk-in" service for same-day support. Centralised academic support processes have improved the student experience. All staff complete the "Building Connections" pastoral care training, enhancing confidence and consistency in care. The holistic wellbeing framework is being embedded to strengthen support, especially for Māori and Pacific students, requiring improved training, cultural competency, streamlined referrals, and tailored communications. Continued engagement with "Building Connections" ensures every contact counts. A framework for pastoral care skills is being developed to enhance staff training, ensuring consistent, student-centred responses and appropriate referrals for safeguarding concerns.

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10. *Optimising University Accommodation for Learner Success*:

SCR:	2022		2024	
In student Accom:	**Yes**	**No**	**Yes**	**No**
Māori	84%	82%	89%	84%
Pacific	79%	72%	84%	77%

Students benefit academically and socially by living in university accommodation, with targeted accommodation scholarships and in-residence tutorial programs helping to address barriers to participation and success. Our accommodation arrangements create places of belonging by providing spaces tailored to learners' cultural and social needs, facilitating connectedness with others in their university home. This includes dedicated floors where ethos of Kaupapa Māori, Pacific, and Rainbow are actively embraced, as well as alcohol free spaces. We will continue to optimize our wide range of high-quality on-campus accommodation options for learner success. Between 2021 and 2024, Māori and Pacific students residing in university accommodation achieved higher course completion rates compared to their peers living off-site.

11. *Strengthen the Tuākana Learning Community*:

Student Satisfaction - overall	2022	2024
Māori	69.4%	75.0%
Pacific	65.9%	75.8%
Other	73.3%	78.1%

University-wide leadership of Tuākana has been strengthened with key appointments in the PVC Māori and PVC Pacific offices, enhancing coordination, collaboration, and the sharing of best practices across the University. These leadership roles have enabled strategic opportunities to improve structures and systems.

The focus over the period of this LSP will be on strengthening the Tuākana Learning Community, by extending the model put in place for the Faculty of Arts and Education of formal professional staff Tuakana roles, extending support beyond the first year of study to the entire student journey, and providing the leadership and resources needed to offer holistic support that benefits Māori and Pacific learners throughout their university experience.

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12. *Early Alert and Engagement Monitoring*: The Wellbeing & Preparedness Assessment will be continuously refined. The Wellbeing & Preparedness Assessment will be expanded for new learners to ensure early, barrier-free referrals to support services and address complex scenarios through Te Papa Manaaki | Campus Care. STAR Outreach activities will identify students with low engagement, ensuring they receive timely, personalized support from the Student Experience Centre and support staff in accommodation and faculties.

13. *Postgraduate Retention*:

Postgraduate Participation (% of total)	2022	2024
Māori	8%	8%
Pacific	8%	10%

Deliberate initiatives are planned to develop, attract, and retain students through to postgraduate study. These initiatives will involve early identification and support for high-potential learners, targeted scholarships, focused academic advice, and increased exposure to and engagement with leading researchers. Additionally, a revised governance structure to support sub-doctoral study across the institution will prioritize outcomes that increase the participation and success of Māori and Pacific postgraduate students.

14. *University of Auckland Online*:

University of Auckland Online Participation (% of total)	2022	2024
Māori	8%	8%
Pacific	9%	10%

Providing flexibility for working professionals to engage in high-quality study that delivers tangible benefits in timeframes that students can commit to, and in delivery modes that suit individual circumstances. This is particularly important as a gateway for Māori and Pacific first-time learners. (see Vignette III – University of Auckland Online in Investment Plan). Māori and Pacific learners are increasingly engaging in study through Auckland Online. Since 2021, enrolments have demonstrated sustained year-on-year growth.

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Appendix: Learner Success Measures

Learner Success Measure	2021 Baseline	2024 Achieved
Enrolment by Māori and Pacific school leavers matches the proportion of UE-qualified Māori and Pacific school leavers in the Auckland Region. % of School Leavers (% of UE Achievers)	Māori: 6.7% (7.8%) Pacific: 10.9% (12.9%)	Māori: 8.3% (8.89) Pacific: 10.4% (12.1%)
Students are better prepared academically and socially for university life, measured by school-leaver pass rate in the first semester.	Māori: 82.4% Pacific: 72.5% Overall: 87.1%	Māori: 86.7% Pacific: 79.0% Overall: 89.5%
Academic advice is provided consistently, and students are satisfied with this advice - overall	Māori: 66.8% Pacific: 68.1% Overall: 67.9%	Māori: 67.1% Pacific: 69.5% Overall: 68.7%
Student Advisory model - Academic advice is provided consistently, and students are satisfied with this advice - first-year school leavers.	Māori: 50.0% Pacific: 74.5% Overall: 69.7%	Māori: 60.3% Pacific: 68.3% Overall: 67.4%
The proportion of first-year school leavers who remain enrolled across academic terms increases.	Māori: 87.5% Pacific: 87.5% Overall: 86.7%	Māori: 95.1% Pacific: 93.8% Overall: 94.2%
Satisfaction with transition and welcome services is high for all students — overall.	Māori: 50.6% Pacific: 60.3% Overall: 55.1%	Māori: 60.0% Pacific: 64.4% Overall: 60.5%
Satisfaction with transition and welcome services is high for all students — first-year school-leavers.	Māori: 52.6% Pacific: 60.0% Overall: 50.4%	Māori: 62.2% Pacific: 61.7% Overall: 62.3%
The proportion of students remaining actively engaged with the social atmosphere of the University improves — overall.	Māori: 46.7% Pacific: 42.9% Overall: 46.8%	Māori: 57.5% Pacific: 54.7% Overall: 60.0%
The proportion of students remaining actively engaged with the social atmosphere of the University improves — first-year school-leavers.	Māori: 51.3% Pacific: 41.4% Overall: 53.9%	Māori: 63.4% Pacific: 55.3% Overall: 63.3%
High levels of satisfaction with relationships and experience are maintained, measured by student satisfaction with their university experience — overall.	Māori: 72.8% Pacific: 65.1% Overall: 70.1%	Māori: 75.0% Pacific: 75.8% Overall: 77.7%

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3 June 2025 – Learner Success Plan

Learner Success Measure	2021 Baseline	2024 Achieved
High levels of satisfaction with relationships and experience are maintained, measured by student satisfaction with their university experience — first-year school-leavers.	Māori: 82.1% Pacific: 66.3% Overall: 74.6%	Māori: 76.9% Pacific: 76.8% Overall: 80.4%
Overall pass rates (at all levels) remain high, or improve.	Māori: 84.7% Pacific: 76.7% Overall: 89.6%	Māori: 86.3% Pacific: 78.0% Overall: 90.0%
Employment outcomes for Māori and Pacific graduates are at least as good as those for graduates of other ethnicities.	Māori: 96.4% Pacific: 95.6% Overall: 96.6%	Māori: 97.2% Pacific: 96.2% Overall: 93.8%

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11.2

Disability Action Plan Progress Update

2026-2028

3 June 2025

11.2

Disability Action Plan Progress Update

This Progress Update responds to Tertiary Education Commission requirements[1] by:

1. Being organised into four sections:
   o What the University of Auckland has achieved against its previous DAP.
   o Lessons learnt, including what has worked, what has not, and why.
   o What next steps will be taken and how these have been informed by the lessons learnt.
   o Any resulting changes to the DAP.
2. Providing summary data for all disabled learners, and for neurodivergent learners as a separately specified group of learners in need.

This Progress Update also responds to the Plan Guidance issued by TEC[2] by including clear evidence that we have used the Kia Ōrite Toolkit.

This document has been formatted to be screen reader friendly, which may result in increased length.

Abbreviations:

AI - Artificial Intelligence

DAP - Disability Action Plan

DAPRG - Disability Action Plan Reference Group

MoU – Memorandum of Understanding

OPVCE - Office of the Pro Vice-Chancellor Equity

SDS - Student Disability Services

STEM - Science, Technology, Engineering, and Mathematics

TEC - Tertiary Education Commission

UELC - University Equity Leadership Committee

UDOIT - Universal Design Online content Inspection Tool

UDL - Universal Design for Learning

WCAG - Web Content Accessibility Guidelines

WS - Workstream

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[1] *New Zealand Gazette*, 5 March 2025, Notice 2025-sl999
[2] https://www.tec.govt.nz/assets/Forms-templates-and-guides/Plan-guidance/2026/plan-guidance-2026.pdf

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Executive Summary

Waipapa Taumata Rau, University of Auckland aspires to be the university of choice for people with disability. This aspiration is comprised of four elements:

- An inclusive, accessible environment where disabled learners participate on an equal basis with others.
- Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.
- People with disabilities have a sense of community and belonging at the University.
- The University's leaders, systems, and processes function in the best interests of people with disability.

This Disability Action Plan Progress Update outlines what we have achieved, what we have learnt, what we plan to do, and how our plan aligns with TEC guidance.

Most initial DAP deliverables are complete, established, or on track (87%) and we are progressing against our primary success indicators. We are within an acceptable range for disabled student participation, graduates entering the workforce, and disabled staff participation. The gap between disabled and non-disabled learners' overall satisfaction with their experience has narrowed to 9% since 2021 but remains outside our 2% tolerance. The gap between disabled and non-disabled learners' overall pass rates narrowed to 4% in 2024 but remains outside our 2% tolerance.

Key lessons learnt relate to ensuring adequate resourcing for engaging and collaborating with disabled learners, accessible online learning, a secure case management system, and disabled learner spaces. We have also learnt that pilot trials and leveraging existing systems and processes enhance our implementation efforts.

Our next steps include implementation of a new Reasonable Accommodations for Disability Policy and Procedures, upskilling our workforce, improving career support for disabled learners, and developing secondary DAP success indicators.

Our updated DAP is informed by and aligned with TEC guidance and the Kia Ōrite Toolkit. We have mapped the alignment between the Kia Ōrite best practice standards and our updated DAP workstreams to ensure full coverage. We are satisfied with the progress we have made to date. Our updated DAP reflects the priorities and expectations of our disabled learners, TEC best practices, and what we have learnt. We also anticipate that rapidly evolving technologies, such as AI, will create both opportunities and risks for disabled learners. Deliverables within workstreams can be readily adjusted in response to developments both within the University and in the wider environment.

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Contents

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1. What the University of Auckland has achieved against its previous DAP

An overview of progress in the 2022-2025 period is provided in Figure 1 and the commentary below. The overall delivery of the Waipapa Taumata Rau, University of Auckland's Disability Action Plan (DAP) is progressing well. The initial DAP submitted in 2022 produced 68 deliverables. Most (87%) of these have been completed, established as business as usual, or are currently in progress. See Appendix 1 for more details.
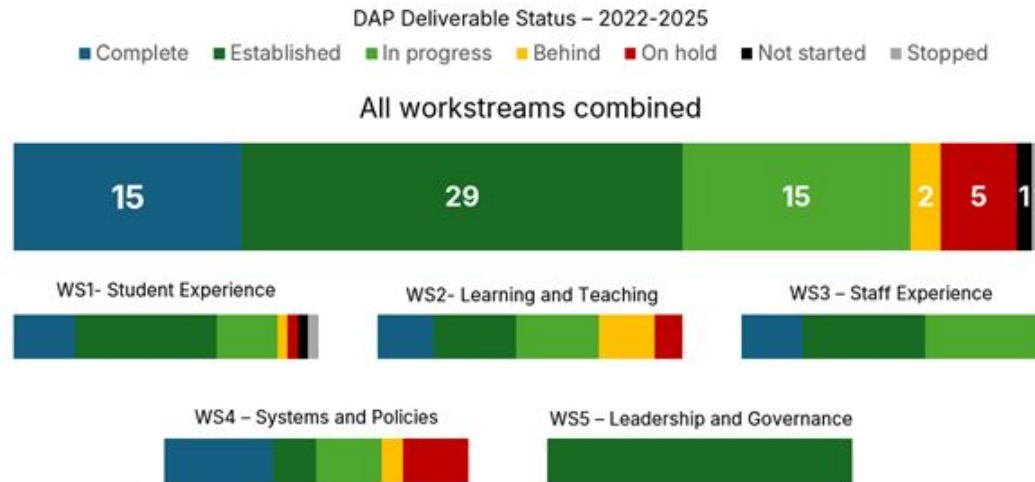
Figure 1 Deliverable status overall and for each Workstream as at May 2025

Complete: There are 15 standalone deliverables that have been successfully completed (15/68 = 22%)

Established: There are 29 deliverables that have been successfully established as part of ongoing business as usual (29/68 = 43%)

In progress: There are 15 deliverables that are on track with no specific delays anticipated (15/68 = 22%)

Overall, this means that most of our DAP deliverables are complete, established, or on track (57/68 = 87%)

Behind: There are two deliverables that are notably behind schedule due to resourcing or sequencing

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On hold: There are five deliverables that are on hold due to resourcing or sequencing requiring work to be paused

Not started: There is one deliverable that has not been started

Stopped: There is one deliverable that was initiated and then stopped in response to new information about the deliverable's feasibility or return on investment

1.1 Success indicators

Primary success indicators (Table 1) describe what success looks like for our programme of work. They specify the acceptable range of differences between groups or years that is within tolerance. They are in place to track participation, experience and success of disabled learners at Waipapa Taumata Rau, University of Auckland. The primary success indicators are expected to reflect the aggregate effects of DAP activities. Evaluation strategies for specific DAP initiatives are outlined in Section 4.3. To supplement our primary success indicators, we have provided additional information about the pass rates and use of support services in Table 2, high level data for neurodivergent learners in Table 3, and a breakdown by discipline (STEM vs Other) in Table 4.

We are within or moving toward meeting tolerances on each indicator where data are available.

- **Participation:** Participation rates are increasing and are within tolerance for students and staff. The percentage of students disclosing disability increased from 7% in 2020 to 10% in 2025, and the percentage of staff disclosing disability has increased from 5% to 6% in the same period.

- **Satisfaction Gap**: The satisfaction gap between disabled and non-disabled learners narrowed from 12% to 9% (2021-2024). Satisfaction increased for both groups: disabled (59% to 70%) and non-disabled (71% to 79%). The 9% gap is outside the 2% tolerance.

- **Pass Rates**: The pass rate gap has decreased. Non-disabled learners had a consistent 90% course completion rate, while disabled learners ranged from 84% (2022) to 86% (2024). Disabled learners using Student Disability Services (Table 2) met the 2% gap tolerance in 2024 and have pass rates consistently closer to non-disabled students when compared to disabled students not using SDS.

- **Employment Rates**: Employment rates are within the 2% tolerance and over 90% of graduates are employed each year (2021-2024). In 2024, 92% of disabled and 94% of non-disabled graduates were employed.

- **Staff engagement**: Staff engagement has been measured once within the period and there was a difference of 11% (66% for non-disabled staff, 55% for disabled staff) which is outside the 2% tolerance.

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Regarding our subgroups:

- **Neurodivergent learners:** Pass rates for non-disabled learners were 92% in 2020 and dropped to 90% in 2021, where they have remained stable. Pass rates for neurodivergent learners were 90% in 2020, dropping to 85% in 2021. The widening disparity from 2% to 5% reflects the greater impact of the Covid pandemic on neurodivergent learners. The gap has since closed again to 2%, with 2024 course completion rates of 88% for neurodivergent learners and 90% for non-disabled learners.

- **STEM students:** Students with disabilities within STEM disciplines have smaller gaps in pass rates (3% vs 6%), employment rates (1% vs 5%), and satisfaction with overall university experience (8% vs 11%) relative to other disciplines from 2021-2025. However, disabled STEM students also have lower rates of participation relative to other disciplines (9% vs 12%), and participation rates have been stable since 2022 (Table 4).

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Table 1 DAP primary success indicators.

Type of Indicator	We will consider the DAP to be successful when	2021	2022	2023	2024	2025
Participation	The percentage of students who disclose disability remains stable within 1% or increases. Reported numbers are the difference from the previous year.	+2%	+1%	+1%	+1%	=0%
Experience	The percentage of disabled learner respondents generally agreeing that they are satisfied with the overall University of Auckland experience is within 2% of non-disabled learner respondents in the annual Learning and Teaching Survey. Reported numbers are the difference between disabled and non-disabled learners.	12%	9%	8%	9%	
Success	Overall pass rates for disabled learners are within 2% of non-disabled learners at all levels. Reported numbers are difference between disabled and non-disabled learners.	5%	6%	5%	4%	
Success	The percentage of disabled learners entering the workforce is within 2% of non-disabled learners as measured by the Graduate Destination Survey. Reported numbers are the difference between disabled and non-disabled learners.	2%	<1%	3%	2%	
Staff Participation	The percentage of staff who disclose disability remains stable within 1% or increases. Reported numbers are the difference from previous year.		+1%	+2%	=0%	-1%
Staff Experience	Average overall engagement scores for disabled staff are within 2% of non-disabled staff in the Employee Experience Survey. Reported numbers are the difference between disabled and non-disabled staff.			11%		

NB:// Data for 2025 are provisional and the survey used as the measure for the Staff Experience indicator runs once every three years.

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Table 2 Difference between course completion rates among disabled learners who did and did not use SDS, relative to non-disabled learners.

Indicator	Use of SDS	2020	2021	2022	2023	2024
Overall pass rates for disabled learners are within 2% of non-disabled learners at all levels. Reported numbers are the difference between relevant disabled and all non-disabled learners	Did not use SDS	5%	7%	8%	5%	6%
	Used SDS	2%	3%	3%	4%	2%

Table 3 Supplementary Indicator related data in neurodivergent learners and staff.

Indicator related data	2020	2021	2022	2023	2024
Percentage of student population identifying as neurodivergent	2%	2%	3%	3%	4%
Overall pass rates among neurodivergent learners	90%	85%	85%	87%	88%

Percentage of staff population identifying as neurodivergent	1%	2%	2%	2%	3%

Table 4 DAP Primary Success Indicators for students in STEM faculties and LSRIs[3].

Type of Indicator	We will consider the DAP to be successful when	STEM	2021	2022	2023	2024	2025
Participation	The percentage of students who disclose disability remains stable within 1% or increases. Reported numbers are the difference from the previous year.	Yes	+1%	+2%	+1%	=0%	=0%
		No	+2%	+2%	=0%	+1%	+1%
Experience	The percentage of disabled learner respondents generally agreeing that they are satisfied with the overall University of Auckland experience is within 2% of non-disabled learner respondents in the annual Learning and Teaching Survey. Reported numbers are the difference between disabled and non-disabled learners.	Yes	11%	8%	10%	8%	
		No	15%	11%	6%	11%	
Success	Overall pass rates for disabled learners are within 2% of non-disabled learners at all levels. Reported numbers are the difference between disabled and non-disabled learners.	Yes	5%	5%	4%	3%	
		No	6%	7%	5%	6%	
Success	The percentage of disabled learners entering the workforce is within 2% of non-disabled learners as measured by the Graduate Destination Survey. Reported numbers are the difference between disabled and non-disabled learners.	Yes	1%	1%	4%	-1%	
		No	2%	0%	2%	5%	

[3] Science, Engineering and Design, Medical and Health Sciences, Auckland Bioengineering Institute, Liggins Institute

11.2

2. Lessons learnt

2.1 What is working

Disabled Learner Voice

Our approach to engaging with disabled learners is working.

- The Disability Action Plan Reference Group (DAPRG) is comprised of 26 people with lived experience and/or disability expertise. The group is balanced with respect to undergraduate and postgraduate students, and academic and professional staff. This group has the role of critic and conscience for the DAP. The DAPRG reviews and influences all progress reports and updates to the DAP, including this one, as well as early drafts of disability-related policies, procedures, guidelines and resources. Workstream owners update the DAPRG twice per year.
- **We have learnt that** the success of our DAPRG relates to its balanced composition, the university's administrative support for four meetings per year, and payment of student members for their time. We have established a productive working relationship characterised by transparency, collaboration and mutual trust.
- The University has provided practical support for the establishment of the Auckland University Disabled Students' Association and encouraged establishment of the Disability Rights Officer role within the Auckland University Students' Association. These roles are automatically members of the DAPRG. We have also improved reporting of the university's annual Learning and Teaching Survey, by ensuring that disabled learners' responses are separately reported and compared with non-disabled learners'.
- **We have learnt that** creating opportunities within existing structures and processes is an efficient way of enhancing disabled learners' voice.

Accessible Online Learning

Our approach to enhancing the accessibility of online learning materials is working.

- Key elements have been the creation of baseline standards for course materials in our Learning Management System, Canvas, and the implementation of an online tool called UDOIT (Universal Design Online content Inspection Tool) that audits the accessibility of all Canvas courses. This required additional resourcing of dedicated specialist staff within Ranga Auaha Ako, Learning and Teaching Design Team for a period of two years, with ongoing consultation available to all teaching staff.
- This work is supported by wider efforts to improve our overall digital accessibility, including the creation of standards and training for relevant staff. This is also reflected in our new branding which is designed to be accessible.

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- **We have learnt that** a major investment is required to make sustainable university-wide improvements in the accessibility of our online learning materials.

Making resources and training available to staff

Our approach to making resources and training available for staff is working. Examples include:

- The TeachWell hub includes specific content relating to accessible and inclusive teaching practices.
- Hidden Disabilities training was successfully piloted with 363 staff members in 2024 and has since been delivered to 119 staff. Training is now available on an ongoing basis with 106 staff currently registered for 2025.
- Disability Confidence 101 training is now available online for all staff.
- Words Matter is an online glossary of disability related terms with definitions and usage examples co-created with the DAPRG.
- Web accessibility training and guidelines are provided to web publishers and editors as part of the Content Review Framework for Web content.
- **We have learnt that** resources and training work well when they are developed and implemented in close collaboration with disabled learners and staff, and piloted and improved before being scaled up.

Disabled learner spaces

Our approach to creating accessible and specific physical spaces for disabled learners is working. These include:

- Hiwa, the University's new sport and recreation centre.
- Accessible Lounge in the General Library.
- Te Kāuta, Student Kitchen and Lounge.
- **We have learnt that** key contributors to the success of new spaces are their co-creation with disabled learners, and the influence of DAP principles on the strategy, policies, and processes used to plan and construct them.

DAP coordination, leadership and governance

Our approach to DAP coordination, leadership and governance is working.

- The Office of the Pro Vice-Chancellor Equity (OPVCE) is responsible for coordinating the DAP. Centralised coordination has ensured identification of synergies between workstreams and enhanced project management for improved accountability and reporting. Each workstream has an owner who is responsible for setting the deliverables and milestones and coordinating their team to achieve them. Centralised coordination has required reallocating funding to a role in the OPVCE with specific DAP responsibilities.

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- The University Equity Leadership Committee (UELC) is the governance group for the DAP. The UELC receives regular reports on the DAP, endorses DAP annual reports, and has approved this progress update. The UELC is an effective governance group because it is comprised of relevant senior university leaders, chaired by the Vice-Chancellor, and reports directly to the University Council, ensuring that university leadership is engaged with all aspects of the DAP.
- **We have learnt that** successful DAP implementation requires governance led by the Vice-Chancellor, accountable workstream owners, and coordination of workstreams by a funded central role.

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Case Study: Improving Disabled Learners' Test and Examination Experiences

The university has implemented Symplicity Access, a secure system to manage and share information about disabled learners' special conditions for assessments as well as other learning and teaching adjustments. This system ensures confidentiality and helps staff provide necessary accommodations.

Key Steps:

- **Pilot and Rollout:** Symplicity Access was piloted in two faculties in early 2024 and then expanded University-wide.

- **Feedback and Procedures:** Feedback indicated improvements but highlighted communication issues. Detailed Procedures were developed to clarify responsibilities.

- **Survey:** A survey of 303 students showed over 70% satisfaction with the special conditions application process and extra time provided. Key factors included good communication and supportive staff.

Areas for Improvement:

- Better communication about special conditions at enrolment and on course platforms.

- Timely updates about special conditions arrangements.

The survey will be repeated in 2026 to assess whether implementation of the new Procedures, in combination with Symplicity Access, have improved learners' experiences of special conditions.

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2.2 What hasn't worked

Working with external careers services providers

Working alongside external careers services providers hasn't worked well.

- The university worked with two external partners to assist with career services for disabled students. However, one has stopped trading, and the services of the other are currently being reviewed. An external market scan indicates that there are few alternative suppliers, and the university's ability to provide specialist career services is currently limited.
- **We have learnt that** sustainable provision of specialist career services is likely to require investment in upskilling our in-house Career Development and Employment Services (CDES).

Physical accessibility audit

A comprehensive audit of physical accessibility hasn't worked.

- Our initial DAP included an initiative to audit the physical accessibility of all university buildings. It became apparent that this was a resource-intensive and lengthy process. Furthermore, our ongoing renovation of existing buildings and building of new ones meant that the audit results would be quickly outdated. We reflected on our motivation to improve physical accessibility and decided to change our approach.
- **We have learnt that** creating an option for reporting accessibility issues within our existing service request system would be more efficient than an audit. It would also enable ongoing monitoring and reporting. This alternative approach will be explored as resources allow.

Organising the DAP by task

Creating simple DAP task lists hasn't worked.

- The initial approach to the DAP was to create a list of tasks and assign them to the relevant workstreams. This created an unstructured list of tasks without clear milestones for tracking progress and identifying delays, which in turn reduced accountability and impeded reporting. We responded by investing in project management software and training all workstream leaders to use it for tracking progress.
- **We have learnt that** we need to invest in the right tools for effective management of our large and complex DAP.

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2.3 Other challenges encountered or anticipated

Incomplete uptake

- One faculty was unable to take advantage of time-limited resources and support to improve the accessibility of online learning materials, due to competing commitments. This means that this faculty is at risk of reduced compliance.
- **We have learnt that** individual faculties may need extended timelines and additional support to achieve DAP targets.
- **Our response is** to ensure that support for achieving Canvas baseline standards remains available from Ranga Auaha Ako, Learning and Teaching Design Team.

Post-Covid culture shift

- The response to the Covid pandemic brought many challenges, and some advantages to the support of disabled learners. The move to fully online or hybrid teaching enhanced accessibility.
- **We have learnt that** returning to in-person delivery carries the risk of re-establishing old barriers to accessible and inclusive learning for students with disabilities.
- **Our response is** to develop a Reasonable Accommodations Policy and Procedures to formalise processes that protect disabled learners' access and participation.

Balancing privacy

- Our increasing numbers of disabled learners, combined with our DAP efforts, produce positive increases in staff awareness and responsiveness to disabled learners.
- Staff members' motivation to know about their disabled learners' needs must be balanced with respect for students' privacy, and ensuring they are not expected to repeatedly disclose information about their disability to multiple members of staff.
- The Symplicity Access case management system effectively manages students' information.
- **We have learnt that** the ongoing challenge is to ensure that all staff are trained in the safe handling of disabled learners' information.
- **Our response is** to develop and implement guidance for all staff in the handling of disability related information.

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Data

- A collection of dashboards reporting disability-related data is currently available to selected leaders, but they are difficult to use.
- Our primary success indicators focus on disabled learners and treat them as one group, obscuring potentially important differences between learners with different types of impairments.
- **We have learnt that** more detailed data in better formats would help leaders and decision-makers.
- **Our response is** to develop reporting on subgroups of learners in easy-to-use formats.

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3. Next steps

Work on the DAP continues with Workstream owners empowered to develop goals under their strategic elements. Current goals can be found in Appendix 2, with the expectation that additional goals will be developed and delivered over the 2026-2028 period. Below we outline selected next steps in response to key things we have learnt.

3.1 Continuing enhancement of learner voice

- **We have learnt that** creating opportunities within existing structures and processes has been an efficient way of enhancing disabled learners' voice.
- Workstream 1 is developing our first Disabled Students Survey that will be run using existing processes. The survey will be conducted on a 2-year cycle.
- Additional opportunities for data gathering will be identified in existing surveys, with the Graduate Destination Survey being an initial focus for Workstream 1.

3.2 Accessible online learning

- **We have learnt that** a major investment is required to make sustainable university-wide improvements in the accessibility of our online learning materials.
- Workstream 2 is continuing to bring all courses up to the Canvas baseline standard by 2027 under its current phased approach.
- This work will be supported by the establishment of a related audit process using UDOIT, where the volume of accessibility issues in Canvas content will be reported twice per year. This will enable efficient and targeted intervention for courses and programmes to improve their accessibility.

3.3 Upskilling our workforce

- **We have learnt that** resources and training work well when they are developed and implemented in close collaboration with disabled learners and staff, and piloted and improved before being scaled up.
- However, simply making available our Hidden Disabilities training, Disability Confidence Training, and TeachWell training is insufficient. Staff must also be directed to and incentivised to complete these types of training.
- Workstream 3 is prioritising the development and rollout of a communications plan for Disability Confidence Training, and the packaging of support resources to make them easy to find and use. We are also exploring how training completion can be acknowledged in employees' annual performance reviews.

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3.4 Improving career support

- **We have learnt that** sustainable provision of specialist career services is likely to require investment in upskilling our in-house CDES.
- Workstream 1 will work with CDES to identify opportunities to upskill their staff in this area.

3.5 Physical accessibility

- **We have learnt that** creating an option for reporting accessibility issues within our existing service request system would be more efficient than an audit. It would also enable ongoing monitoring and reporting.
- Workstream 4 will explore this approach now that a staffing vacancy has been filled.

3.6 Implementing the Reasonable Accommodations Policy

- **We have learnt that** returning to in-person delivery carries the risk of re-establishing old barriers to accessible and inclusive learning for students with disabilities.
- Workstream 4 is developing a Reasonable Accommodations Policy and Procedures to formalise processes that protect disabled learners' access and participation.
- Once implemented collaboratively by all workstreams, it will clarify and improve provision of reasonable accommodations for disabled learners, with clear expectations, responsibilities, timeframes, and a complaints process.

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3.7 Data

- **We have learnt that** more detailed disabled learner data in better formats would help leaders and decision-makers.
- Sub-groups of interest will be considered in the next iteration of the DAP. Some reporting on neurodivergent learners, and for specific faculties, has been included as a first step in this DAP Progress Update. We anticipate developing and formalising this reporting in collaboration with relevant parties.
- Our current set of primary success indicators mostly relate to students. Implementation of new processes and tools is expected to enable secondary measures such as staff uptake of training, and the accessibility of Canvas learning materials audited with UDOIT.
- Improvements to reporting will be made through a collaborative process led by Workstream 4 and include training of dashboard users.

4. Changes to the DAP

Updates to our DAP have been informed by TEC guidance[4] which has five key components:

1. Clear evidence of use of the Kia Ōrite toolkit and the best practice standards it describes.
2. Goals and targets.
3. Evaluation strategies.
4. Allocation of responsibility.
5. Communication of policies and programmes.

Below we summarise changes to our DAP organised by these five key components.

4.1 Clear evidence of use of the Kia Ōrite toolkit and the best practice standards it describes

We aligned our workstreams with the Kia Ōrite 10-point plan to identify areas needing more attention or investment, as summarized in Table 5. Our updated DAP meets Kia Ōrite best practice standards. Detailed workstreams and illustrative examples are in Section 4.3.

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[4] https://www.tec.govt.nz/assets/Oritetanga/DAP-Guidance-for-TEOs-March-2024.pdf

Table 5 Summary of alignment between the Kia Ōrite best practice standards and our updated DAP workstreams.

Kia Ōrite 10-point plan	WS1	WS2	WS3	WS4
1. Staff at all levels taking responsibility for providing learning support for disabled learners	Yes	Yes	Yes	Yes
2. Creating a system-wide approach to supporting disabled learners	Yes	Yes	Yes	Yes
3. Building the infrastructure that enables all staff to become 'disability confident' and makes it easy for teaching and other staff to support disabled learners	Yes	Yes	Yes	
4. Providing the resources for disability support staff to assist teaching and other support staff to implement inclusive practices	Yes			
5. Building a partnership with disabled learners with different impairments in planning and design through mandated representative disabled student associates and groups	Yes			Yes
6. Developing system-wide training and resources to build the 'disability confidence' of all staff involved with supporting disabled learners		Yes	Yes	
7. Providing guidance and training on the use of non-discriminatory practices			Yes	Yes
8. Using the Principles of Universal Design in Education (UDL) in all course design, curriculum, delivery, assessment, learning support strategies, information and communication processes and the design of buildings and access routes	Yes	Yes		Yes
9. Reviewing and analysing the outcomes and satisfaction of disabled learners in an ongoing review, reflect and response cycle	Yes	Yes		Yes
10. Planning ahead assuming the numbers of disabled learners will continue to increase	Yes	Yes		Yes

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4.2 Goals and targets

Goals

Two key changes in this area are the incorporation of Workstream 5 into Workstream 4, and the way that goals are now organised under strategy elements within each workstream. The DAP has been updated to structure each workstream with four levels:

- Vision – describes the overall ambition for the workstream.
- Strategy elements – describe our enduring approaches to achieving the vision.
- Deliverables – describe what will be delivered as part of each strategic approach.
- Milestones – are time-bound tasks required to achieve each deliverable.

Deliverables are identified by workstream owners in collaboration with key relevant parties, particularly the DAPRG, and with consideration of Kia Ōrite best practice guidelines. Workstream owners are responsible for identifying appropriate timelines and milestones for their deliverables and proactively updating and identifying new deliverables appropriate to their area of responsibility.

The updated vision and strategy elements for each workstream are below. Examples of past and future deliverables are available in Appendices 1 and 2 respectively.

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Workstream 1: Student Experience

- Vision:
  - An inclusive, accessible environment where disabled learners participate on an equal basis with others.
- Strategy elements:
  - Disability supports are easy for students to find and access.
  - Disability supports for students are enhanced with a cycle of continuous improvement.
  - The University environment is inclusive and welcoming for students with disability.
  - Students with disabilities are supported into meaningful employment.

Workstream 2: Learning and Teaching

- Vision:
  - Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.
- Strategy elements:
  - Online learning environments and materials meet Universal Design for Learning (UDL) standards and Web Content Advisory Guidelines (WCAG).
  - Resources and experiences are available for teaching staff to discuss inclusive teaching and develop an understanding of UDL.
  - Data are used to inform areas for enhancement.

Workstream 3: Staff Experience

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- Vision:
  - People with disabilities have a sense of community and belonging at the University.
- Strategy elements:
  - All staff can access disability awareness training and resources at the University.
  - Staff have options to learn how to design and create accessible materials, communications, and services.
  - The employee experience of staff with disabilities is improved.
  - The University has an efficient infrastructure to support staff with disabilities.

Workstream 4: Leadership and Infrastructure

- Vision:
  - The University's leaders, systems, and processes function in the best interests of people with disability.
- Strategy elements:
  - Anonymised aggregate data about people with disability are available to and used by appropriate role holders for evidence-based decision making.
  - Campus built environments and facilities are accessible for students, staff and visitors with disabilities.
  - The University's suite of policies and procedures is accessible to all.
  - Disability-related policies, procedures, and guidelines are developed and reviewed.
  - Reporting and monitoring procedures for implementation of the DAP reflect Kia Ōrite best practices.

Targets

Targets are understood to be high level indicators of DAP success and are a key part of the evaluation strategy. They are set in consultation with the DAPRG and the UELC.

The targets identified in our initial DAP are below.

- Learner indicators:
  - Participation: A rising proportion of learners are students with disabilities
  - Achievement: Rising retention and completion rates for students with disabilities.
  - Employment: A rising proportion of disabled learners entering the workforce at the conclusion of their studies.
- Organisational indicators:
  - Awareness: Disability understanding is embedded in staff induction and professional development.
  - Accessibility: Physical and digital accessibility are monitored and enhanced in a cycle of continuous improvement.

The learner primary success indicators have been updated and are set out in Section 1. The organisational indicators were not developed as quantifiable targets. Instead, they are guiding deliverables and are embedded within the strategic elements outlined above for each workstream.

11.2

4.3 Evaluation Strategies

The initial DAP indicated that the DAP evaluation strategy was being developed with the expectation of annual reports to the UELC. The evaluation strategy has continued to evolve and currently includes:

- Annual evaluation and reporting of primary success indicators as per Section 1.
- Evaluation of specific deliverables such as:
  o UDOIT audits of the accessibility of Canvas online learning materials twice per year, to detect courses or programmes that require targeted intervention.
  o Survey of disabled learners' experiences of special conditions for tests and examinations, repeated every two years, to detect effects of implementing Symplicity Access and Special Conditions Procedures.
  o Disabled Learners' Survey, planned for every two years, to evaluate effects of implementing various policies and processes, such as Symplicity Access and the Reasonable Accommodations Policy and Procedures.
  o Numbers of staff completing Hidden Disabilities training to evaluate the implementation and reach of this training.

We have also established regular reporting cycles for accountability, as follows:

- Monthly evaluation of progress against milestones for each deliverable.
- Biannual reporting of progress to the DAPRG and UELC.
- Six monthly updates to the public facing website.

Financial evaluation of the DAP remains challenging as DAP work is often part of the business as usual of the relevant workstreams. This is both a strength and a weakness that reflects extent to which the DAP has been integrated into strategy, policy, and work within the University as a whole. We note that an annual financial report is sent to TEC, capturing some aspects of the delivery of disability support to disabled learners.

11.2

4.4 Allocation of responsibilities

We mapped our workstreams against the Kia Ōrite Management and Learning Support Responsibilities (Table 6). The updated DAP now has four workstreams instead of five, with all responsibilities appropriately allocated. Management responsibilities are mainly under Workstream 4 Leadership and Infrastructure. Learning Support responsibilities are distributed across Workstream 1 Student Experience and Workstream 2 Learning and Teaching.

Table 6 Kia Ōrite Implementation Toolkit Responsibilities and our DAP Workstreams (WS).

Management Responsibilities	WS1	WS2	WS3	WS4
Recruitment, selection, admission and enrolment	Yes			Yes
Funding and withdrawal tools	Yes			Yes
Complaint and appeal policies and procedures tools	Yes			Yes
Access to buildings, facilities and infrastructure		Yes		Yes
Policy and planning tools				Yes
Monitoring and evaluation tools				Yes
Learning Support Responsibilities	**WS1**	**WS2**	**WS3**	**WS4**
Appropriate use of disabled learners' personal information tools	Yes			
Learning support and teaching tools		Yes		
Learning support for Māori disabled learners' tools	Yes	Yes		
Examinations and assessment tools	Yes			
Other diverse groups of disabled learners' tools	Yes			
Learning supports for learners with different impairments tools	Yes	Yes		
Access to general and specialist support services	Yes			
Transition into employment tools	Yes			
Staff development tools	Yes	Yes	Yes	

11.2

Specific roles and responsibilities under the DAP are set out in Table 7. Key changes from the initial DAP are the establishment of the Auckland University Disabled Students Association and the role of Auckland University Students Association Disability Rights Officer. Both are now included as key relevant parties responsible for collaborating on the DAP.

Table 7 DAP specific roles and responsibilities.

Role	Responsibilities
UELC	Governance and scrutiny. The UELC is chaired by the Vice-Chancellor and reports directly to the University Council.
Office of the Pro Vice-Chancellor Equity	The OPVCE is responsible for DAP project management. It supports the Disability Action Plan Reference Group, coordinates workstreams, and reports on progress to the UELC and TEC,
Workstream owners	Workstream owners are accountable for deliverables, identifying risks and timeframes, and establishing critical relationships to facilitate successful delivery. Workstream owners are responsible for identifying the resources required for effective and timely delivery, and for regular reporting of progress against milestones.
Students and staff with disability	Students and staff with lived experience are central to the collaborative delivery of the DAP and its future iterations. • The DAPRG is comprised of students and staff with lived experience and expertise in disability. The DAPRG provides advice and scrutiny to the implementation of the DAP. • An Auckland University Disabled Students Association has been established as a student club, providing it with associated University supports and structures. The president of this club is also a member of the DAPRG. • The Auckland University Students Association has established the role of Disability Rights Officer. This role is a key relevant party and a member of the DAPRG. • The Staff with Disabilities / Disabled Staff Network is a key relevant party in regular consultation with Workstreams 3 and 4.

11.2

4.5 Communication of policies and programmes

An internal Communications and Engagement Plan has been created to promote the DAP. It identifies channels for promoting and raising awareness of the DAP, including the use of dedicated University webpages for the DAP. It also highlights promoting complaints processes alongside the published DAP.

Since the initial DAP:

- Improvements to internal communication guidelines have been implemented
    - See Appendix 1, Complete and Established, Workstream 1, Goal 1, Central Communications Framework and Web Publisher and Editor Training.
- Communications plans have been developed or are being developed for key deliverables including
    - Hidden Disabilities Training.
    - Disability Confidence 101 Training.
    - UDOIT audit cycle reporting.
    - Special Conditions for Tests and Examinations Procedures.
    - Reasonable Accommodations for Disability Policy and Procedures.
- Existing complaint processes are being maintained, and a solution for physical accessibility complaints will be explored in 2026.

11.2

Appendix 1 Progress against the first DAP

This appendix summarises progress against the first DAP by deliverable status, workstream, and goal. Examples of alignment with Kia Ōrite Toolkit guidance and best practices are identified via superscript numerals referring to the 10-point plan in Table 5.

Complete and Established

Workstream 1 Student Experience

Goal: The University has a robust strategy for raising awareness of and improving supports for students with disabilities.
- Student orientation presentations now include awareness of disability supports.
- Established Wellbeing and Preparedness Assessment at point of enrolment.
- Central Communications Framework highlighting accessibility developed for web content.[2]
- Web publisher and editor training addresses accessibility issues.
- Symplicity Access case management software implemented.[2,4]
- Adapted Hidden Disabilities training with disabled staff and student collaboration.[3]
- Survey of student experiences of special conditions in tests and exams.[9]

Goal: An increased number of students with disabilities enter study with the University through identified pathways.
- Scholarships and awards for students with specific impairments established.
- All Systems GO! Autism Tertiary Transition Programme rolled out.
- Collaboration with YES Disability for youth events.
- Implementation of Māori School Leaver Recruitment Strategy includes pathways to study for Māori students with disabilities.
- The Tertiary Foundation Certificate review maintains a path for disabled learners.

Goal: Students with disabilities have a sense of community and belonging at the University.
- Disabled students collaborated on design of Te Kāuta Student Kitchen and Lounge, ensuring accessibility.
- Student-led Auckland University Disabled Students' Association (AUDSA) established.
- Disabled students collaborated on the design of the Accessible Lounge in the General Library.

11.2

- Autism chillout zone piloted and informed design of the Accessible Lounge.
- Hiwa (new Sport and Recreation Centre) designed with and for disabled students and staff
- The Student Consultative Group membership was reviewed to ensure disabled learner representation.

Goal: Students with disabilities are supported into meaningful employment, in line with the attributes and skills envisioned in the graduate profile.
- New disabled student success stories coincide with graduation.
- Scan of external sources of employment support for students with disabilities.

Workstream 2 Learning and Teaching

Goal: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.[8]
- Set of minimum accessibility standards for all Canvas courses agreed.
- UDOIT is used to audit and report accessibility of student-facing Canvas courses.
- Stage 0-8 student-facing Canvas courses triaged against the Canvas Baseline Standards.
- Stage 0, 1, 2 and 6 student-facing Canvas courses meet Canvas Baseline Standards.

Goal: The University has embedded good practice for inclusive flexible learning and teaching.
- TeachWell is a portal with resources to help all staff improve technology-enhanced teaching and inclusive, accessible teaching practices.[6]
- A project to draft a definition of flexible learning was completed.

Workstream 3 Staff Experience

Goal: Students with disabilities have a sense of community and belonging at the University.
- Disability confidence 101 training is available to all staff.[7]

Goal: Staff support.
- Formal recognition and ongoing support for the Disabled Staff / Staff with Disabilities Network.[5]
- Support for neurodivergent staff from external provider trialled in 2024.

11.2

Workstream 4 Systems and Policies

Goal: Enhanced systems and use of data/information about students with disabilities, supporting evidence-based policy and practices.

- A specialist disability case management system, Symplicity Access, is in place.
- Guidelines are in place to support staff who access and use personal information, including disability disclosures.
- Appropriate role holders complete annual training on access and use of anonymised, aggregate disability data for evidence-based decision making
- The University adopted the definition of disability prepared by the DAPRG for all policies, procedures, and guidelines.[5]
- Staff Disability Support was scoped in 2024 to identify stakeholder requirements and expectations, and the resourcing that would be needed to meet these.

Goal: The University has a suite of policies, procedures, guidelines and planning processes that are accessible to all, and support the access, participation and success of all students and staff.

- University Policies and Procedures scheduled for review are identified annually, and Policy Owners will be pro-actively contacted with support for making their Policies and Procedures accessible.[2]
- The Undergraduate Targeted Admissions Scheme policy and procedures have been reviewed and updated on the Policy Hub.

Goal: The University's Procurement Strategy and Procurement Policy, and their implementation, are consistent with the Equity Policy and the Disability Action Plan.

- The OPVCE provided feedback to the Procurement Policy to ensure that equity, accessibility and inclusion are core procurement principles.

Workstream 5 Leadership and Governance

Goal: The development, implementation and review stages of the Disability Action Plan reflect the principles of Te Tiriti o Waitangi.

- Partnership with Māori is central at the University of Auckland in general and in the DAP. In particular, the PVC Māori is a member of the UELC, the governance group with delegated responsibility for the delivery of the DAP and all equity related initiatives. As part of this, outcomes for Māori learners are regularly considered, including disabled Māori learners.
- A commitment to Te Tirit o Waitangi is included in the original DAP.

Goal: The Disability Action Plan is implemented and monitored by appropriate and effective governance, engagement, and reporting structures.

- UELC established, including governance, reporting, and monitoring processes.[1]

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- DAPRG established.[5]
- DAP webpages are in place and updated at least every six months.
- Primary Success Indicators established.[10]
- Project management software in place to manage and report on work across workstreams.[2]
- Role (Equity Portfolio Lead) that includes DAP coordination, reporting, and related activities created and filled.

In progress, including behind

Workstream 1 Student Experience

Goal: The University has a robust strategy for raising awareness of and improving supports for students with disabilities.

- Roll-out of the University's Hidden Disabilities training.[3,4,6,7]
- Online operational training for roles supporting students with disabilities.[4]
- Anonymous disabled student survey to identify gaps in disability support services to run every two years from 2025.[9]

Goal: Students with disabilities have a sense of community and belonging at the University.

- Mentorship roles for students with disabilities are being established.

Goal: Students with disabilities are supported into meaningful employment, in line with the attributes and skills envisioned in the graduate profile.

- Review of WorkBridge services.
- Scoping disability training opportunities for CDES staff.[3,4,6]
- Investigate ways to better collect and analyse post-study employment data for disabled learners.[9]

Workstream 2 Learning and Teaching

Goal: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.

- UDOIT is used to regularly audit and report accessibility of student-facing Canvas courses.[9]
- All Canvas courses will achieve a minimum standard by Q1, 2027.[8]

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Goal: The University has embedded good practice for inclusive flexible learning and teaching.

- Case studies and exemplars for the TeachWell Digital highlighting good practice in inclusive and accessible learning to be updated to ensure relevance and currency.[6]
- Professional learning opportunities are available to bring teaching staff together on topics relevant to accessibility, inclusive teaching and Universal Design for Learning.[6]

Workstream 3 Staff Experience

Goal: Students with disabilities have a sense of community and belonging at the University.

- HR are supporting WS1 in the rollout of the Hidden Disabilities training to all staff.[3]
- A toolkit of technical how-to resources for staff to create accessible and inclusive documents, communications, and services, has been prototyped and will be available by end-2025.[6]

Workstream 4 Systems and Policies

Goal: Enhanced systems and use of data/information about students with disabilities, supporting evidence-based policy and practices.

- Reasonable Accommodations for Disability Policy and Procedures is currently available for consultation and are expected to be in place by the end of 2025, with ongoing implementation in 2026.[2]
- OPVCE is working with the Planning and Information Office to improve disability related and other identity characteristics in the Enterprise Person Registry in response to new Ministry requirements.[2]
- Qualitative and quantitative data for Māori disabled and non-disabled learners are available and collaboration with the Office of the Pro Vice-Chancellor Māori is required to develop appropriate reporting.[9]

On hold, not started, or stopped

Workstream 1 Student Experience

Goal: Students with disabilities have a sense of community and belonging at the University.

- Regular hui between Campus Life and Schools & Community Engagement teams Awaiting new Associate Director in Campus Life after restructuring of this service division.

11.2

Goal: Students with disabilities are supported into meaningful employment, in line with the attributes and skills envisioned in the graduate profile.

- Identify employment opportunities through Whaikaha for students with disabilities. (not started).
- Be.Lab assisted disabled students into work, in collaboration with Student Disability Services and Career Development and Employability Services. Unfortunately, Be.Lab was disestablished in 2025.

Workstream 2 Learning and Teaching

Goal: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.

- Investigate and implement ways to improve and extend use of captioning for taught content.[8]

Workstream 4 Systems and Policies

Goal: Enhanced systems and use of data/information about students with disabilities, supporting evidence-based policy and practices.

- Support for Deans and Directors reports were put on hold due to resource constraints. A new role has recently been filled to support this work.
- Collated reporting of DEI reports including interpretation of trends to UELC had been put on hold due to resource constraints. A new role has recently been filled to support this work

Goal: Campus built environments and facilities are accessible for students, staff, and visitors with disabilities.

- Our initial DAP included an initiative to audit the physical accessibility of all University buildings. We have learnt that creating an option for reporting accessibility issues within our existing service request system would be more efficient and enable ongoing monitoring and reporting. This alternative approach will be explored as resources allow.[8]

11.2

Appendix 2 Current plans for work out to 2028

This is a snapshot of the existing DAP deliverables identified under each workstream's vision and strategic elements. The precise content for the DAP is expected to change overtime as new deliverables are identified and existing deliverables are completed, established, or adapted.

Workstream 1: Student Experience

Vision: An inclusive, accessible environment where disabled learners participate on an equal basis with others.

Strategy element: Disability supports are easy for students to find and access

Hidden disabilities training roll-out
Status: In progress, expected completion 2025
Notes: Student Disability Services, in collaboration with HR, coordinate the roll-out of the University's membership of the Hidden Disabilities global initiative.
Kia Ōrite alignment: Developing system-wide training and resources to build the 'disability confidence' of all staff involved with supporting disabled learners.

Enhancing Faculty support
Status: In progress, expected completion 2025
Notes: Student Disability Services deliver online operational training for roles identified to have a function relating to supporting students with disabilities by the end of 2025.

Strategy element: Disability supports for students are enhanced with a cycle of continuous improvement.

Reporting by priority learner groups
Status: In progress, expected completion 2025
Notes: Student Disability Services are developing a way to measure and report twice a year the access to disability services by TEC-identified priority learner groups, which are Māori, Pacific, and learners with lower prior achievement (LPA). This is being supported by PIO and utilises the new case management system.

Disabled Student Survey
Status: In progress, expected completion 2025

11.2

Notes: Student Disability Services will develop and deploy an anonymous disabled student survey and results will be used to identify and address gaps in disability service support provision. Initially intended to launch in 2024, the survey is now targeting 2025, with the intention of running every 2 years.

Disabled Student Survey – Communicating findings
Status: Not started, expected completion 2026
Notes: Key findings from the Disabled Student Survey will be shared with relevant interested parties in 2026. Stakeholder feedback will be used to recommend updates to University disability services and the DAP as appropriate.

Continuous Improvement cycle for Case Management System
Status: In progress, expected completion 2026
Notes: A continuous improvement cycle is established for Symplicity Access, the university's disability case management system, including improvements to test room bookings for students, improvements to faculty portals, and scoping options to automate some renewals and approvals.

SDS service enhancement - scoping
Status: In progress, expected completion 2026
Notes: Opportunities are scoped to enhance disability support services, especially notetaking support.

Strategy element: The University environment is inclusive and welcoming for students with disability.
Hui
Status: On hold
Notes: Regular hui between Campus Life and Schools & Community Engagement teams were to start by Q3 2024, with a focus on increasing the number of TEC-identified priority learners. Awaiting new Associate Director in Campus Life after restructuring of this service division.

Student mentorship
Status: In progress, expected completion 2025
Notes: Mentorship roles for students with disabilities are being established. SDS and the AUDSA are working together on this project.

11.2

Strategy element: Students with disabilities are supported into meaningful employment.

Gather and analyse data on transition to workforce

Status: In progress, expected completion 2025

Notes: We are investigating ways to improve the collection and analysis of post-study employment data for disabled learners.

Upskilling Career Development and Employability Services staff

Status: In progress, expected completion 2025

Notes: We are scoping disability training opportunities for CDES staff.

Whaikaha

Status: Expect to start in 2025

Notes: Identify employment opportunities through Whaikaha for students with disabilities.

Workbridge

Status: In progress, expected completion 2025

Notes: The University set up an MoU with Workbridge in late 2022 and refreshed this periodically. We are reviewing the services provided and the potential development of monitoring and reporting processes for student experiences with Workbridge.

11.2

Workstream 2: Learning and Teaching

Vision: Learning and teaching in the digital environment is inclusive and accessible, and student experience is equitable.

Strategy element: Online learning environments and materials meet Universal Design for Learning (UDL) standards and Web Content Advisory Guidelines (WCAG)Goal: Disability supports are easy for students to find and access

Canvas Baseline Standards overall
Status: In progress, expected completion 2027
Notes: All Canvas courses will achieve a minimum standard by Q1, 2027.

Improvements to captioning
Status: On hold
Notes: Investigate and implement ways to improve and extend use of captioning for taught content.

Strategy element: Resources and experiences are available for teaching staff to discuss inclusive teaching, and develop an understanding of UDL

Communication of resources
Status: In progress, expected completion 2025
Notes: Plan for communication of existing resources (including case studies and exemplars) complete and in place by end of 2025.

Professional learning opportunities
Status: In progress, expected completion 2025
Notes: Professional learning opportunities are available to bring teaching staff together on topics relevant to accessibility, inclusive teaching and Universal Design for Learning.

TeachWell exemplars
Status: In progress, expected completion 2025
Notes: Case studies and exemplars for TeachWell Digital, highlighting good practice in inclusive and accessible learning to be updated to ensure relevance and currency.

11.2

TeachWell Monitoring and Development
Status: In progress, ongoing
Notes: Ongoing monitoring/development of TeachWell resources.

Strategy element: Data are used to inform areas for enhancement

UDOIT Auditing and reporting
Status: In progress, expected completion 2025
Notes: UDOIT is used to regularly audit and report accessibility of student-facing Canvas courses. Accessibility errors identified in UDOIT audits of Canvas courses will be used to identify emerging, institution-wide professional learning needs on an ongoing basis.

Workstream 3: Staff Experience

Vision: The University's leaders, systems, and processes function in the best interests of people with disability.

Strategy element: All staff can access disability awareness training and resources at the University

Disability confidence 101 – Communication plan delivery
Status: In progress, expected completion 2025
Notes: The Disability confidence training has been made available to all staff through our HR system. Work to promote the course and incentivise its completion is being planned for 2025.

Hidden Disabilities training rollout
Status: In progress, expected completion 2025
Notes: HR are supporting WS1 in the rollout of the Hidden Disabilities training to all staff.

Strategy element: Staff have options to learn how to design and create accessible materials, communications, and services

Digital toolkit rollout
Status: In progress, expected completion 2025

11.2

Notes: A toolkit of technical how-to resources for staff to create accessible and inclusive documents, communications, and services has been prototyped and will be available by the end of 2025.

Strategy element: The employee experience of staff with disabilities is improved

Community voice

Status: In progress, expected completion 2025

Notes: A community-voice approach to journey-mapping the employee experience for staff with disabilities will be in place by the end of 2025.

Strategy element: The University has an efficient infrastructure to support staff with disabilities

Staff support

Status: In progress, expected completion 2025

Notes: Support for disabled staff members will be expanded, monitored, and improved by the end of 2025.

11.2

Workstream 4: Leadership and Infrastructure

Vision: The University's leaders, systems, and processes function in the best interests of people with disability.

Strategy element: Anonymised aggregate data about people with disability are available to and used by appropriate role holders for evidence-based decision making

Identity characteristics in Enterprise Registry

Status: In progress, expected completion 2025.

Notes: The Office of the Pro Vice-Chancellor Equity is working with the Planning and Information Office to improve the identity characteristics in the Enterprise Person Registry, particularly those that relate to disability, in response to new Ministry requirements.

Data for Māori disabled learners

Status: In progress, contingent upon workflow of organisational partners.

Notes: Qualitative and quantitative data for Māori disabled and non-disabled learners are available and collaboration with the Office of the Pro Vice-Chancellor Māori is required to develop appropriate reporting.

Data for other subgroups of interest

Status: In progress, contingent upon workflow of organisational partners.

Notes: Sub-groups of interest will be considered in the next iteration of the Disability Action Plan. Some reporting on neurodivergent learners, and for specific faculties, has been included as a first step in this DAP Progress Update. We anticipate developing and formalising this reporting in collaboration with relevant parties.

Deans and Directors reports – Dashboard co-creation

Status: Not started, expected to begin 2025.

Notes: Associate Deans and Directors Equity and Diversity will co-create an EIP dashboard for their equity data, with support from OPVCE.

Deans and Directors reports

Status: On hold, expected to resume 2025.

Notes: Associate Deans and Directors Equity and Diversity present DEI reports twice per year for their Faculties and LSRIs. A new role within the OPVCE has recently been filled to support this work.

11.2

Collated reporting to UELC

Status: On hold, expected to resume 2025.

Notes: OPVCE collates and synthesises DEI reports and provides an interpretation of trends to University Equity Leadership Committee and Council in June and December each year. A new role within the OPVCE has recently been filled to support this work.

Data training

Status: On hold, expected to resume 2025.

Notes: Appropriate role holders complete annual training on access and use of anonymised, aggregate disability data for evidence-based decision making, beginning 2025.

Strategy element: Campus built environments and facilities are accessible for students, staff and visitors with disabilities

Complaints system

Status: On hold, expected to resume 2025.

Notes: Our initial DAP included an initiative to audit the physical accessibility of all University buildings. We have learnt that creating an option for reporting accessibility issues within our existing service request system would be more efficient and enable ongoing monitoring and reporting. This alternative approach will be explored as resources allow.

Strategy element: The University's suite of policies and procedures is accessible to all

Policy Review

Status: Ongoing

Notes: Review policies for accessibility and use of plain language as they come due for review.

Strategy element: Disability-related policies, procedures, and guidelines are developed and reviewed

Reasonable Accommodations for Disability Policy and Procedures

Status: In progress, expected completion 2025

Notes: The policy and procedures are currently available for consultation, and are expected to be in place by the end of 2025, with ongoing implementation in 2026.

11.2

Policy Review

Status: Ongoing

Notes: Ongoing Policy Review as per review calendar

Strategy element: Reporting and monitoring procedures for implementation of the DAP reflect Kia Ōrite best practices

Annual Kia Ōrite Refamiliarisation

Status: Recurring annually

Notes: Workstream owners refamiliarise themselves with Kia Ōrite best practices annually.

11.2

Internal Memorandum

To	Council
From	**Frank Bloomfield, Deputy Vice-Chancellor (Research and Innovation)**
Date	**28 April 2025**
Subject	**Approval of the Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs)**

1. Background

Waipapa Taumata Rau | University of Auckland (University) hosts two Institutional Ethics Committees (IECs) that are approved by the Health Research Council Ethics Committee (HRC EC) under sections 25(1)(c) and 25(1)(f) of the Health Research Council Act 1990:

1. University of Auckland Human Participants Ethics Committee (UAHPEC)
2. Auckland Health Research Ethics Committee (AHREC).

AHREC reviews health research, health-related research and clinical research that is not eligible for review by HDEC and is conducted by staff and students of the University and staff of the Health New Zealand |Te Whatu Ora (Health New Zealand) Northern Region Districts. UAHPEC reviews research involving human participants that is conducted by the University's staff and students and is not eligible for review by HDEC or AHREC.

A Research Ethics Improvement Plan was launched in March 2024 in response to pain points identified with UAHPEC and AHREC processes in the Service Effectiveness Survey and previous Researcher Journey Mapping. Following extensive engagement with the University's research community, a series of recommendations were endorsed by the Research and Innovation Steering Committee in December 2024, including:

1. Putting in place a refreshed Letter of Agreement (LOA) with Health New Zealand | Te Whatu Ora to clarify the governance and support arrangements for AHREC
2. Improving ethical guidance for researchers by splitting the current Council-approved *Guiding Principles for Conducting Research with Human Participants* (Guiding Principles) into two separate refreshed documents:

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a. Standard Operating Procedures (SOPs) for IECs,

b. University Ethical Guidance.

The LOA with Health New Zealand is in the process of being executed, and is included at **ATT A**. The new SOPs for IECs have been drafted for Council approval and are included at **ATT B**. These SOPs have been developed following extensive consultation with the AHREC Governance Board, the University's Human Health Research Governance Group (HHRGG), the Health New Zealand National Research Office and the Chairs of AHREC and UAHPEC. The new University Ethical Guidance is currently being drafted and is scheduled to be approved by the Deputy Vice-Chancellor (Research and Innovation) in June 2025 prior to submission to the HRC EC as part of the triennial accreditation process for hosted IECs.

Recommendation

It is recommended that the Council adopt the following resolutions:

Approval of the Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs)

Council APPROVE the SOPs for IECs, which include the following improvements from the current Guiding Principles:

- Updated references to national and international ethical standards and University policy requirements, including the Research Integrity Policy approved by the Vice-Chancellor in early 2025.

- Changes to the Terms of Reference for AHREC and UAHPEC (Section 6) to ensure consistency with the HRC EC Guidelines for Approval of Ethics Committees. This includes a shift to an 'expertise and experience' focus rather than faculty-based affiliations. There will be a progressive transition to the new membership as members' two-year terms come to an end.

- Updates to the duties and expectations of Chairs, Members and Faculty Ethics Advisers.

- Clarity on the approach to ethical risk, with clearer definitions of 'low risk' and 'more than low-risk', noting that this is a key area where researchers are seeking more clarity.

- Clarity on different application types and pathways, including low-risk pathways and coursework applications.

- Providing additional delegations from the IECs to the Head of Research Ethics for minor amendments to already-approved applications.

- Clarifying the approval process for IEC governance documents, with only the IEC SOPs to require approval by University Council.

Approval of the updated Terms of Reference for AHREC and UAHPEC

Council APPROVE the changes to the Terms of Reference for AHREC and UAHPEC effective 28 April 2025 and NOTE that these

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will be published to the University website once approved.

Attachments

ATT A – Letter of Agreement (LOA) with Health New Zealand l Te Whatu Ora
ATT B – Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs)

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[date]

Health New Zealand | Te Whatu Ora
133 Molesworth Street
Thorndon
Wellington 6011
New Zealand
Attention: Robyn Whittaker, Director Evidence, Research & Clinical Trials

Dear Robyn,

11.3

<u>Letter of Agreement relating to the governance structure and function of the Auckland Health Research Ethics Governance Board (the Board) and joint models for supporting the Auckland Health Research Ethics Committee (AHREC) membership and applications</u>

This Letter of Agreement (LOA) summarises the agreed terms of a non-binding relationship between the University of Auckland and Health New Zealand | Te Whatu Ora (Northern Region) in relation to the structure and function of the Board and joint models for supporting the AHREC membership and applications.

A. Parties

This LOA is between:

1. The **University of Auckland** (UoA), a university constituted under the University of Auckland Act 1961 and a tertiary education provider under the Education and Training Act 2020, of 22 Princes Street, Auckland, New Zealand; and
2. **Health New Zealand | Te Whatu Ora** (Health New Zealand), a Crown agent established by section 11 of the Pae Ora (Healthy Futures) Act 2022, with New Zealand Business Number 9429050678402, acting in respect of the Northern Region.

B. Background

AHREC provides ethical oversight and approval of human health and health-adjacent research which is not eligible for review by a Health and Disability Ethics Committee

(HDEC), and which is conducted by staff members of Health New Zealand or staff or students of UoA. AHREC's operations are carried out by a committee, in accordance with the AHREC manual (to be renamed 'Committee Governance Standard Operating Procedures (SOPs) in 2025) and with operational support from both parties. AHREC is overseen by the Board.

Following the public health sector re-structure and establishment of Health New Zealand in July 2022, a working group (comprising Health New Zealand and UoA representatives) was established to consider and respond to the changes (including considering the impact on AHREC and to update the AHREC review eligibility criteria and application documents accordingly).

Following approval of the working group recommendations by the Board (and confirmation from the Chief Medical Officer at Te Tai Tokerau), AHREC obtained approval from the Health Research Council Ethics Committee (HRC EC) to expand its eligibility criteria to include review of applications from employees of all four of the Health New Zealand Northern Region Districts: Te Toka Tumai Auckland (previously Auckland District Health Board); Counties Manukau (previously Counties Manukau District Health Board); Waitematā (previously Waitematā District Health Board), and Te Tai Tokerau (previously Northland District Health Board).

At the time of that review, the support provided by the UoA Ethics Team (Ethics Team) and the Health New Zealand Research Offices was not revised, nor was the governance model for the Board.

This Letter of Agreement aims to:

- clarify the obligations of each of the parties to support the operations of AHREC; and
- ensure a clear governance framework for the Board.

C. Agreed terms

Membership: The Board shall consist of the following members:

- Two UoA members appointed by the Dean of Faculty of Medical and Health Science ("FMHS");
- Two Health New Zealand members appointed by Health New Zealand Director of Evidence, Research and Clinical Trials (or any replacement role within Health New Zealand);
- A member of mana whenua, who will be a person with expertise in Mātauranga Māori and have research experience, appointed by the Deputy Vice-Chancellor

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(Research and Innovation) at UoA on the recommendation of the Pro Vice-Chancellor Māori.

The Chair of the Board shall be nominated by the Dean of FMHS and, without limiting the Dean's discretion, ordinarily shall be the Deputy Dean of FMHS. To avoid doubt, the Chair will be one of the five sitting members appointed pursuant to the above paragraph (and is not an additional appointee).

A Deputy Chair shall be appointed by the Board at the beginning of each calendar year and shall be selected from the sitting members. If necessary, a majority vote shall be taken to select the Deputy Chair.

Other members may be appointed by special resolution[1] of the Board from time-to-time to ensure relevant expertise.

Membership Term:

Members are appointed for three years and may be re-appointed for up to one subsequent term. The maximum appointment period is six consecutive years.

The Chair shall be appointed for three years. Appointments may be renewed, but no Chair shall serve more than two consecutive terms (six years).

Notwithstanding the term limits specified above, Health New Zealand and the University can, by mutual agreement, extend to term of a Member or the Chair beyond six years if it is deemed that the effectiveness of the Board would otherwise be compromised.

Functions:

The functions of the Board are as follows:

1. To review AHREC annual reports, which shall be approved by the UoA Deputy Vice Chancellor (Research and Innovation). These reports are to be prepared by the Head of Research Ethics in a timely manner[2].
2. To consider any urgent areas of non-compliance and/or adverse events reported to it by the Head of Research Ethics or Health New Zealand Research (National Office) in relation to AHREC-approved research, and to review and endorse any suggested actions proposed by the Head of Research Ethics or Health New Zealand Research (National Office) to address these issues. Note: non-compliance and adverse events are included in the annual reports.

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[1] Special resolution means an agreement by consensus of all members.
[2] Head of Research Ethics means the head of the University of Auckland Ethics Team.

3. Promote and champion the importance of ethical research within UoA and Health New Zealand.

4. Contribute to the development of accreditation documents required by HRC EC. Such documents will be prepared by the Head of Research Ethics with support from Health New Zealand Research (National Office) (Note: reapproval/re-accreditation is required every three years).

5. Provide all necessary inputs for AHREC documents as set out in the appendix to this LOA (Document Management Table).

6. Lead discussions, if necessary, with Health New Zealand Research (National Office) to ensure that AHREC has committee members representing the four Districts within Health New Zealand's Northern Region in proportion to number of applications received from each District (as set out in HRC EC accreditation documents).

7. Lead discussions within UoA to ensure AHREC membership has the required level of expertise (as set out in HRC EC accreditation documents).

8. If requested, support the UoA Deputy Vice-Chancellor (Research & Innovation) in making decisions regarding appointment of lay and non-lay members to AHREC (where proposed by either party to the UoA Deputy Vice-Chancellor (Research & Innovation)).

9. Work with Health New Zealand and UoA with a view to ensuring that each of Health New Zealand and UoA uphold the terms of this LOA and support AHREC through resourcing the following internal operational supports (for each party, within their respective organisation):

   - Establishing and maintaining their own ethical advisory process to support their clinical staff and/or academics seeking to submit applications to HDEC or AHREC

   - Where possible, support for applicants for IT issues that may arise during the ethics application process (this may include user issues)

   - Where possible, support for Ethics Review Manager (Ethics RM) operational issues within their respective organisations

   - Support for education materials relating to compliance with internal organisational requirements associated with ethics applications and ethics pathway queries.

   For the avoidance of doubt the matters described in the above bullet points remain the responsibility of each party.

Te Tiriti O Waitangi:

The Board shall ensure it honours Te Tiriti O Waitangi by applying, where relevant, Te Ara Tika Guidelines for Māori Research Ethics (as updated from time) as well as other national and institutional policies and guidelines that are incorporated into the Committee Governance SOPs.

Secretariat Support:

Secretariat support to the Board will be provided by the UoA Ethics Team coordinated by the Head of Research Ethics. Support shall include:

- Scheduling meetings
- Setting agenda in liaison with the Chair of the Board
- Maintaining accurate and timely minutes of meetings
- Ensuring all minutes outline the reports discussed and include clear descriptions of any decisions or recommendations made
- Circulating minutes to the Human Health Research Governance Group
- Calling urgent meetings, after consultation with the Chair of the Board, where necessary to support efficient functioning of AHREC. By way of example only, such situations may include reviewing urgent content relating to HRC accreditation.

Meetings:

Regular Board meetings shall be held four times per year (quarterly). Dates and location of meetings are to be set by the Board at the beginning of the calendar year. Additional meetings may be held throughout the year to support the work of AHREC as required (and such additional meetings shall be called by the Chair, where the Chair considers it appropriate following discussion with the Head of Research Ethics).

For each Board meeting, the Board Chair shall ensure that an agenda is prepared and circulated to all Board members five working days prior to the meeting (unless the meeting is an additional meeting which is called on an urgent basis). The Board may meet face-to-face or virtually.

A quorum shall consist of three members (including the Chair or Acting Chair) and shall require representation from at least one member appointed by UoA and one member appointed by Health New Zealand. The Board will endeavour to make decisions by consensus, but where consensus is not achieved at a meeting then a resolution may be passed by a majority of Board members who are in attendance and voting on the matter in question (except in circumstances where this LOA requires a special resolution). Each Board member has one vote and the Chair does not have a casting vote.

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The Secretariat shall maintain a register of interests relevant to the Board's business and shall provide policy and administrative support to the Board.

The Board may regulate its own procedure, provided that it complies with the terms of reference set out in this LOA.

Duties and Responsibilities of Board Member / Expected conduct at meetings:

The expectations set out in this LOA shall be incorporated into the Committee Governance SOP for the human ethics committees which will be submitted to the UoA Council for approval.

Members are expected to work in the best interests of AHREC and to demonstrate appropriate conduct and behaviour to enable the functioning of the Board and compliance with the UoA Code of Conduct. This requirement is not intended to undermine or place any restrictions on any Board member's individual obligations to act in the best interests of their employer under the terms and conditions of their employment agreement.

Any disagreements between Board members, or between the Board and representatives of either party, which cannot be satisfactorily resolved within a reasonable time shall first be raised with the Chair who will contact relevant staff within UoA, and/or Health New Zealand through the Health New Zealand Research Director and will attempt to work with all relevant personnel to resolve the matter.

The Board operates in an open and ethical manner and members are expected to be diligent, prepared, participatory and respectful of differences of opinion.

Chair's responsibilities:

The Chair will ensure all members are given the opportunity to be heard, promote fair and full participation of all members, and regularly monitor the performance of the Board.

If neither the Chair nor Deputy Chair are present at a Board meeting, the Board members present shall select an Acting Chair at the beginning of the meeting, so long as quorum is met.

Disclosure of Interests:

Members should perform their functions in good faith and act impartially. Conflicts of interest shall be raised as a standing item of each meeting and disclosed and recorded in the minutes. The Chair will determine how a declared conflict is managed. Where the

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conflict of interest involves the Chair or the Chair is absent, the declared conflict will be managed by the Deputy Chair or Acting Chair.

Media:

No statements should be provided to the media in relation to matters discussed in the Board meetings and any enquiries from media shall be directed to the Head of Research Ethics who will direct the enquiry through the appropriate channels at UoA and/or Health New Zealand.

Official Information Act Requests:

Official Information Act (OIA) requests may be received from time-to-time and will be directed to the Head of Research Ethics who will liaise with the approved channels at UoA and Health New Zealand.

Note: all minutes, agendas and written communications may be subject to OIA requests.

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Member Confidentiality:

Members of the Board must respect the confidentiality of the information disclosed. Any adverse events or non-compliance reported to the Board is to be kept in confidence and individual names, dates, and identifying information about the research shall not be disclosed (unless disclosure is required by law, and in the case of OIA requests, is managed in accordance with the process set out above).

Remuneration and expenses:

Members employed by UoA and Health New Zealand shall not be entitled to be reimbursed except for actual pre-approved expenses which shall be submitted to the Head of Research Ethics for approval. Where a member of the Board is a lay member, they will receive an attendance fee calculated on the basis of each meeting attended. The attendance fee is approved annually by the University Council and is regulated by the Ministry of Education (Tertiary Education Commission).

D. General provisions

The parties agree that:

- the terms set out in this LOA take effect from the date it is signed by both parties and will remain in effect until terminated. This LOA may be terminated by agreement between the parties, or by either party on at least six months' written notice to the other party;

- they are independent legal entities, and nothing in this LOA shall (or be deemed to) create any legal partnership, joint venture, agency or employment relationship between them, or make either party responsible for the liabilities of the other party;
- no amendment to this LOA will be effective unless it is in writing and signed by the parties;
- if there is any conflict or inconsistency between this LOA and the Committee Governance SOP, this LOA takes priority to the extent of the inconsistency; and
- this LOA may be executed in any number of counterparts (including any facsimile or scanned PDF counterpart), each of which shall be deemed to be an original, but all of which together shall constitute the same instrument. No counterpart shall be effective until each party has executed at least one counterpart.

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Please indicate your agreement with these arrangements by signing this letter and returning it to the UoA Deputy Vice-Chancellor (Research and Innovation).

SIGNED for and on behalf of the **UNIVERSITY OF AUCKLAND**:

SIGNED for and on behalf of **HEALTH NEW ZEALAND | TE WHATU ORA** by:

Signature of Authorised Signatory	Signature of Authorised Signatory
Name of Authorised Signatory	Name of Authorised Signatory
Title of Authorised Signatory	Title of Authorised Signatory
Date (use format DD/MM/YYYY)	Date (use format DD/MM/YYYY)

Appendix

Documents Management Table

Document	Document Owner	Approved By	Consulted	Responsible
Ethical Guidelines	DVC (R & I)	UoA: DVC (R & I) External: HRC (for changes requiring HRC EC approval)	Board Human Health Research Governance Committee (HHRGC) Māori Research Governance Group (MRGG)	Head of Research Ethics
Standard Operating Procedures for Institutional Ethics Committees	DVC (R & I)	UoA Council (on the recommendation of the DVC (R & I))	Board HHRGC	Head of Research Ethics
Annual Reports to UoA Council	DVC (R & I)	UoA Council (on the recommendation of the DVC (R & I)) DVC (R & I)	Board	Head of Research Ethics
HRC annual reports and Accreditation (3 yearly)	DVC (R & I)	DVC (R & I)	Board	Head of Research Ethics

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University of Auckland | Waipapa Taumata Rau

Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs)

Draft v1.0

28 April 2025

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Contents

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1. INTRODUCTION

Waipapa Taumata Rau | University of Auckland (**University**) hosts two Institutional Ethics Committees (**IECs**) that are approved by the Health Research Council Ethics Committee (**HRC EC**) under sections 25(1)(c) and 25(1)(f) of the *Health Research Council Act 1990:*

    i. Te Komiti mō ngā Tāngata Whai Pānga Matatika o Waipapa Taumata Rau | University of Auckland Human Participants Ethics Committee (**UAHPEC**)

    ii. Auckland Health Research Ethics Committee (**AHREC**).

The purpose of these two hosted IECs is to review and approve the adequacy of protections for human participants in research studies that fall outside the eligibility criteria for review by a Health and Disability Ethics Committee (**HDEC**).

AHREC reviews health research, health-related research and clinical research that is not eligible for review by HDEC and is conducted by staff and students of the University and staff of the Health New Zealand |Te Whatu Ora Northern Region (**Health New Zealand**): Te Toka Tumai Auckland (previously Auckland DHB); Counties Manukau (previously CM Health); Waitemata (previously Waitematā DHB), and Te Tai Tokerau (previously Northland DHB). AHREC has its own Governance Board with representatives from the University and Health New Zealand that is responsible for ensuring effective oversight and support for AHREC, as further detailed in a Letter of Agreement (LOA) between the University and Health New Zealand.

UAHPEC reviews research involving human participants that is conducted by the University's staff and students and is not eligible for review by HDEC or AHREC.

2. SCOPE OF THIS DOCUMENT

These SOPs are intended to satisfy the policy and procedure requirements set out in Section 4.3 of the current *HRC Guidelines for Approval of Ethics Committees* (**HRC Approval Guidelines**).[1]

Section 4.3 requires that organisations hosting IECs have sufficient policies and procedures in place to ensure the effective governance and efficient operation of IECs. These policies and procedures are required to address the following areas:

- Terms and conditions of appointment of members
- Training of members
- Chairperson requirements
- Processes to ensure robust ethical review of applications
- IEC decision-making processes
- Processes for consultation outside of the IEC to address skill or knowledge gaps
- Any variations to the normal review process, such as fast-track (expedited) approvals.

3. APPROVAL BY COUNCIL

These SOPs require review and approval by the University Council at least every three years.

Recommendations to review and approve the SOPs shall be made to Council by the Deputy Vice-Chancellor (Research and Innovation).

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[1] Health Research Council of New Zealand "HRC Guidelines for Approval of Ethics Committees (Approval Guidelines)" (November 2012) Health Research Council of New Zealand <www.hrc.govt.nz>

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4.   ETHICAL STANDARDS

Section 4.5 of the HRC Approval Guidelines requires that IECs have policies and procedures in place to ensure that IECs are applying the highest national and internationally accepted standards for the conduct of research. In fulfilling this requirement, this section details the ethical standards that AHREC and UAHPEC must take into consideration in their review of ethics applications. Where there is any inconsistency between the ethical standards set out in the Declaration of Helsinki, the National Ethical Standards or the HRC Research Ethics Guidelines, the IECs shall seek guidance from the HRC EC via the University's Ethics Team, who shall update the University's *Ethical Guidance* accordingly.

The University's *Ethical Guidance* has been intentionally separated from these SOPs to enable frequent updates to the *Ethical Guidance* in response to new and emerging research methods and technologies.

Declaration of Helsinki

The World Medical Association has developed the Declaration of Helsinki as a statement of ethical principles for medical research involving human participants, including research involving identifiable human material or data. The Declaration of Helsinki was first adopted in 1964 and most recently updated in 2024. All members of AHREC are expected to be familiar with and be able to apply the Declaration of Helsinki ethical principles in their review processes. As the Declaration of Helsinki is specific to the medical research context, members of UAHPEC are encouraged, but not required, to familiarise themselves with the ethical principles set out in the Declaration of Helsinki.

National Ethical Standards

The National Ethics Advisory Committee (**NEAC**) is a ministerial advisory committee established in 2001 under New Zealand legislation (now under authority of section 92 of the *Pae Ora (Healthy Futures) Act 2022)* to provide advice to the Minister of Health on ethical issues of national significance in respect of any health and disability matters (including research and health services) and to determine nationally consistent ethical standards across the health and disability sector and provide scrutiny for national health research and health services.

The *National Ethical Standards for Health and Disability Research and Quality Improvement* (**National Ethical Standards**) were published by NEAC in 2019 and set out the minimum standards that researchers must meet or exceed when undertaking health or disability research. The National Ethical Standards also set out the ethical requirements that health service providers and disability service providers must meet or exceed when conducting quality improvement activities. The Standards provide detailed guidance to support IECs to differentiate 'research' from 'health and disability research' and 'quality improvement' activities.

Of critical importance for IECs is the partnership of Te Ara Tika principles and bioethics principles, which provide the ethical sources for the National Ethical Standards, as depicted in Figure 1 below. The National Ethical Standards include a detailed description of each Te Ara Tika principle and bioethics principle and then apply these principles throughout each of the ethical standards.

All members of AHREC are expected to be familiar with and be able to apply the National Ethical Standards in their review processes. As the National Ethical Standards are specific to the health and disability research and quality improvement contexts, members of UAHPEC are

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encouraged, but not required, to familiarise themselves with the ethical principles set out in the National Ethical Standards.

Figure 1 - Partnership of Te Ara Tika principles and bioethics principles. Source: National Ethical Standards (2019)

HRC Research Ethics Guidelines

The HRC Research Ethics Guidelines (2021) provide a list of ethical principles that should be used by IECs to review ethics applications in the areas of:

- Informed consent
- Scientific design and the conduct of the study
- Risks and potential benefits
- Selection of study population and recruitment of research participants
- Payments for participation in research
- Protection of research participants' privacy and confidentiality
- Cultural responsiveness.

The HRC Research Ethics Guidelines also set out the New Zealand Acts of Parliament, guidelines, regulations and documents that may inform the governance and review processes of IECs. The application of these legislative instruments and guidelines is incorporated into these SOPs and the University's *Ethical Guidance,* as required.

All members of AHREC and UAHPEC are expected to be familiar with and able to apply the HRC Research Ethics Guidelines in their review processes.

Professional Codes

Professional codes can impose requirements on IEC members and researchers in particular professions. Research should be conducted in accordance with all applicable professional codes. However, where there is an inconsistency between a professional code and the University's policies and procedures, including these SOPs and the University's *Ethical Guidance*, the IEC member or researcher should inform and seek advice from the University's Ethics Team.

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5.   INTERNAL POLICY REQUIREMENTS

This section details some of the key internal policies and codes of the University that IECs take into consideration when reviewing ethics applications. For the latest version of these policies, visit the Policy Hub on the University's website.

Code of Conduct

The Code of Conduct sets out the University's expectations of the standards of behaviour of all members of the University community, including IEC members. The key principles of the Code are as follows:

- We act with manaakitanga: this means we show respect, care and support for others, and we act with kindness and hospitality.

- We foster whanaungatanga: this means we commit to making our University community a place in which all feel they belong.

- We build kotahitanga: this means we recognise that our community of teaching, learning and research is a partnership between our students and our staff

- We uphold kaitiakitanga: this means we recognise our responsibilities as kaitiaki (guardians) to protect and respect our environment, traditions, knowledge, culture, languages and other taonga.

Ethics Review of Research Involving Human Participants Policy

The University's *Ethics Review of Research Involving Human Participants Policy* requires that all research involving human participants that are carried out by members of the University, including research within teaching sessions, must obtain approval from either HDEC or the University's IECs, except those activities classified as exempt.

Research Integrity Policy

The University's *Research Integrity Policy* sets out policy requirements for University staff and students to conduct research in accordance with the highest standards of research integrity. This includes obtaining all necessary ethics approvals when required and ensuring that the conditions of such approvals and undertakings made to human participants are adhered to during and after the research activities.

Legislative Compliance Policy and Procedures

The University's *Legislative Compliance Policy and Procedures* require the University's Deputy General Counsel to identify the key legislative compliance obligations relevant to the University's operations and record these obligations in an obligations register. This includes legislative compliance obligations relating to the hosting of IECs and the conduct of research.

6.   IEC TERMS OF REFERENCE

The University publishes its terms of reference for hosted IECs and other approved University Committees on its website.[2] This Section 6 of the SOPs details the terms of reference for AHREC and UAHPEC that have been approved by the University Council.

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[2] For a list, see: https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/governance-and-committees/committees/a-z-committees.html

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UAHPEC

The Terms of Reference for UAHPEC and its subcommittees are:

- To ensure that **eligible human participant research** complies with the highest ethical standards.
- To protect the interests of participants, researchers and the University.
- To promote awareness within the University community of ethical issues relating to research with human participants
- To provide an avenue for handling complaints or queries made by any interested person in relation to an ethical review process, ethics approval or research conducted without ethics approval.

The functions of UAHPEC include:

- Reviewing, and where satisfied that it is appropriate, approving applications and amendments in accordance with the University's Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs)
- Partnering with the University Ethics Team and faculty and Large-Scale Research Institute Ethics Advisors to provide advice and assistance regarding ethical principles to anyone undertaking such research
- Receiving, recording, and responding to information concerning adverse events, queries, and complaints
- Referring research integrity matters, such as the conduct of research without ethics approval, to the University's Research Integrity Officer to be managed in accordance with the Research Integrity Policy
- From time to time, conducting audits of approved projects to ensure that the research has been carried out according to the approval that was given
- Seeking expert opinion when required from relevant committees and groups, such as the Health Research Council Ethics Committee (HRC EC), National Ethics Advisory Committee (NEAC) and University Māori Research Governance Group. However, the confidentiality of the proposal and details of the issue under appraisal must be protected.
- Referring ineligible research to the Auckland Health Research Ethics Committee (AHREC) or Health and Disability Ethics Committees (HDECs) as required. Studies at the intersection of health and technology (for example the development of Apps, web based resources, AI or emerging technologies) may be referred to AHREC at the discretion of the Ethics Team and the Chair of AHREC.

Membership of each UAHPEC subcommittee shall include:

- One lay Chair (Lay)
- One non-lay Deputy Chair (Institutional)
- One nominee of the Pro Vice-Chancellor (Māori) (Institutional / Lay)
- One nominee of the Pro Vice-Chancellor (Pacific) (Institutional / Lay)
- One member with expertise in the area of moral philosophy (Institutional/Lay)
- One member with legal expertise (Institutional/Lay)
- One student representative nominated by Auckland University Students' Association (AUSA) Executive Committee and/or Postgraduate Students' Association (PGSA) (Lay)

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- Additional lay and non-lay members approved by the Deputy Vice-Chancellor (Research and Innovation) to address the composition and experience requirements set out in the IEC SOPs (Institutional / Lay).

Relevant definitions are:

- 'Eligible human participant research' is defined as human participant research conducted by members of the University community that is not eligible for consideration by HDEC or AHREC.

AHREC

The Terms of Reference for AHREC are:

- To ensure that **eligible health research** complies with the highest ethical standards
- To protect the interests of participants, researchers and **AHREC member institutions**
- To promote awareness within the AHREC member institutions of ethical issues relating to health, health-related, and clinical research.
- To provide an avenue for handling complaints or queries by any interested person in relation to an ethical review process, ethics approval or research conducted without ethics approval.

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The functions of AHREC include:

- Reviewing, and where satisfied that it is appropriate, approving applications and amendments in accordance with the University's Standard Operating Procedures (SOPs) for Institutional Ethics Committees (IECs)
- Partnering with the University Ethics Team, University faculties, Health New Zealand Research (National Office) staff and clinicians, and Large-Scale Research Institute Ethics Advisors to provide advice and assistance regarding ethical principles to anyone undertaking such research
- Receiving, recording, and responding to information concerning adverse events, queries, and complaints
- Referring research integrity matters, such as the conduct of research without ethics approval, to the University's Research Integrity Officer to be managed in accordance with the Research Integrity Policy or to the Health New Zealand Research (National Office), as required
- From time to time, conducting audits of approved projects to ensure that the research has been carried out according to the approval that was given
- Seeking expert opinion when required from relevant committees and groups, such as the Health Research Council Ethics Committee (HRC EC), Standing Committee on Therapeutic Trials (SCOTT), Gene Technology Advisory Committee (GTAC), Ethics Committee on Assisted Reproductive Technology (ECART), the National Ethics Advisory Committee (NEAC), Health and Disability Ethics Committees (HDECs), National Artificial Intelligence (AI) and Algorithm Expert Advisory Group (NAIAEAG), University Human Health Research Governance Committee (HHRGC) and University Māori Research Governance Group (MRGG). However, the confidentiality of the proposal and details of the issue under appraisal must be protected.
- Referring ineligible research to the University of Auckland Human Participant Ethics Committee (UAHPEC) or Health and Disability Ethics Committees (HDECs) as required.

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Membership of AHREC shall include:

- One lay Chair (Lay)
- One non-lay Deputy Chair (Institutional)
- One nominee of the Pro Vice-Chancellor (Māori) (Institutional / Lay)
- One nominee of the Pro Vice-Chancellor (Pacific) (Institutional / Lay)
- One member with expertise in the area of moral philosophy (Institutional / Lay)
- One member with legal expertise (Institutional/Lay)
- One nominee of Te Toka Tumai Auckland (Institutional)
- One nominee of Counties Manukau (Institutional)
- One nominee of Waitemata (Institutional)
- One nominee of Te Tai Tokerau Northland (Institutional)
- Additional lay and non-lay members approved by the Deputy Vice-Chancellor (Research and Innovation) to address the composition and experience requirements set out in the IEC SOPs (Institutional / Lay).

Relevant definitions are:

- 'Eligible health research' is defined as health research, health-related research and clinical research that is not eligible for review by HDEC and is conducted by staff and students of AHREC member institutions.

- 'AHREC member institutions' are the University and Health New Zealand Northern Region: Te Toka Tumai Auckland (previously Auckland DHB); Counties Manukau (previously CM Health); Waitemata (previously Waitematā DHB), and Te Tai Tokerau (previously Northland DHB).

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7.   IEC MEMBERSHIP REQUIREMENTS

The guiding principles for IEC membership are set out in Section 4.2 of the HRC Approval Guidelines. The application of these guiding principles to AHREC and UAHPEC membership is set out in this Section of the SOPs. The Deputy Vice-Chancellor (Research and Innovation) shall have regard to these principles when recommending new members to the University Council for approval.

General principles

AHREC and UAHPEC members shall:

- have the appropriate expertise, skills, knowledge and perspectives to conduct ethical review of the best quality
- be capable of undertaking ethical reviews that are robust, expert, and include an element of independence
- possess an attitude that is accepting of the values of other professions and community perspectives
- be from a range of backgrounds, expertise and ethnicities.

Lay Chair requirements

AHREC and UAHPEC shall have a lay Chairperson and a non-lay Deputy Chairperson.

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A layperson[3] is a person who:

- has no affiliation to the University or Health New Zealand
- is not a registered health practitioner, and has not been a registered health practitioner at any time during the five years preceding in the date of their appointment, and
- is not involved in conducting health or disability research, or employed by an organisation whose primary purpose relates to health and disability research, and
- may not otherwise be construed by virtue of employment, profession, relationship or otherwise to have a potential conflict or bias with the work of the committee.

Composition of IECs

As required by Section 4.2(c) of the Approval Guidelines, membership of UAHPEC and AHREC shall reflect the knowledge and expertise that each IEC requires to ensure the protection of research participants and the enhancement of public confidence in the system of ethics review.

The Deputy Vice-Chancellor (Research and Innovation) shall have regard to the following factors when considering the composition of the IECs and when recommending new members to the University Council for approval:

- the IECs must be large enough to ensure that a range of perspectives, experience and expertise are represented in the ethical review,

- Where relevant, members should include individuals with experience and expertise in:

  o te reo Māori and the understanding of tikanga Māori;
  o ethical and moral reasoning;
  o law;
  o the perspectives of wider community (e.g. the perspectives of consumers of health and disability services, ethnic communities);
  o the design and conduct of intervention studies;
  o the design and conduct of observational studies;
  o the provision of health and disability services;
  o reviewing either qualitative or quantitative research;
  o the perspectives of student community.

- Sufficient members whose background is not in health research to ensure that they feel comfortable voicing their views.

- For committees reviewing low risk health research, at least two appropriately qualified health professionals, one clinically trained and one in active practice.

- A gender balanced committee, as close to half male to half female as feasible.

In situations where it is not possible to comply with the exact composition requirements set out in Section 4.2(c) of the HRC Approval Guidelines, the University will prioritise memberships in the order of priority required by the HRC EC, which is Māori, gender, lay versus non-lay and then other cultural considerations.

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[3] Health Research Council of New Zealand, *Approval Guidelines*, s 4.2

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In addition to the above general principles, the Deputy Vice-Chancellor (Research and Innovation) will have regard to the Te Ara Tautika | The Equity Policy of the University when reviewing the composition of IECs and making recommendations to University Council.

Recruitment and appointment of members

Recruitment of members will be managed by the University's Ethics Team.

Recruitment and selection of AHREC members will be undertaken in consultation with the AHREC Governance Board and, in the case of Health New Zealand nominees, Health New Zealand Research (National Office).

Methods of recruitment may include public or institutional advertisements, self-nomination, nomination by third parties, and direct approaches to possible candidates. Prospective members may be asked to provide a CV, names of up to two referees, and to submit to an interview, as appropriate.

Lay and non-lay member appointments shall be approved by the University Council on the recommendation of the Deputy Vice Chancellor (Research and Innovation).

Term of membership

The term of membership is two years, with the exception of UAHPEC student representatives for whom the membership term is one year.

Appointments may be renewed, but no member shall serve more than six years in total. However, in some circumstances, with approval from HRC EC, the appointment of members can be extended beyond six years if it is deemed that the effectiveness of the committee would otherwise be compromised.

Conduct

Members are expected to comply with the University's Code of Conduct at all times and to work collaboratively with other IEC members and the University's Ethics Team. Members are expected to be diligent, prepared, participatory and respectful of differences of opinion.

Conflicts of Interest

Members must declare any potential conflicts of interest (COI) at each IEC meeting. Declaration of a COI and how it is managed must be noted by the Chair and recorded in the minutes. COIs include when a member of the Committee is named as a Principal Investigator (PI) or is part of the research team for an application on the IEC agenda. During the meeting, the member must leave the meeting when the IEC reviews and discusses the application.

Confidentiality

IEC members have a responsibility to respect confidentiality of information with which the IEC deals. This includes matters tabled or discussed at IEC meetings, as well as any additional issues raised outside meetings.

Training

The University's Ethics Team is responsible for providing ethics training to new and existing IEC members. IEC members are expected to attend at least 80% of the scheduled training sessions. If an IEC member is absent for more than half of the scheduled training sessions without justification, their membership may be terminated.

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Attendance and Leave

IEC members are expected to attend and actively participate in at least 80% of scheduled IEC meetings throughout the year. If an IEC member is absent for more than half of the scheduled meetings in a calendar year without justification, their membership may be terminated. If there is notice of absence in advance (for example, due to taking study leave, illness, or parental leave) for more than three consecutive meetings during the year, they will be replaced either temporarily or permanently.

Payment/Reimbursement

Lay members will receive an attendance fee for attending each IEC meeting. The attendance fee equals the half-day attendance rate for approved University Committees that is approved by University Council with reference to the maximum fees set by the Ministry of Education pursuant to clause 17 of Schedule 11 of the *Education and Training Act 2020*.

In addition to the attendance fee, lay members may also receive an additional fixed fee for acting as full application reviewers and for participating in out-of-cycle and expedited decision-making. Lay member eligibility for these additional fees will be specified in writing by the University where applicable.

Costs of transport are paid, and parking can also be arranged.

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8.   IEC CHAIRS AND DEPUTY CHAIRS

There shall be one Chair and Deputy Chair for AHREC and one Chair and Deputy Chair for each subcommittee of UAHPEC.

The responsibilities of the Chairs and Deputy Chairs are to:

- Conduct meetings in accordance with these SOPs
- Ensure the meeting follows the agenda and the committee reaches clear decisions
- Ensure that all members have the opportunity and are comfortable to participate in discussion
- Review expedited applications
- Review and ratify the use of an approved ethics application from another University/Institution
- Accept and review out of cycle applications
- Investigate complaints, and adverse events relating to approved research.

Recruitment and appointment of Chairs and Deputy Chairs

Recruitment of the Chairs and Deputy Chairs will be managed by the University Ethics Team.

AHREC Chair and Deputy Chair selection will be in consultation with the AHREC Governance Board.

Methods of recruitment may include public or institutional advertisements, self-nomination, nomination by third parties, and direct approaches to possible candidates. Prospective Chairs and Deputy Chairs may be asked to provide a CV, names of up to two referees, and to submit to an interview, as appropriate.

Chair and Deputy Chair appointments shall be approved by the University Council on the recommendation of the Deputy Vice Chancellor (Research and Innovation).

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Term requirements

The term of the Chair and Deputy Chair is two years. Appointments may be renewed, but no Chair shall serve more than three consecutive terms (six years). In limited circumstances with approval from HRC EC, the appointment of Chairs and Deputy Chairs can be extended beyond six years if it is deemed that the effectiveness of the committee would otherwise be compromised.

Attendance and Leave

IEC Chairs and Deputy Chairs are expected to attend and actively participate in at all scheduled IEC meetings throughout the year.

Unavailability of Chair

If the Chair is unable to attend a single meeting, then the Deputy Chair shall assume the role of Acting Chair. If the Chair is unable to attend two or more consecutive meetings, then the Deputy Vice-Chancellor (Research and Innovation) shall appoint a lay member from one of the University's IECs as Acting Chair. Failure to attend three or more IEC meetings during a calendar year may result in the Chair being replaced temporarily or permanently.

Unavailability of Deputy Chair

If the Deputy Chair is unable to attend a meeting, then the Chair shall appoint an institutional member of the IEC as Acting Deputy Chair. Failure to attend three or more IEC meetings during a calendar year may result in the Deputy Chair being replaced temporarily or permanently.

Payment/Reimbursement

IEC Chairs will receive an annual fee during their approved term. In the first year of appointment, the annual fee shall be pro-rated based on the commencement date. The annual fee amount for Chairs of approved University Committees is approved by the University Council with reference to the maximum fees set by the Ministry of Education pursuant to clause 17 of Schedule 11 of the *Education and Training Act 2020*.

IEC Chairs are expected to allocate twenty-six hours a month (on average) to their role to remain eligible for the annual fee. If additional hours are required to complete tasks or additional work approved by the Head of Research Ethics, the Chairs may receive additional fees. IEC Chair eligibility for these additional fees will be specified in writing by the University where applicable.

Costs of transport are paid, and parking can also be arranged.

Principal Chair

From the group of appointed Chairs and Deputy Chairs, the Deputy Vice-Chancellor (Research and Innovation) shall appoint a Principal Chair.

The responsibilities of the Principal Chair are to:

- provide IEC leadership for the HRC EC re-approval and reporting processes,
- represent the IECs in discussions and correspondence with the HRC EC,
- Provide advice and opinions on emerging ethical matters where appropriate,
- Provide feedback on matters to process and changes relating to the IECs.

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9.   IEC MEETINGS

Meeting frequency

AHREC shall meet monthly and each of the UAHPEC subcommittees shall meet monthly.

The agenda closes two weeks prior to a meeting to allow for compliance-checking of the initial application, for initial revisions to be made as a result of this check, and for a preliminary review of the application by IEC members prior to the meeting. Applications received after the deadline are included in the agenda for the following meeting.

Additional meetings may be added to the standard yearly schedule to accommodate and account for a high number of applications. These ad hoc meetings are subject to annual resourcing allocations.

Mode of attendance

As Secretariat for AHREC and UAHPEC, the Ethics Team shall determine whether an IEC meeting is to be held in person or online. In making this decision, the Ethics Team shall balance the HRC EC preference in the HRC Approval Guidelines for face-to-face meetings with the efficiency and effectiveness benefits that can be gained through online meetings.

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Minutes

A record of minutes must be kept for each IEC meeting. The minutes are required to contain the following information:

- Members in attendance;
- Apologies for members unable to attend;
- The agenda for the meeting;
- Record of any declaration of potential conflicts of interest, and the decision the IEC made to manage these declarations;
- A summary of the main ethical issues and discussions of each application that takes place during the meeting;
- Decision made at the meeting, and whether the decision was by consensus or vote;
- Any formal dissent from members;
- If an application is declined, a summary of the reasons why.

Draft minutes should be formally confirmed as a true an accurate record at the next IEC meeting. Confirmation of minutes requires two members of the IEC (should not be the Chair) to make a motion to approve that minutes are accurate and correct.

Quorum

A quorum consists of no fewer than half the members of each IEC's membership (including the Chair or acting Chair). For UAHPEC, this means no fewer than half the members for each sub-committee.

If a meeting is inquorate, absent committee members can be asked to provide input by correspondence as long as the Chair believes this has allowed an adequate assessment of the application.

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Decision-making process

The IECs should endeavour to reach decisions by consensus. Where consensus is not possible at a meeting, then a resolution may be passed by a majority of the IEC members who are in attendance, with the Chair having a casting vote.

Consultation outside the IECs

Where there is insufficient expertise on the IECs to assess an application properly or address an issue raised, the IECs may seek additional expert advice. Such experts may be invited to attend a relevant meeting to provide advice, but they should not be present during committee deliberations.

10. APPROACH TO RISK

IECs shall apply a level of ethical oversight that is proportionate to the risks involved.

Risk in this context can be understood as a function of the magnitude of a harm and the probability that it will occur. Section 8 of the National Ethics Standards lists the following types of harms that should be considered when assessing and categorising risks:

- Physical harm
- Psychological harm
- Disrespect or harm to dignity
- Social or cultural harm
- Privacy harm
- Economic harm
- Legal harm
- Data harm
- Autonomy harm.

Low-risk applications

The National Ethical Standards use the term 'negligible risk' to describe research where the only foreseeable risk is one of inconvenience and/or discomfort. 'Minimal risk' is described as research in which the probability and magnitude of harms in research are not greater than the probability and magnitude of harms ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

These SOPs use the term 'low-risk' to describe research that would be classified as either negligible risk or minimal risk under the National Ethical Standards.

More than low-risk applications

The term 'more than low-risk' is used to describe research that would be classified as either 'more than minimal risk' or 'significantly greater than minimal risk' under the National Ethical Standards.

The interpretation and definition of the terms 'low risk' and 'more than low risk' in different research contexts are further detailed in the University Ethical Guidelines document.

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11.   APPLICATION TYPES AND PATHWAYS

Application types

AHREC and UAHPEC shall accept two types of applications:

1. Individual applications
2. Coursework applications

IECs have the right not to consider or accept applications that are incomplete or inadequate.

Individual applications

Individual applications shall be required for:

- all applications from staff of the University and Health New Zealand Northern Region
- student research projects for theses or dissertations for credit of 90 points or more
- small student research projects (less than 90 points credit) that are more than low-risk.

Coursework applications

Coursework applications may be accepted for:

- small student research projects (less than 90 points credit) that are low-risk
- low-risk course-based student research.

Small student research projects that are part of a group coursework application must have a common set of research questions and procedures, or a specified range of research questions and procedures within which students may choose their project. Student projects outside the specified choices, or which raise substantive ethical concerns (such as using child or vulnerable participants or presenting a more than low-risk to participants), must be submitted for ethics approval as an individual research application.

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Application pathways

AHREC and UAHPEC shall provide three pathways for review of ethics applications:

1. expedited review for low-risk applications
2. full review for more than low-risk applications
3. out-of-cycle review for urgent applications.

Expedited review

Expedited reviews are reserved for low-risk applications.

An initial determination of the risk level is made by the Ethics Team based on the application form responses and the criteria set out in these SOPs. Applications that meet the low-risk criteria are assigned for review by two IEC members, including the Chair.

Applications that are identified as not meeting the low-risk criteria at any stage in the review process are referred for full review or out-of-cycle review.

Full review

Any research not qualifying for an expedited review is put on the next applicable IEC agenda for full review. Each application will be reviewed independently by two IEC member reviewers prior to the meeting and then reviewed by the full IEC during the meeting.

After each IEC meeting, the Ethics Team will send the applicant an outcome letter to advise the IEC decision, usually within five working days.

Out-of-cycle review

In exceptional circumstances, applications may be reviewed outside the scheduled IEC meetings if accepted by the IEC Chair. Requests for an out of cycle review must be made in writing by the applicant to the IEC Chair via the University's Ethics Team. An application accepted by the Chair for an out of cycle review will be reviewed by four committee members, including the Chair. Decisions will be ratified at the following IEC meeting.

12.   AMENDMENTS

Amendment requests are requests submitted by applicants to make changes to a previously approved application. Amendments are categorised by the Ethics Team as minor amendments or major amendments.

Minor amendments

Minor amendments are amendments that are unlikely to adjust the distribution of potential benefits and risks of harm for participants.

These minor amendments can include:

- Administrative changes to study documents
- Changes to research personnel (including supervisors) that do not materially alter the oversight of the study
- Date extensions
- Minor changes to project design
- Other minor amendments that are required as a condition by IECs.

Minor amendments are approved under delegation by IEC Chairs and the Head of Research Ethics, subject to any delegation limitations imposed by HRC EC.

Major amendment

Major amendments are amendments that are likely to adjust the distribution of potential benefits and risks of harm for participants.

These major amendments can include:

- Substantial change to the methodology and research design
- Significant changes to the research team
- Addition of new participant cohort
- Addition of use of new datasets from databanks/biobanks
- Change to research locality (overseas and domestic).

Major amendments are managed using the full review or out-of-cycle pathways.

The IEC may approve the amendment request, ask for further information, or they may request the applicant submit a new application.

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13. IEC DECISIONS

This section details the types of decisions that an IEC may reach in response to a new application or amendment.

Approved

The ethics application is approved, and the proposed research can proceed. Ethics approval is normally granted for three years.

In some circumstances, applications may be approved in stages. For examples, if an application has more than two stages or phases, the IEC may decide to approve the first stage/phase and request the applicant submit a new application(s) for the other stage(s)

Approved with comment

The IEC has given ethics approval and has made some comments that do not necessarily require changes to be made to the application. The IEC may also include standard conditions and minor conditions that must be addressed prior to the commencement of the research, but do not require further IEC consideration.

In accordance with its Terms of Reference, the IEC reserves the right to conduct audits of approved projects to ensure that the research has been carried out in accordance with any minor conditions and major conditions that were included with the approval. Instances of non-compliance may be referred to the University's Research Integrity Officer to be managed in accordance with the Research Integrity Policy or to the Health New Zealand Research (National Office), as applicable. The interpretation of what constitutes a standard, minor or non-minor condition shall be detailed further in the Ethical Guidance

Conditional approval

When an application is conditionally approved, the IEC requires further amendments to the application or further documentation provided before the study can commence. The researcher must provide the requested revisions / modifications / clarifications / documents and highlight any made in the text of the resubmitted documents by using tracked changes. Changes to the application form will show up as tracked when re-submitted.

These amendments will be signed off by the University's Ethics Team, who may seek advice from an IEC member or Chair. These amendments do not require further IEC review unless required by the Chair. The researcher must receive an approval letter from the Ethics Team before commencing their research.

A conditionally approved application does not have ethics approval until the applicant has submitted the amendments and received the approval letter.

Pending resubmission

In this instance, the IEC has not granted approval. This is usually because there are substantive ethical issues that still need to be addressed or are unresolved, or insufficient information provided to allow the IEC to make a decision. Applicants must make the changes required by the IEC and resubmit the application for review at a next IEC meeting. The IEC will review the application to determine if all outstanding ethical issues have been resolved and may require further changes.

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Expedited applications do not receive a pending outcome. If the reviewers consider that an expedited application presents a more than low-risk, the application will be referred for review by the full IEC.

Expedited applications that are low-risk but require further information or changes before approval can be given may be returned to applicants to make further changes or provide additional information.

Empowered

In some cases, one or more IEC members can be empowered by the IEC to work with applicants to resolve outstanding issues until the application can be approved. The researcher must contact the nominated IEC member(s) and arrange a meeting / exchange of correspondence with them in order to clarify the IEC's concerns. Once the IEC member(s) are satisfied that all the required changes have been made, the application will be approved, and the proposed research can commence. The approval will be noted on the agenda of the next IEC meeting.

Not required

If the IEC decides that an ethics application or approval is not required, this will be communicated to the applicant.

Declined

The application cannot be approved due significant ethical issues and risk, and the project cannot proceed. It is rare that an application is declined. The IEC aims to help researchers bring their research proposals up to the standard required for approval or to resolve ethical issues.

Referred to another IEC

The research falls within the scope of another IEC and should be submitted to that IEC.

Referred to HDEC

The research falls within the scope review by a Health and Disability Ethics Committee (HDEC). The researcher must prepare an application using the HDEC online application form and submit it for HDEC review once University institutional approval has been obtained. University institutional approval is not required for HDEC applications from Health New Zealand researchers.

14.   EXEMPTIONS

AHREC and UAHPEC shall treat the following activities as exempt in their review of ethics applications:

1. Teaching and course evaluations within the University, including all student surveys conducted in accordance with the University's Student Survey Policy and Procedures that are not for the purpose of research or publication

2. Departmental reviews and similar evaluations

3. Surveys, questionnaires or interviews by University members undertaken not for the purposes of research but only for improving the teaching and administrative activities of the University

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4. A solitary interview with an individual public figure about public matters, or an interview with a single participant who is asked to discuss his or her area of expertise and who can reasonably be regarded as having sufficient seniority and experience to be aware of, and protect, his or her own interests with regard to the research and its publication. A series of interviews with a single person or a number of persons on the same topic in some cases may also be exempt. Further details on when such interviews require ethics approval are outlined in the Univeristy Ethical Guidelines.

5. Observational studies in public where participants are not identifiable. However, this is subject to any limitations detailed in the Ethical Guidelines, such as the involvement of video and audio recordings in public.

6. Discussions of a preliminary nature that will assist in the development of a research study or instrument, but will not provide data to be incorporated into the research dataset.

7. Research using only published or publicly available data.

8. Secondary use of data from domestic and/or international databanks and biobanks where the HRC EC or other comparable IECs and Institutional Review Boards (IRBs) have approved for these to be regarded as exempt, as detailed in the University's Ethical Guidance.

9. Research that is undertaken independently of the University (for example, in private consultancy), so long as the participants are told at the outset that the research is not connected with the University. Under no circumstances should the name of the University, the researcher's University title or the University logo be used. In these circumstances, researchers are advised to check for any independent institutional ethical review requirements.

10. Research that is undertaken independently of Health New Zealand by Health New Zealand researchers, so long as the participants are told at the outset that the research is not connected with Health New Zealand. In these circumstances, researchers are advised to check for any independent institutional ethical review requirements.

15. RATIFICATIONS

The Chair of AHREC and UAHPEC is delegated to ratify applications that have been approved by another domestic or international ethics committee, other than HDEC.

The following conditions must be satisfied for ratification to be considered:

- The original ethics approval is from a committee whose ethical standards are similar to the University's IECs

- The staff member(s) seeking ratification is/are named on the original approved application (or an approved amendment)

- Any intended research site in New Zealand is included in the original approval or an approved amendment.

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- The staff member seeking ratification has confirmed that the participants will only be those mentioned in the originally approved application.

Upon receiving an application for ratification, the Chair may refer the ratification request to the full IEC for review.

16. NON-RESEARCH RELATED APPLICATIONS

On occasion, the IECs may review non-research related applications on a case-by-case basis, including quality improvements, clinical audits, and clinical training courses for students.

Quality Improvement (QI)

As noted in the National Ethical Standards and the Health Quality & Safety Commission (HQSC) | Te Tāhū Hauora ethics guide for QI projects, QI projects are generally considered to be low risk.

Factors that might increase the risk profile of a QI project include:

- there is a potential for physical or psychological harm to consumers
- vulnerable individuals or groups are involved
- additional burdens are put onto consumers and health care professionals to take part
- the data collected are of a sensitive nature
- the use of data is secondary to that for which it was originally consented
- individuals may be identifiable through the way the data are used or made available
- there is not enough evidence to determine that the proposed change in the standard of clinical care is safe or effective
- the activity is unlikely to provide direct benefits to consumers
- the involvement of a student

AHREC will review QI applications when:

1) they are more than low-risk, and
2) the activity is likely classified as research, as indicated by any of the following:
   - o the activity is primarily intended to create new, generalisable knowledge,
   - o the activity will occur outside of the standard of clinical care,
   - o the interventions will be allocated differently among participants through randomisation, use of control groups and/or placebos,
   - o the activity will involve the collection or storage of human tissue outside of the standard of clinical care,
   - o the results are intended to be published, or have the future potential, in an academic journal,
   - o the activity involves a student, and
3) the activity is not eligible for review by HDEC.

QI activities not meeting criteria 1) and 2) above will be undertaken by Health New Zealand or the University, as applicable, without ethical review.

Clinical Audits

Clinical Audits are a tool used for QI and Quality Assurance. As per the National Ethical Standards, clinical audits involve investigating and checking whether clinical activities meet national or international standards, policies, guidelines, or best practice reviews in order to

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improve the activities. Audits can also include reviewing a change in practice to determine whether outcomes have met the required or desired result.

Factors that might increase the risk profile of a clinical audit project include:

- individuals may be identifiable through the way the data will be used, stored, transported or made available.
- access to personal information that extends beyond members of the clinical care team or to individuals/parties who do not normally have access to such personal information or other relevant data sets.
- The audit activity involves individuals or communities that are considered rare, small, and unique and, therefore, could be easily identified.
- The results are intended to be published, or have the future potential, in an academic journal.
- The audit involves a student.

AHREC will review clinical audit applications if it meets any of the criteria mentioned above under QI applications.

Clinical training for students

Some courses require University departments to seek volunteers from the wider community or students to examine each other during clinical training sessions (e.g. sonographers enrolled in specific Health Sciences courses), teaching, or demonstration purposes. Such activities require ethical consideration, therefore, applications involving such activities may on occasion be reviewed by the IEC using a coursework application.

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17.   DELEGATION OF AUTHORITY

Head of Research Ethics

The Head of Research Ethics may exercise delegated decision-making authority for:

- Minor amendments.

Chairs and Deputy Chairs

The IEC Chairs (including Acting Chairs and Deputy Chairs) may exercise delegated decision-making for:

- Minor amendments
- Ratifications.

IEC Subcommittees

Subcommittees may exercise delegated decision-making for:

- Expedited reviews (minimum of two IEC members, including the Chair)
- Out-of-cycle reviews (minimum of four IEC members, including the Chair).

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18.   FACULTY ETHICS ADVISERS

The Deputy Vice-Chancellor (Research and Innovation) shall appoint University staff members as Faculty Ethics Advisers to provide disciplinary-specific ethical advice and support within faculties and Large-Scale Research Institutes.

Wherever possible, the Faculty Ethics Adviser will be an IEC member to ensure consistency of advice and IEC decision-making.

Recruitment of Faculty Ethics Advisers will be managed by the Research Ethics Team who shall confirm Academic Head endorsement of the proposed appointment and associated service contribution prior to requesting final Deputy Vice-Chancellor (Research and Innovation) approval.

19.   REPORTING

UAHPEC and AHREC report to the University Council annually and at other times as requested by the University Council. AHREC also reports annually to the AHREC Governance Board and Health NZ. Both IECs report annually to the HRC EC.

The annual reports for the University Council and HRC EC are prepared by the Head of Research Ethics for approval by the Deputy Vice-Chancellor (Research and Innovation) for submission to the University Council, Health New Zealand Research (National Office) or the HRC EC as required.

The process of preparing and approving IEC reports and other IEC governance documentation is outlined in the Documents Management Table in Appendix 1 of these SOPs.

20.   OFFICIAL INFORMATION ACT (OIA) REQUESTS

Requests under the *Official Information Act 1982* may be received from time-to-time and will be directed to the Head of Research Ethics who will liaise with the appropriate delegates at the University and Health New Zealand.

All minutes, agendas and written communications may be subject to OIA requests.

21.   UNEXPECTED HARM AND COMPLAINTS

An important part of UAHPEC and AHREC responsibilities is the investigation of complaints and expressions of concern received, as well as the evaluation of events in which research participants have been unexpectedly harmed.

Unexpected harm

IECs shall require written reports to be submitted in all cases of unexpected harm.

It is the responsibility of researchers (in the case of students, through their primary supervisor) to report these unexpected harms using the *Report Form for Adverse Events and Complaints*, which can be requested from the Ethics Team at humanethics@auckland.ac.nz.

All serious adverse events shall be reported by the Head of Research Ethics to the Deputy Vice-Chancellor (Research and Innovation). Adverse events relating to Health New Zealand researchers and research projects shall be reported to the relevant authority at Health New Zealand.

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Other complaints and expressions of concern

<u>Members of the public and participants</u>

Members of the public and research participants wishing to raise a complaint or expression of concern about research approved by the IECs may do so in writing to the IEC Chair via the Head of Research Ethics at <u>humanethics@auckland.ac.nz</u>. The complaint, or expression of concern, should be set out in sufficient detail to enable the Chair to understand both the research study and the issues of concern.

<u>Members of the University and Health New Zealand</u>

Members of the University and Health New Zealand wishing to raise a complaint or expression of concern about research approved by UAHPEC or AHREC must complete a *Report Form for Adverse Events and Complaints*. The form can be requested from the Ethics Team using humanethics@auckland.ac.nz and submitted to the IEC Chair via the Head of Research Ethics at the same email address.

<u>Complaints about IEC Chairs</u>

If the complaint is about the UAHPEC or AHREC Chair, or if the complainant/informant is dissatisfied with the Chair's response, the complainant/informant should, in the first instance, write to the Head of Research Ethics who will then direct the complaint or concern to the Deputy Vice-Chancellor (Research and Innovation).

<u>Privacy and Confidentiality</u>

To protect the privacy of the complainant or informant, the researchers and research participants, all information about a complaint or alleged adverse event will initially be treated as confidential to the Chair and the Head of Research Ethics. The Head of Research Ethics, in consultation with Chair, will determine the appropriate levels of confidentiality throughout the proceedings.

Procedural fairness will normally require that details of the complaint or concern and sufficient information about the source of the complaint or concern will be made available to those about whom the complaint is made. A complainant or informant may request confidentiality, but must understand there will be circumstances where such a request will mean the complaint cannot be investigated. The complainant or informant will be advised if this is the case.

If the Head of Research Ethics, in consultation with the Chair, considers there are good reasons to protect the identity of the complainant or informant, and the investigation can still proceed in a procedurally fair manner, the identity of the complainant or informant may initially remain confidential.

In all cases, if the matter of complaint is of a serious nature and an investigation needs to be conducted urgently, the Head of Research Ethics and the Chair will take whatever steps they consider necessary.

At any stage of the investigation, the Head of Research Ethics and the Chair may determine that in the interests of the welfare of research participants, it is necessary for a disclosure to be made to specific persons who can assist those research participants.

Complainants/informants will be kept informed about the progress of their complaint

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Investigation Procedures

Members of Health New Zealand

When the complaint, matter of concern, or unexpected harm relates to Health New Zealand staff member(s) or participant(s), the investigation will be undertaken in accordance with the processes and policies of Health New Zealand Research (National Office) and if required will make recommendations to AHREC Chair in relation to the ethics approval.

Members of the University

When the complaint, matter of concern or unexpected harm relates to members of the University community, the initial investigation will be undertaken by the Head of Research Ethics who will make recommendations to the appropriate IEC Chair in relation to the ethics approval. As part of this investigation and subject to the privacy and confidentiality obligations outlined above, the subject of the complaint or expression of concern will be provided with the opportunity to respond in writing to the complaint or expression of concern.

Potential Outcomes

The potential outcomes from an investigation of a complaint, expressions of concern or unexpectedly harm are:

- the matter is closed without further action
- the applicant is requested to submit an amendment to their application
- the matter is referred to the University's *Research Integrity Officer* where there is a suspected breach of the University's Research Integrity Policy
- the ethics approval is suspended or cancelled
- the matter is referred to the HRC EC for a second opinion
- the matter is referred to another more appropriate body or agency.

Any recommendation to suspend or cancel an ethics approval must be endorsed by the Deputy Vice-Chancellor (Research and Innovation) and ratified at the next IEC meeting.

The outcome of all investigations will be reported to the relevant IEC at the next available meeting and shall be included in the annual report to HRC EC.

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APPENDIX 1: APPROVERS OF IEC GOVERNANCE DOCUMENTS

The below table provides an overview of the review and approval process for essential IEC governance documents.

Documents Management Table

Document	Document Owner	Approved By	Consulted	Responsible
Ethical Guidelines	DVC (R & I)	UoA: DVC (R & I) External: HRC EC (for changes requiring HRC EC approval)	AHREC Governance Board Human Health Research Governance Group Māori Research Governance Group	Head of Research Ethics
SOPs for IECs	DVC (R & I)	University Council (on the recommendation of the DVC (R & I))	AHREC Governance Board Human Health Research Governance Group	Head of Research Ethics
Annual Reports for Council	DVC (R & I)	University Council (on the recommendation of the DVC (R & I))	AHREC Governance Board (for AHREC only)	Head of Research Ethics
HRC annual reports and Accreditation (3 yearly)	DVC (R & I)	DVC (R & I)	AHREC Governance Board (for AHREC only)	Head of Research Ethics

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APPENDIX 2: ABBREVIATIONS

AHREC Auckland Health Research Ethics Committee

DVC (R & I) Deputy Vice Chancellor (Research and Innovation)

ECART Ethics Committee on Assisted Reproductive Technology

FMHS Faculty of Medical and Health Sciences

GTAC Gene Technology Advisory Committee

HDEC Health and Disability Ethics Committee

HHRGC Human Health Research Governance Committee

HQSC Health Quality & Safety Commission

HRE Head of Research and Ethics

HRC Health Research Council

HRC EC Health Research Council Ethics Committee

IEC Institutional Ethics Committee

IRB Institutional Review Boards

MRGG Māori Research Governance Group

NEAC National Ethics Advisory Committee

PI Principal Investigator

SCOTT Standing Committee of Therapeutic Trials

SOPs Standard Operating Procedures

QI Quality Improvement

UAHPEC University of Auckland Human Participant Ethics Committee

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APPENDIX 3: GLOSSARY

Adverse events are those with negative or unfavourable reactions or results that are unintended, unexpected or unplanned. In practice this is most often understood as an event which results in harm or has the potential to result in harm to the participant. In the context of clinical trials, the meaning of adverse event also includes any unfavourable or untoward medical occurrence in a patient or clinical trial participant which does not necessarily have a causal relationship with the treatment.

Auckland Health Research Ethics Committee (AHREC) is one of the Institutional Ethics Committees (IECs) hosted by the University and approved by the HRC EC under the *Health Research Council Act 1990*. The scope of AHREC is to consider health research, health-related research and clinical research that is not eligible for review by HDEC.

Clinical Audit is a tool used to systematically evaluate an aspect of patient care and clinical practice against set standards to identify areas of improvement or whether specific changes have met required outcomes.

Conflict of interest has the meaning set out in the University's Conflict of Interest Policy, as updated from time to time.

Course-based research refers to research activities conducted by a student as part of an academic program at the University that does not culminate in the completion of a thesis or dissertation.

Ethical Guidelines refer to the University's *Ethical Guidelines* which describe how the ethical standards, University policies and IEC policies and procedures detailed in these SOPs will be applied in different research contexts.

Ethics Team means the University of Auckland team within Te Puna Tiketike | Research and Innovation Office that provides Secretariat support to AHREC and UAHPEC.

Harm includes physical harm, psychological harm, disrespect or harm to dignity, social or cultural harm, privacy harm, economic harm, legal harm, data harms and autonomy harm.

Head of Research Ethics means the manager of the Ethics Team.

Health and Disability Ethics Committees (HDECs) are Ministerial committees established under section 87 of the *Pae Ora (Healthy Futures) Act 2022* and approved by the HRC EC, whose function is to secure the benefits of health and disability research by checking that it meets or exceeds established ethical standards.

Health research, health-related research and clinical research refers to research that is not within scope of HDEC and which seeks to understand health and disease or which utilises human tissue, health information, health data, evaluation of health services.

Health Research Council Ethics Committee (HRC EC) refers to the committee that approves Institutional Ethics Committees (IECs) under sections 25(1)(c) and 25(1)(f) of the *Health Research Council Act 1990*.

HRC Approval Guidelines refer to the *Health Research Council Guidelines for Approval of Ethics Committees (2012)*.

Human participant means a person with whom there is some intervention or interaction that would not otherwise be occurring, or would be occurring in some other fashion, but for the research, or as a result of the research.

11.3

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Institutional Ethics Committees (IECs) are ethics committees that are approved and accredited by the HRC EC to review and approve ethics applications.

Lay member has the meaning set out in Section 7 of these SOPs.

Members of the University community encompass all staff (permanent, temporary, and part-time staff), honorary staff, students (full-time and part-time, elective students, exchange students), contractors, subcontractors, consultants, alumni, associates, business partners or official visitors or guests of members of the University or Auckland UniServices Limited.

National Ethics Advisory Committee (NEAC) is the ministerial advisory committee established under section 92 of the Pae Ora (Healthy Futures) Act 2022 to provide advice to the Minister of Health on ethical issues of national significance in health and disability matters.

National Ethical Standards refer to the *National Ethical Standards for Health and Disability Research and Quality Improvement* (2019) published by the National Ethics Advisory Committee (NEAC).

Research is original investigation undertaken in order to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement. It typically involves enquiry of an experimental or critical nature driven by hypotheses or intellectual positions capable of rigorous assessment by experts in a given discipline. It is an independent, creative, cumulative and often long- term activity conducted by people with specialist knowledge about the theories, methods and information concerning their field of enquiry. Its findings must be open to scrutiny and formal evaluation by others in the field, and this may be achieved through publication or public presentation. In some disciplines, the investigation and its results may be embodied in the form of artistic works, designs or performances. Research includes contribution to the intellectual infrastructure of subjects and disciplines (e.g. dictionaries and scholarly editions). It also includes the experimental development of design or construction solutions, as well as investigation that leads to new or substantially improved materials, devices, products or processes.

Serious adverse events are those that: result in death; are life threatening; require inpatient hospitalisation or result in prolongation of existing hospitalisation; result in persistent or significant disability or incapacity; consists of a congenital anomaly or birth defect; is a medically important event or reaction; or other serious events which, in the judgement of the researcher, result in serious harm(s) to participants.

Special resolution means an agreement by consensus of all members.

Standard Operating Procedures (SOPs) refer to the University's SOPs for IECs that are approved by the University Council.

Student research project refers to research conducted by a student as part of an academic program at the University that culminates in the completion of a thesis or dissertation.

Quality improvement (QI) refers to activities which aim to improve healthcare by assessing current situation and systematically implementing/testing evidence-based knowledge within a local organisation. The goal of QI is to ensure healthcare delivered by organisations are effective, safe, and equitable through the applications of improvement science methodology. QI may be conducted within a health and care or community setting.

11.3

28

Health New Zealand |Te Whatu Ora Northern Region includes: Te Toka Tumai Auckland (previously Auckland DHB); Counties Manukau (previously CM Health); Waitematā (previously Waitematā DHB), and Te Tai Tokerau (previously Northland DHB).

University means Waipapa Taumata Rau | University of Auckland and includes all subsidiaries.

University of Auckland Human Participant Ethics Committee (UAHPEC) is one of the Institutional Ethics Committees (IECs) hosted by the University and approved by the HRC EC under the *Health Research Council Act 1990*. The scope of UAHPEC is to consider human participant research that is not eligible for review by HDEC or AHREC.

Memo

To: Council

From: Pamela Moss, Director of Planning

Date: 3 June 2025

Re: Taumata Teitei Vision 2030, Strategic Plan 2028

This memo recommends that Council **approves** the refreshed Taumata Teitei Vision 2030, Strategic Plan 2028 as presented in December 2024 with updated dates to align with the University's Investment Plan cycle.

Background

1. Council received and noted an update to Taumata Teitei Vision 2030, Strategic Plan 2025 in December 2024. During 2024, the Taumata Teitei portfolio leads reviewed the original Strategic Plan priorities. The priorities were reconfirmed with the exception of those for the Enabling Environment portfolio where the priorities were updated to better reflect the environment in which the University is now operating.
2. The Investment Plan 2026 to 2028 demonstrates the alignment between the Tertiary Education Strategy and Taumata Teitei Vision and Strategic Plan. This update to Taumata Teitei aligns the dates of the Taumata Teitei Strategic Plan with the University's Investment Plan cycle.
3. The alignment of dates is required to ensure the Annual Report Statement of Service Performance appropriately responds to the Taumata Teitei Strategic Plan.

11.4
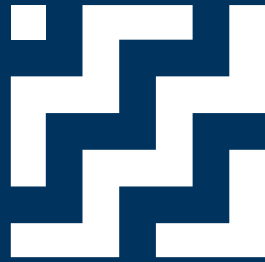
Taumata Teitei

Vision 2030 and Strategic Plan 2028

11.4

THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
N E W   Z E A L A N D

Vice-Chancellor's
Message

Whakatauki

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

11.4

The University of Auckland is located in Aotearoa New Zealand, a place of extraordinary beauty and diversity, where Māori are tangata whenua. From here, we reach out to the Pacific, to Asia and the World. Our enduring relationship with tangata whenua is based upon Te Tiriti o Waitangi, an essential part of our distinctiveness, and a key component of our new Vision 2030 and Strategic Plan 2028.

I am pleased to commend to you this University of Auckland Vision and Strategy for the next decade 2021–2030, *Taumata Teitei*, which can be interpreted from te reo Māori as pursuing excellence, despite uncertainty. It recognises the exciting challenges posed by the concerns of our age and is a contemporary statement of our purpose, vision and values.

Alongside our new Vision and Strategy, we are co-creating a framework titled Waipapa (based upon the Ngāti Whātua Ōrākei gifted name for the University, *Waipapa Taumata Rau*). A framework that will sustain us beyond this 10-year Strategy, it elucidates ideas important to the University, including the principles of manaakitanga, kaitiakitanga and whanaungatanga. Located within an interactive network of maunga (mountains) redolent of the many mountain peaks of Auckland, this iterative framework will act as a dialogue over successive years, supporting our actions, deliberations and outcomes, so as to benefit our students, staff and key communities.

Our common commitment to ecologically sustainable systems, equitable and just society, well-being for all, and a thriving economy based upon innovation, are therefore to be understood through the lens of this framework.

Taumata Teitei signals a strong commitment to excellence, sustainability, relevance, fairness and positive impact in all we do. It does this for the immediate communities of the University of Auckland, for Aotearoa and the Pacific, as well as the global social and economic systems critical to intergenerational equity across the world. We promote a strategy that emphasises well-being, human value and the preservation and protection of our natural world. In short, our strategy is for the world.

Consequently, we will sharpen our focus, prioritising our education and research efforts to improve insight and understanding of global concerns and opportunities, taking informed and positive action through ethical use of knowledge. We will do this across broad domains – geopolitical; environmental and resources; justice, equality and democracy; health and well-being; technology and digitisation – and, through these efforts, advance understanding of what it is to be human, curious, flawed, ingenious and interconnected.

To realise these aspirations, we favour transdisciplinarity, working collaboratively through our teaching and research, respectful of the complex abilities and needs of the diverse communities that we serve. We co-create and disseminate knowledge within and beyond the academic, which is enabled through strong and meaningful engagement with students, staff and our partners, using open and responsive novel work practices such as design-thinking, co-design and co-production.

Mobilising to achieve our purpose in a world in flux is not without risk. To succeed, we must be a strongly principled and values-led academic community, holding ourselves and our partners to values that support academic freedom, curiosity, research-driven knowledge, sustainability, impact and engagement. Paramount amongst these are the most human of values — openness, tolerance, fairness, trustworthiness and respect for each other and our ideas. Throughout the uncertainty and changes ahead, we will live our values and continue to reflect on them, as we, and our world, change.

The foci proposed in our new strategy will only be possible by working in ways that respectfully challenge old boundaries and assumptions, that require different behaviours. We will be recognised by our explicit collaboration with our students, staff, alumni and partners to understand their needs, aspirations and experiences. This collaboration will inform how we work, and our policies, processes, systems and decision-making.

Importantly, through our lived values we will continue to demonstrate our belief in sustainable, fair and equitable societies, innovation-led economies, and to meeting our responsibilities to Māori, Pacific and students of all socio-economic backgrounds.

Professor Dawn Freshwater
Vice-Chancellor
The University of Auckland

Our values

Our values are lived through our behaviours and actions, with strong and enduring commitments to open intellectual inquiry, collaboration, creativity, and equity and diversity.

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, ethical and sustainable societies.

Te Ao Māori Principles

We are committed to positively impacting society, and to the advancement and exploration of knowledge. We will do this in ways consistent with our emerging Waipapa framework. Our fundamental principles reflect our foundational relationship with tangata whenua and our commitment to Te Tiriti.

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.

Respect and Integrity

- We respect and appreciate what makes people different, harnessing the power of our diversity.
- We recognise the multiple perspectives of our community.
- We understand that our actions influence intergenerational equality and act accordingly in the service of equity and inclusion.
- We act with integrity, openness and honesty at all times.
- We take responsibility for our choices and actions, and trust that others will fulfil their responsibilities.
- We are values-led in our relationships, creating genuine opportunities for the communities we serve to engage in ethical and responsible partnerships.
- We embrace the generation and sharing of knowledge, supporting the freedom to express controversial opinions and ideas without retribution.

Excellence

- As a world-class university, we will maximise our contributions to forging just and sustainable societies in Aotearoa New Zealand and the Pacific.
- We are ambitious for the betterment of society and aspire to excellence in everything we do.
- Together with our students, communities and international partners, we facilitate solutions that shape and advance our future.
- In our role as a world-class university, we work to graduate the leaders of tomorrow.
- We believe that excellence in teaching and research provides a means of engendering transformation in the lives of many people.

Service

- An ethic of active service and civic responsibility underpins all engagements with our communities.
- We engage with our communities in genuine partnerships to promote their prosperity and help them to realise their aspirations.
- We apply our knowledge, skills and expertise derived from our engagement with kaupapa Māori and international scholarship to the positive transformation of society.

11.4

The University of Auckland Vision and Strategic Plan 2020-2030   3

Our Impact

Humanity is at a critical juncture. As a global civic institution, we have a significant role to play as part of creating fundamental solutions to address unprecedented challenges during a time of extreme change. As a university, we remain committed to the pursuit of excellence in the development, dissemination and impact of knowledge.

In respect to our unique positioning in one of the world's most diverse cities in Aotearoa New Zealand, and our deep connections to Pacific, Australasian and Asian neighbours, we enjoy strategic regional and global alliances that serve to further our purpose and values.

Committed to the collaborative development, wide sharing and application of knowledge for positive and material impact on our world, we will selectively prioritise research, education and engagement activity. We will reimagine what we do and embrace new areas of scholarship; loci of research concentration; new programmes of study in emerging disciplines and occupations; and changes in how we work with stakeholders and partners.

We will do this through a focus on our four interdependent priorities of sustainability, health and well-being, justice, and ethical innovation and technology.

Leading transition to sustainable ecosystems

Resource use and associated technologies have real effects – both positive and negative – for our natural, social and economic systems. Effects extend from the immediate to the long term, from the known to the uncertain, from local to global, macro to micro. Public, political, professional and academic uncertainties affect the capacity of policy, economic, social and technological adaptations, to replace or offset negative consequences.

We will continue to be world-leading in extending the reach and significance of the Sustainable Development Goals (SDGs). Earth systems, biodiversity, water, food, land, human economic systems and unplanned urbanisation are under such pressure that we need to find a way towards sustainable prosperity.

We will strengthen our recognition as a global leader in sustainable and ethical practices through our education, research and engagement, and by our internal policies and practices. We recognise that indigenous practices may yet teach us important transferable lessons regarding sustainable ecosystems and that this mātauranga may be of value to us as we commit to this global sustainability imperative.

Improving health and well-being for all

The health and well-being of individuals and communities vary across nations, urban, rural and remote areas, and across physical, psychological and emotional manifestations. Health and well-being interventions are dependent on the human sense of connectedness, demographics, disease prevalence, political will for change, logistical and economic feasibility; and, the existence of relevant technologies. Unique indigenous approaches to well-being, such as hauora, which encompass a holistic understanding of health, will facilitate creative ways of delivering and responding to health inequalities.

Breakthroughs in technology and contemporary practices (such as genomics, phenomics, telehealth), where available, are changing life expectancies and quality. The effectiveness, ubiquity and equitable availability of preventative and remedial services depend upon a balance of technical, political, economic and ethical settings.

We will be a global innovator in the discovery and ethical and equitable application of technologies, public policy and delivery mechanisms that contribute to the sustainable health and well-being of humanity.

Advancing just, cultured and engaged communities

The capacity of individuals and organisations to meaningfully and fully engage in the lives of their communities has never been more important, yet recent experiences highlight lessening confidence in traditional governance structures. Understanding this, we recognise that maximising individual and community participation is one aspect of realising just and fair communities and creating additional societal value. Such efforts will help ameliorate the current decline in trust of democracy and consequential inequalities.

We will be known as a place where diversity and dynamism of local and global communities are recognised, valued and improved through our education, research, engagement and in how we treat the world. We will remain critically cognisant of the value and values of other knowledge systems including mātauranga Māori, and to working with citizen scientists.

Innovating contemporary, distributed, secure knowledge systems

Opportunities abound for automated, intelligent and distributed systems to revolutionise society and economies and transform the human condition. New digital tools and systems challenge current conceptions of national boundaries, sovereignty, personal and group identity, privacy, etiquette, security, democracy and the rule of law.

Such transformations have impacts beyond economic production, reaching into lifestyle, workplace relationships and family formation. Their adoption and application threaten to outstrip the capacity of humanity and its systems to adapt. Our distinctive application of whanaungatanga will ensure that we remain connected to our common human endeavours.

We will embrace the confluence between human practices and digital capabilities to enable the fair and ethical development, application and distribution of innovations. This requires our university to engage in wide-ranging and entrepreneurial responses.

We will forge enduring partnerships that inform and guide our progress towards becoming a Māori Data Sovereignty organisation. This will see transformations across our education, research and engagement practice and in how we work as an organisation.

11.4

Education and Student Experience

Students who embark on a University of Auckland research-informed education join an inclusive lifelong learning culture. They will be active participants in an educational environment that recognises and prioritises their changing life demands and preferences, and privileges human connections. They will learn from each other and participate in imaginative and innovative programmes designed by leading researchers in their disciplines and engaging with their fellow students in campus-based experiences.

Through the curriculum, and through the richness of experiences of University life, students will be highly connected to knowledges of place and conversant in mātauranga Māori, kaupapa Māori and Te Tiriti o Waitangi principles and accountabilities.

University of Auckland students are engaged in the design of their programmes, their learning experiences, the digital, social and physical contexts in which they learn and the myriad of co-curricular and extra-curricular opportunities that enhance student life, experience and learning.

As a result of our distinct educational experience, University of Auckland students and graduates will be notable for their leadership and high level of engagement in the contemporary concerns of society.

They will possess an intimate and deep sense of cultural identity, social justice and civic duty and sustainable practices, which will be demonstrable in their actions and interactions. Our graduates will stand apart from others in their readiness to play leading roles in public debate and in matters of relevance to our communities.

Our Education and Student Experience Priorities

Accessible, equitable lifelong higher education opportunities.

Student-centric learning, co-curricular and extra-curricular cultures.

Education that is research-informed, transdisciplinary, relevant and with impact for the world.

Graduates who make the world better tomorrow than it is today.

11.4

Research and Innovation

Embracing its distinctive position and commitment to Aotearoa, and the Pacific, the University of Auckland will advance excellent research for the betterment of our world and its communities. Our unique diversity of world views, and multiple ways of knowing, enriches and distinguishes our research locally and globally. Our research will reflect and be cognisant of Te Tiriti and will value mātauranga Māori as a way of analysing and understanding our world.

A spirit of innovative, creative and entrepreneurial research has always characterised the University of Auckland. We will build on this to become a global powerhouse for translational research, developing new commercial, social and creative enterprises. Our institutional culture will reflect empowered creativity and informed risk-taking, and we will instil an entrepreneurial mindset in our graduates. Integration of research and discovery into our teaching and learning will attract and inspire our students to be bold, curious learners and will further inform and enable our research endeavours.

We commit to being open and engaged, striving to build strong, transparent and reciprocal relationships with local and global communities. Our research will be relevant and have a positive impact on the prosperity, resilience, environmental sustainability, and the well-being of our society. This will be evidenced by confidence in the University as a partner and an independent and trusted critical voice.

Acknowledging that deep disciplinary knowledge is a critical enabler of successful collaboration, our researchers will be encouraged to work beyond disciplinary constructs to tackle the complex questions of our age. Targeted international relationships will expand and enhance the scope, scale and quality of our research, resulting in transformative impact, and enhancing our reputation as global leaders in signature research areas. Curiosity-driven research is a core strength of the University that we will continue to champion. We will support a diversity of scholarship and the multiple paths to impact, critical to engaging with our diverse communities.

We will nurture and sustain our research workforce providing tangible support for the development of the next generation of scholars. Our performance standards will respect the diversity of research activity across our institution and be compatible with a world-class university environment in which research careers thrive. This will include a focus on investing in and growing our Māori and Pacific research workforce.

11.4

Research and Innovation Priorities

World-class research inspired by our place in Aotearoa and the Pacific.

A global powerhouse of innovation, creativity and entrepreneurship.

Relevant, purposeful, impactful research for our communities.

Ambitious research confronting humanity's greatest challenges.

Nurturing, recruiting and retaining outstanding research talent.

A research ecosystem characterised by collaboration, agility, simplicity, engagement and empowerment.

Partnerships and Engagement

Our engagement and partnerships build on our commitment to Te Tiriti and tangata whenua.

The University's knowledge, expertise and teaching are a taonga. Through partnerships, we express this: we are accessible; we value our students, alumni and donors; we are open and committed to iwi, communities, organisations, industry and international partners. With a strong sense of duty, we contribute to central and local government policy, and with our partners we translate research into meaningful outcomes for people.

The opening decades of the 21st century have shaped Auckland City into one of the world's most diverse cities. Its exponential growth has laid bare issues of sustainability, equity and social justice. Our unique, distinctive and place-based perspectives make us a valued partner when working with others to meet these community and world challenges.

We take our benefits of this distinctive and diverse engagement, infused by our values and the Māori guiding principles of manaakitanga, whanaungatanga and kaitiakitanga to the world and our global partnerships. This makes us a unique and highly valued partner of choice for the world's leading organisations and industries.

Acting as a knowledge broker, we not only share our insights, knowledge and understanding with the world, we ensure that the best of what the world offers is brought back to our Pacific shores and applied in the interests of all.

Our Partnerships and Engagement Priorities

Strengthen and deepen our relationship with tangata whenua.

An ambitious and relevant partner that is globally networked.

Deep engagement with diverse Aotearoa and Asia-Pacific communities.

Enduring relationships with prospective students, students, alumni and donors.

Diverse student body reflecting our communities.

Recognised and valued by our communities for the contributions we make towards a more sustainable future for all.

11.4

Enabling our People and Culture

He aha te mea nui o te ao. He tangata, he tangata, he tangata

What is the most important thing in the world? It is people, it is people, it is people.

The University embraces its aspiration to develop, support, guide and empower its people to succeed together – for the betterment of society.

Our success will depend on reimaging how we access, align, engage, develop, reward and ultimately lead the workforce of the future. Societal shifts in Aotearoa New Zealand, as well as automation and digitisation, are changing the capabilities and mindsets required for the University to thrive and prosper.

To respond, the University of Auckland will develop an inclusive workforce that is diverse, capable, innovative and flexible to fulfil our academic aspirations and respond to the challenges of the future. We will be a place where te reo Māori can flourish and where mātauranga Māori and Te Tiriti o Waitangi are valued, fostered, protected and used responsibly by us all. Activating our values, we will develop a mana-enhancing culture that is outwardly focused and open, characterised by belonging, equity, a commitment to wellbeing, and the empowerment of staff to innovate and succeed.

We will take a values and purpose-led approach, recognising the need for aspirational inclusive leadership and empowered teams, to build insight, trust and confidence for change. The nurturing and development of a more diverse workforce, alongside the establishment of new adaptive career pathways, will strengthen our

contribution to world-class research, scholarship and teaching. We will create a distinctive people experience in which our people's wellbeing is vital and our place in Aotearoa New Zealand and the Pacific is celebrated. They will be adept at broad and deep collaboration in transdisciplinary and cross-functional contexts, in and beyond the University, with an enduring commitment to impact and sustainability.

We will continue to champion diversity, inclusion and equity, ensuring all people feel valued and respected and can contribute fully to the success of the University.

Our people and interactions with them will be enabled by contemporary and innovative ways of working, favouring:

- A deep ethos of service to our students and communities.
- Our commitment to the principles of Te Tiriti o Waitangi.
- Effective collaboration and engagement with our communities and partners.
- Dedication to co-design, co-development and design thinking in all we do.
- Streamlined processes that support and enable our people.
- A bias for agile and informed change.
- A focus on people's well-being and enriching roles.

11.4

Priorities in Enabling our People and Culture

Live our values and purpose.

Develop a future-ready workforce.

Build a high-performing, diverse, inclusive and equitable community.

Activate manaakitanga, whanaungatanga and kaitiakitanga across our People and Culture practices.

Aspirational and inclusive leadership.

Our Enabling Environment

Mana-enhancing stakeholder experiences will be the focus of how we develop and manage our facilities and services. These experiences will be anchored in our distinctive physical and digital spaces, responsive and accessible services, and our open and collaborative work practices that privilege the needs of our students, staff and partners.

Our decision making is strongly values-based, founded upon accountability and integrity, and focused on delivering professional services that are ethical, equitable, excellent, and sustainable. These values will be evident in our service interactions and in the experiences supported by our physical, digital and social environments. We continually seek user feedback and sentiment which guides our program of continual improvement.

Kaitiakitanga will be evident in our approach to sustainability and woven into everything we do. We will realise this in close collaboration with mana whenua and through open, inclusive engagement with our many and varied partners.

Manaakitanga will drive innovative human-centred design to create mana-enhancing and performant services and practices for our people. Open, transparent, and ethical governance and data-informed decision-making will foster a high-trust culture and increase the University's accountability, agility, and nimbleness.

Everybody engaging with the University of Auckland's digital and physical spaces will experience a distinctive sense of place that balances acknowledgement of history, heritage, and place with the vibrant evolution of our communities. Engaged and collaborative meditations with students, academics,

community, professions, and industry on current and transdisciplinary challenges will be facilitated by well-crafted, richly integrated digital and physical spaces.

Our campuses and precincts will showcase our innovation, entrepreneurship, and commercialisation strengths and invite community and industry interaction. The development of our Newmarket Campus will reflect these strengths wholeheartedly.

We will create vibrant locations recognised as gateways to learning and teaching, research and innovation, and partnership and engagement with the University. These distinctive spaces and the rich digital connections they have will deliver innovative and welcoming outreach, engagement, and extension activities with our communities, particularly from our Tai Tokerau and Tai Tonga campuses.
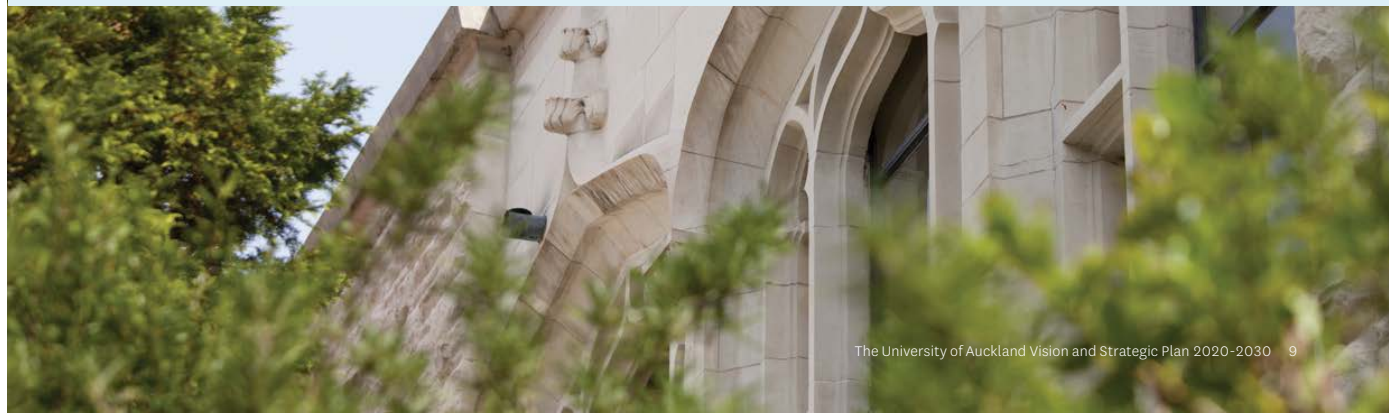
11.4

Priorities for Our Enabling Environment

Create mana-enhancing experiences for our communities through effective, efficient, and valued operations and services.

Deliver a distinctive, capable, and flexible people-centred environment that celebrates our place in Aotearoa New Zealand and the Pacific.

Actively continue and measure progress towards overall sustainability and net zero carbon status.

Enable long-term operational sustainability and resilience through careful stewardship and planning and by enabling revenue growth.

The University of Auckland Vision and Strategic Plan 2020-2030   9

Strategic Initiatives

1. Education and Student Experience

Priority	Strategic Initiatives	Category

Priority 1:
Accessible, equitable lifelong higher education opportunities
	• Review offerings, scheduling, and delivery to improve access and retention to accommodate broader student needs and life stages, including:
	   • improved pathways, timetabling, mode options, remote and community-based provision;
	   • improved retention and progression for Māori students and Pacific students;
	   • non-degree education opportunities for select needs.
		Relevance and Impact

Priority 2: **Student-centric learning, co-curricular and extra-curricular cultures**	• Develop a student-centric education model for physical, digital, formal and informal learning activities enriched by professional and community co-curricular activities. • Extend informal social, professional and academic engagement between individuals, student cohorts, staff and the broader university community. • Review student representative systems to enhance the student voice.	**Student Experience**
	• Revise appointments, continuation and promotions processes to select for, develop and reward high-quality teaching for all student cohorts. • Develop cultural competencies for all teaching staff.	**Capability Development**
Priority 3: **Education that is research-informed, transdisciplinary, relevant and with impact for the world**	• Develop current and new offerings in our areas of transdisciplinary focus for quality, viability, impact and strategic alignment. • Provide credit-bearing and partnered transdisciplinary, research-led, experiential, international and industry-based/Work Integrated Learning experiences for all students. • Develop programmes and student recruitment plans to rebalance education activity around transdisciplinary priorities. • With leaders in kaupapa Māori pedagogies and mātauranga Māori, include te ao Māori in programmes, teaching and the student experience, framed by Te Tiriti accountabilities. • Build academic staff capability in collaborative practice, transdisciplinary pedagogy, student engagement and success; honouring Te Tiriti; working with Pacific communities. • Improve support for selected pedagogical innovations and the scholarship of teaching and learning.	**Relevance and Impact**

11.4

10   The University of Auckland Vision and Strategic Plan 2020-2030

Priority	Strategic Initiatives	Category
Priority 4: **Graduates who make the world better tomorrow than it is today**	• Review the University Graduate Profile to ensure that it is current, 'fit-for-purpose' and gives clear expression to the full range of the University's values and graduate capabilities.	**Relevance and Impact**

Priorities 1-4:
Educational policies and processes supportive of strategy
	• Undertake a phased review of policy and process to support above objectives ensuring:
	
	  · an annual cohesive executive-approved programme development pipeline and student recruitment plan;
	
	  · student and staff centricity;
	
	  · simplicity and fitness-for-purpose;
	
	  · clear roles and responsibilities;
	
	  · transparent risk, decision making and resourcing frameworks.
		Framework for Action

11.4

2. *Research and Innovation*

Priority	Strategic Initiatives	Category
Priority 1: **World-class research inspired by our place in Aotearoa and the Pacific**	• Identify and invest in targeted international research partnerships that support our transdisciplinary aspirations. • Deepen and strengthen relationships with Māori and Pacific communities. • Grow Māori and Pacific scholarship in areas of transdisciplinary priority.	**Relevance and Impact**
Priority 2: **A global powerhouse of innovation, creativity and entrepreneurship**	• Boost knowledge mobilisation, research translation and commercialisation. • Invest in university-industry collaboration in transdisciplinary priority areas and where we have demonstrated global competitive strength or potential. • Identify innovative affiliation models (e.g. shared appointments, co-investments, triple-helix partnerships with industry, community organisations, government).	**Relevance and Impact**
Priority 3: **Relevant, purposeful, impactful research for our communities**	• Be a research partner of choice for industry, policymakers and community organisations. • Review promotion and reward systems to appropriately recognise the value of a range of research endeavours. • Upskill and build capability of staff and students in research impact, engagement and science communication.	**Relevance and Impact**
Priority 4: **Ambitious research confronting humanity's greatest challenges**	• Focus investment to recognise our transdisciplinary priorities and existing areas of proven strength. • Foster collaboration and create opportunities for cross-discipline collegiality through social or intellectual interaction.	**Relevance and Impact**
Priority 5: **Nurture, recruit and retain outstanding research talent**	• Strengthen, grow and diversify our research pipeline in transdisciplinary priority areas. • Invest in equity objectives and particularly the growth of the Māori and Pacific research workforce. • Identify and invest in academic leadership in transdisciplinary priority areas. • Provide outstanding researcher training and capability building in areas such as Vision Mātauranga, research impact, leadership and research integrity.	**Capability Development**
Priority 6: **A research ecosystem characterised by collaboration, agility, simplicity, engagement and empowerment**	• Review policy, processes and decision-making frameworks for transparency and simplicity, and to inform executive decisions on research funding priorities. • Invest in and strengthen shared infrastructure and resources to enable cross-organisational collaboration. • Adopt a framework to inform greater risk tolerance in our research. • Reduce and simplify administrative overheads and processes and enable agile ways of working.	**Framework for Action**

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3. Partnerships and Engagement

Priority	Strategic Initiatives	Category
Priority 1: **Strengthen and deepen our relationship with tangata whenua**	· Collaborate with tangata whenua to co-develop a framework with an ethos of service built on Māori values, to support our mutual commitment to deep and ongoing partnership. · Develop focussed workplans with mana whenua in Tāmaki Makaurau and Te Tai Tokerau to achieve shared outcomes.	**Relevance and Impact**
Priority 2: **An ambitious and relevant partner that is globally networked**	· Develop a values-led framework to identify, prioritise, resource and manage global and local partnerships that are strategically aligned, diverse and ambitious, with a focus on transdisciplinary priority areas that support research and student and staff mobility. · Lead, sustain and deepen our global networks to enhance the international outreach of our University, staff and students and share the benefits with local communities. · Develop policy, process, staff and capability to simplify engagement with the University and facilitate access university capability. · Develop work plans with identified partners to achieve shared outcomes with a focus on transdisciplinary policy areas.	**Relevance and Impact**
Priority 3: **Deep engagement with diverse Aotearoa and Asia-Pacific communities**	· Identify and prioritise where University transdisciplinary excellence is matched to community needs and develop work plans to achieve shared outcomes. · Realise our commitments to Tāmaki Makaurau, Te Tai Tokerau, Pacific peoples here and in the Pacific, and our diverse communities in Aotearoa through collaboratively developed workplans.	**Relevance and Impact**
Priority 4: **Enduring relationships with prospective students, students, alumni and donors**	· In collaboration with students, alumni and the DVCSE determine relationship attributes for cohorts across their life stages with the University. · Design a programme of engagement for seamless, rich and reciprocal relationships with individuals in their personas as prospective student, current student, alumnus, parent, employer and donor.	**Relevance and Impact**
Priority 5: **Diverse student body reflecting our communities**	· Collaborate with students to refine our student value proposition. · Implement student recruitment activity to rebalance our student cohorts in transdisciplinary priority areas as outlined in our education, EFTS and budget plan.	**Relevance and Impact**
Priority 6: **Recognised and valued by our communities for the contributions we make towards a more sustainable future for all**	· Review our organisational identity and engagement approach, including communications, to ensure relevant stakeholders are informed about us, our concerns, transdisciplinary priority areas and the differences we make.	**Relevance and Impact**

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4. Enabling Environment

Priority	Strategic Initiatives	Category
Priority 1: **Create mana-enhancing experiences for our communities through effective, efficient, and valued operations and services.**	Guided by manaakitanga: · Deeply understand our diverse constituents and communities and evolve services and operations proactively to meet their needs. · Enable and develop our staff to ensure they have the capabilities and are empowered to operate and improve the services they offer. · Improve student experiences with personalised services, a holistic model for student support and wellbeing, and campus improvements that create a welcoming vibrant environment.	**Capability Development**
Priority 2: **Deliver a distinctive, capable,and flexible people-centred environment that celebrates our place in Aotearoa New Zealand and the Pacific.**	Guided by whanaungatanga: · Develop integrated physical and digital environments that foster valued and connected virtual and in-person experiences. · Create focused plans for Newmarket, Tai Tokerau, and Tai Tonga that recognize and maximise the distinctive and specific opportunities they each offer. · Enable campus improvements through the Master Estate Plan.	**Framework for Action**

Priority 3:
 Actively continue and measure progress towards overall sustainability and net zero carbon status.
	Guided by kaitiakitanga:
	 · Guide the inclusion of Waipapa Toitū indigenising priorities in Te Rautaki Tūāpapa, faculty, and service sustainability plans.
	 · Develop indigenous capabilities and cultural competencies in decision-making, leadership and governance that ensure social sustainability of Māori interests.
	 · Establish, publish, and track the Te Reo Language Plan commitments.
	 · Achieve and sustain a net zero carbon status by 2030.
	 · Establish, publish, and track carbon accounting, resource consumption, asset utilisation, and SDG measures.
	 · Develop and implement plans for ethical and sustainable operations including:
	   · asset utilisation, particularly space;
	   · a framework for sustainable and ethical procurement.
		Framework for Action

Priority 4: **Enable long-term operational sustainability and resilience through careful stewardship and planning and by enabling revenue growth.**	Guided by kaitiakitanga: · Deepen ethical data use to guide sound decision-making. · Inspire flexibility, responsiveness and innovation across Professional Services. · Exploit emerging technologies to further operational effectiveness and efficiencies. · Enable revenue growth while controlling operational costs. · Leverage assets and resources in new ways.	**Framework for Action**

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5. People and Culture

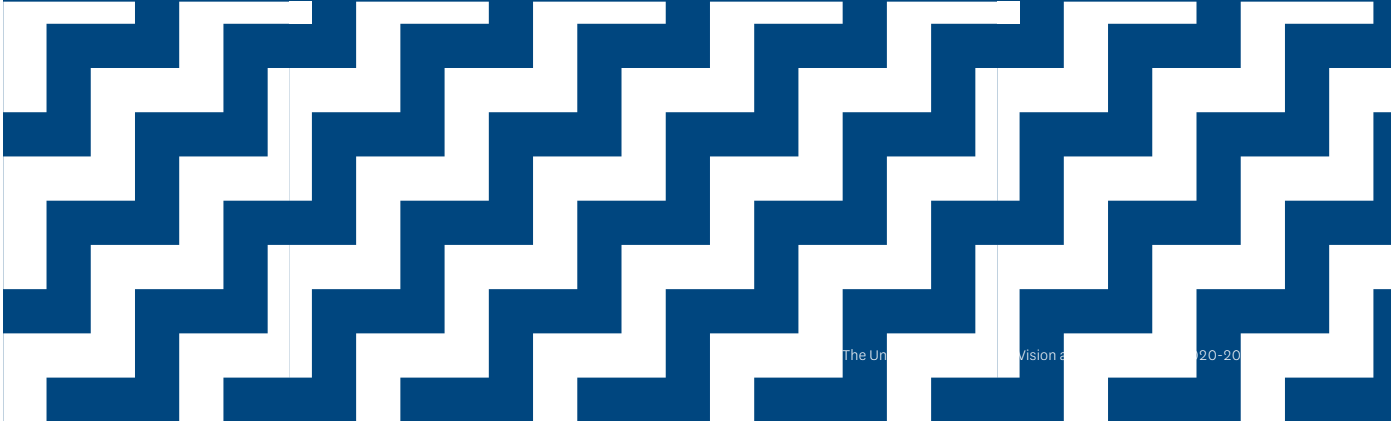| Priority	Strategic Initiatives	Category
Priority 1: Live our values and purpose	· Define and deploy our values in practice. · Revise HR policy, practice and programmes to support and empower staff and leadership to enact values. · Provide training, development and support to enable staff to work in cross-functional, open and collaborative ways.	**Framework for Action**
Priority 2: Develop a future-ready workforce	· Undertake a detailed university-wide workforce planning exercise to inform our current and needed staff profile, expertise, work practices and behaviours across all academic and professional areas. · Revise academic and professional reward, recognition, performance and development frameworks to align with strategic aspirations. · Co-create a University of Auckland 'people experience' that responds to the needs and aspirations of current and future staff. · Review HR policy, practice and programmes to ensure supported and smooth workforce evolution to meet current and emerging social, physical and digital modes of operation.	**Capability Development**
Priority 3: Build a high performing, diverse, inclusive and equitable community	· Improve data, insights and decision support to ensure continuous improvement of staff capability, performance, affiliation, diversity, inclusion and equity outcomes. · Determine and craft changes to recruitment, career entry pathways and mentoring initiatives aligned to the needs of specific cohorts. · Determine opportunities to maximise and showcase the distinct professional, social and cultural contributions of staff cohorts across all cultures and identities. · Reassess our criteria for selection, promotion and rewards to value service to our communities, collaboration, transdisciplinarity and impact.	**Capability Development**
Priority 4: Activate manaakitanga, whanaungatanga, and kaitiakitanga across our People and Culture practices	· In the context of the workforce planning exercise and in collaboration with Māori community leadership and staff, develop signature programmes that facilitate an environment that is mana-enhancing for Māori, promote an understanding of our place in Aotearoa New Zealand, and enable all our people to engage with Māori internally and externally. · Develop targeted recruitment and career programmes, sourcing from our students and iwi/community groups.	**Capability Development**

Priority 5: Aspirational and inclusive leadership	· Develop a values-based leadership and leadership training framework that:
	  · recognises and supports distributed leadership across academic and professional areas;
	  · clearly articulates expectations and provides associated development for current and emerging leaders;
	  · supports succession planning.
		Framework for Action

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Measures of Success

The implementation of our strategy will be guided by a performance indicator framework at institutional, portfolio, faculty and local levels.

The framework includes:

Student, staff and partner feedback

Recognition for excellence in nominated University areas of focus and impact

Demand from prospective students and staff, industry and partners

Breadth, depth and impact of partner relationships

Academic reputation

Recognition for sustainability

Achievement of agreed performance thresholds:

- Staff capability and capacity
- Student EFTS recruitment
- Student satisfaction and performance
- Student success, attraction, retention and employability
- Research earnings and impact
- Resource utilisation (carbon, energy, water, waste)
- Service and facility efficiency and effectiveness
- Financial performance

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THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
N E W   Z E A L A N D

THE UNIVERSITY OF AUCKLAND
Te Whare Wananga o Tamaki Makaurau
NEW ZEALAND

INTERNAL MEMORANDUM

DATE: 5 June 2025
TO: Council
FROM: Professor Dawn Freshwater, Vice Chancellor
SUBJECT: ASSOCIATE PRO-VICE CHANCELLOR GRADUATE RESEARCH: AUTHORITY TO DISCHARGE FUNCTIONS OF THE DEPUTY DEAN OF GRADUATE STUDIES ROLE

With effect from 01.07.2025 the position of Deputy Dean of Graduate Studies is disestablished and the position of Associate Pro Vice-Chancellor Graduate Research is established.

The Vice-Chancellor recommends that Council resolves that with effect from 1 July 2025:

Council approves the subdelegation by the Board of Graduate Studies (Board) to the Associate Pro Vice-Chancellor Graduate Research of all powers delegated by Council to the Board and subdelegated by the Board to the Deputy Dean of Graduate Studies as at 30 June 2025.

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