



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

# The University of Auckland Investment Plan 2017-2019

30 August 2016 (Revised)

# The University of Auckland Investment Plan 2017-2019

## Contents

Introduction.....	3
Mission, role and distinctive character .....	3
The University's statutory role.....	4
Strategic plan .....	4
The University of Auckland Strategic Plan 2013-2020 .....	5
Our Strategic Plan on a Page 2013-2020 .....	6
Internal and external factors .....	9
High quality research that benefits society .....	11
Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit .....	12
Strong partnerships with key organisations and communities .....	12
A sustainable, autonomous university.....	13
A public university of global standing.....	14
Stakeholders.....	15
Contribution to Government priorities .....	17
Delivering skills for industry .....	17
Getting at-risk young people into a career .....	23
Boosting achievement for Māori and Pacific.....	28
Improving adult literacy and numeracy.....	38
Strengthening research-based institutions .....	41
Growing international linkages .....	48
Programmes and Activities .....	52
Changes in demand .....	52
Outcomes and Measures.....	52
Performance commitments .....	52
Previous commitments .....	52
Leveraging teaching and research strengths in medical, science, engineering and other areas to increase international education .....	52
Using the capacity and capability of UniServices to increase knowledge exchange that leads to commercialisation and innovation .....	53
Actively working with Massey University in Albany, AUT, MIT, Unitec and the Wananga to increase Māori and Pasifika participation in tertiary education in the Auckland region .....	53
Leading research and teacher training initiatives to support better outcomes for Māori and Pasifika, and to develop Mātauranga Māori research capability .....	54
Increasing delivery of STEM and ICT and the proportion of taught and research based postgraduate delivery. ....	54
Employment Outcomes of Tertiary Education .....	54
Findings of quality assurance reviews.....	55
Capital asset management .....	56

# Introduction

This Investment Plan 2017-2019 outlines the University of Auckland's distinctive role in the tertiary education sector and how the University intends to achieve the priorities set out by the Ministry of Education and the Tertiary Education Commission (TEC) for improving outcomes for learners, and improving economic and social outcomes for New Zealand.

The plan also sets out the investment sought from the Tertiary Education Commission through Student Achievement Component (SAC) funding for 2017 to 2018 and provides an indication of the University's expected SAC funding requirements for 2019.

The Investment Plan has been informed by:

- The University of Auckland Strategic Plan 2013-2020;
- The Tertiary Education Strategy 2014-2019;
- The Tertiary Education Commission's (TEC) Information for Plan Guidance and Supplementary Guidance;
- The University's obligations under the Treaty of Waitangi.

## Mission, role and distinctive character

The University of Auckland is a 'large, comprehensive public university, grounded in its civic roots in New Zealand's most diverse city. Much of its special character is conferred by the University's and the nation's place in the Pacific, by our acknowledgement of the principles of the Treaty of Waitangi, and by the achievements of our predecessors' (Strategic Plan, 2013-2020).

Our mission 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."*

Our distinctive character comes from our:

- History
- International ranking
- Comprehensive curriculum
- Strength in research
- Status as a peer of the world's leading teaching and research universities
- Commitment to the Treaty of Waitangi
- Location in Auckland

The University of Auckland 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 1962, the University is now the biggest research institution in New Zealand, and through its eight faculties and two large scale research institutes, the largest provider of degree and postgraduate education in New Zealand.

The University is the highest ranked New Zealand university in the main world university rankings systems, which is important to the University's and New Zealand's ability to attract talented students, particularly international and postgraduate students, and to engage in cutting-edge research partnerships.

Excellence in a comprehensive range of disciplines is a contributing factor to our high ranking, and provides for inter-, cross- and multi-disciplinary approaches to research, learning and teaching such as: Centres of Research Excellence; National Science Challenges; thematic

research initiatives; conjoint degrees; the General Education component of undergraduate degrees; and qualifications, particularly at postgraduate level, that draw on the research expertise of more than one of the University's faculties.

The University maintains strong, mutually beneficial relationships with other research and learning and teaching organisations, business and industry, iwi and wider communities and these relationships underpin the University's ability to achieve the government's and the University's objectives.

We enjoy recognition as a peer of the world's leading teaching and research universities through both our international ranking and our membership of leading research university networks.

Our commitment to partnerships with Māori is a key element of our identity, and the University's location in Auckland, the largest Polynesian city in the world, both necessitates and provides opportunities for a particular relationship with Pacific peoples and with the Pacific region.

## **The University's statutory role**

The statutory characteristics of universities are defined in the Education Act 1989:

- 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.

## **Strategic plan**

The University of Auckland Strategic Plan 2013-2020 articulates the University's intention to build on its distinctive contribution to date, to maintain our place as a peer of the world's best universities, and to continue to increase research activity, postgraduate and international student numbers, high quality education for diverse students with high academic potential and our contributions to the community.

The plan is built around 7 core aspirations and 19 associated objectives. Budgets and plans are aligned with the Strategic Plan, and the University's Annual Report measures and reports progress against these aspirations and objectives. Faculties, large scale research institutes and service divisions are accountable for achieving the objectives of the strategic plan and report regularly on progress.

# The University of Auckland Strategic Plan 2013-2020

The University aspires to:

<p><b>Be a community of highly accomplished and well supported academic and professional staff</b></p>	<p><b>Objective 1:</b> A work environment characterised by a commitment to clear expectations, development of potential, inclusiveness, high achievement and rewarding performance.</p>
	<p><b>Objective 2:</b> An outstanding staff experience where success is celebrated and high levels of engagement achieved.</p>
	<p><b>Objective 3:</b> An environment in which distributed leadership is developed and valued.</p>
<p><b>Attract students of high academic potential and give them an outstanding university experience so that they become successful and influential graduates and loyal alumni</b></p>	<p><b>Objective 4:</b> A diverse student body of the highest possible academic potential.</p>
	<p><b>Objective 5:</b> A student body growing at 1% per annum with increased proportions of international, postgraduate taught and postgraduate research students.</p>
	<p><b>Objective 6:</b> A substantial increase in annual completions of taught masters, research masters and doctorates.</p>
	<p><b>Objective 7:</b> A high quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience.</p>
<p><b>Benefit society by conducting and applying research of the highest quality</b></p>	<p><b>Objective 8:</b> A distinctive, high quality extracurricular experience that maximises the value to our alumni of their university experience.</p>
	<p><b>Objective 9:</b> A growing output of excellent research across all our disciplines.</p>
<p><b>Benefit Māori and the University through partnerships that acknowledge the principles of the Treaty of Waitangi</b></p>	<p><b>Objective 10:</b> Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world.</p>
	<p><b>Objective 11:</b> Partnerships in which the University and Māori work together to achieve their shared aspirations.</p>
<p><b>Develop strong partnerships with key organisations and communities, nationally and internationally</b></p>	<p><b>Objective 12:</b> Strong relationships with key partners which have a positive impact on both parties.</p>

<p><b>Adhere to our core values and remain an autonomous, sustainable, equitable organisation</b></p>	<p><b>Objective 13:</b> A growing and increasingly diversified revenue base to support our activities.</p>
	<p><b>Objective 14:</b> Deliver 1.5% of operating revenue from endowment income and current-use philanthropic gifts to provide broad and flexible support for future University initiatives.</p>
	<p><b>Objective 15:</b> An infrastructure of the highest quality possible to support our teaching, learning, research, and community engagement.</p>
	<p><b>Objective 16:</b> Sustainable practices to make more efficient use of resources and enhance our environmental performance.</p>
	<p><b>Objective 17:</b> A safe and healthy environment.</p>
<p><b>Objective 18:</b> High quality governance and management practices consistent with the mission and values of the University of Auckland.</p>	
<p><b>Be a public university of global standing that serves New Zealand, is distinctive and reflects our place in the Asia/ Pacific region</b></p>	<p><b>Objective 19:</b> An international standing that places us in the top half of the groups of leading Australian, British and Canadian universities.</p>

## Our Strategic Plan on a Page 2013-2020

The Strategic Plan is also available as a summary page. The “Plan on a Page” sets out our priorities and aspirations on one page and is designed to ensure our staff are working towards the same goals.



# Our Strategic Plan on a Page 2013 - 2020

*Ingenio et labore - By natural ability and hard work*

## WE ARE

### CLEVER PEOPLE

- Attract the very best people
- Create a safe and inclusive environment in which all can succeed
- Be a place where innovation, achievement and leadership are valued and celebrated
- Add value to people's lives

### STRIVING FOR

- Highest possible quality campus environment
- An outstanding student experience
- Excellence in learning, teaching and research
- Highly professional and valued support services
- A university that is environmentally and financially sustainable
- A high-performing institution that is the peer of the best public research-led universities in the world

### A BETTER WORLD

- Members of the University who are successful, globally confident citizens
- Strong national and international partnerships
- Enhanced economic, social, cultural and environmental outcomes

WE ASPIRE TO

### EXCELLENCE



In teaching, learning, research, creative work and administration.

### RESPECT



For each other and for our shared commitment to excellence, collegiality, academic freedom, equity and the principles of the Treaty of Waitangi.

### SERVICE



By our staff, students and alumni to high quality learning, the advancement of knowledge and to our local, national and international communities.

WE VALUE

*New Zealand's public university of high global standing*

# Our Key Performance Indicators

*Ingenio et labore - By natural ability and hard work*

Clever people	2013 Baseline	2015 Actuals	2020 Target
A focus on quality rather than growth: Total equivalent full-time students (EFTS)	33,050	33,489	35,400
Excellent students: School leavers commencing with grade point equivalent $\geq 5$	46%	55.3%	56%
A stronger graduate programme % Research postgraduate EFTS	7.9%	8.2%	9.0%
% Taught postgraduate EFTS	14.1%	14.8%	16.0%
An international student body: International full fee EFTS	3,446	3,877	5,490
Highly engaged staff: Staff Survey engagement score	74	79	$\geq 80$
High quality researchers: World-class researchers A-rated research quality score FTE (PBRF)	288	353	355

Striving for	2013 Baseline	2015 Actuals	2020 Target
Consistently high course quality: Proportion of courses with an evaluation score of 80% or more	69%	64%	$\geq 75\%$
Greater student satisfaction: Students expressing satisfaction with overall university experience	93%	95%	$\geq 90\%$
A sustainable revenue base: Total revenue	\$973m	\$1,075m	\$1,347m
A safe environment: Number of health and safety incidents	540	684	$\leq 650$
Improved environmental sustainability: CO <sub>2</sub> emissions per EFTS	0.8	0.8	0.69
A high performing institution: QS World University ranking	94	82	$\leq 50$

A better world	2013 Baseline	2015 Actuals	2020 Target
Value added to people's lives: Total qualifications awarded	10,855	10,625	12,000
Improved success for Māori: Qualifications awarded to Māori	706	743	1,000
Improved success for Pasifika: Qualifications awarded to Pasifika	765	824	1,200
Enhanced innovative capability: Doctorates awarded	318	377	492
Contribution to knowledge: Publications and creative works	5,472	6,899	7,200
Research purchased by Industry	\$35.9m	\$36.5m	\$45.0m

***New Zealand's public university of high global standing***



## Internal and external factors

Many factors impact our ability to achieve our strategic objectives and government priorities, and a selection are outlined below.

Aspiration	Internal factors influencing achievement	External factors influencing achievement
<p><b>Accomplished and well supported staff</b></p>	<ul style="list-style-type: none"> <li>• Students at the University have access to internationally renowned researchers and leading edge facilities and research opportunities. To maintain learning and teaching quality in areas in which student numbers areas are increasing, we will need to recruit more academic staff.</li> <li>• Māori and Pacific students completing undergraduate degrees are in high demand in the workforce which contributes to relatively low numbers studying at postgraduate level. This results in a small number of Māori and Pacific staff qualified for academic careers, and they are in high demand.</li> <li>• The University manages diverse staffing profiles, and must undertake succession planning to ensure that the retirement of leading academics does not impact on our ability to deliver international standards of learning, teaching and research.</li> </ul>	<ul style="list-style-type: none"> <li>• Attracting and retaining talented staff is difficult in a low funding environment.</li> <li>• The Government has announced a \$35 million investment over four years for 'Entrepreneurial Universities', this is a new initiative designed to encourage Universities to recruit world-leading entrepreneurial researchers to New Zealand.</li> </ul>
<p><b>Able students, successful graduates and alumni</b></p>	<ul style="list-style-type: none"> <li>• The University has the highest entry standards for our academic programmes. The proportion of high-achieving domestic students (grade point average greater than or equal to 5) entering the University increased in 2016 (as it has done in every year since we limited entry to all programmes) to 58 percent, up from 52 percent in 2014.</li> <li>• Continued growth in STEM will be constrained by lower participation in the compulsory education sector in academic pathways to STEM careers, especially among women, and Māori and Pacific students. Government</li> </ul>	<ul style="list-style-type: none"> <li>• The majority of New Zealand's population growth is expected to occur in Auckland, and much of it will be of Māori, Pacific and Asian peoples. The student body is also becoming more diverse in other ways including the increasing profile of students with disabilities, and an increasing disparity in income and social equality. The University seeks to accommodate all students with high academic potential through equitable policies and processes and support programmes based on sound research.</li> </ul>

Aspiration	Internal factors influencing achievement	External factors influencing achievement
	<p>support for ICT and STEM areas may encourage students to pursue these programmes, but increases in STEM and ICT (and postgraduate and international students) will constrain growth in other areas.</p> <ul style="list-style-type: none"> <li>• Retaining our comprehensive range of disciplines provides students with access to interdisciplinary programmes and conjoint undergraduate degrees that provide enhanced employment and postgraduate study outcomes. It also maintains the viability of our highly ranked Humanities and Social Sciences subjects that make significant contributions to our overall rankings.</li> <li>• Teaching space, especially in laboratories, constrains the number of students that the University is able to recruit in some subjects.</li> </ul>	<ul style="list-style-type: none"> <li>• School-leavers have traditionally made up a significant proportion of the University's students, which means that demographic changes have the potential to impact on our total EFTS. The 19-24 year old population in the Auckland region is predicted to decline. We are addressing this through our strategic focus on retention, including to postgraduate level and on international numbers.</li> <li>• The number and proportion of Māori and Pacific students in Auckland schools has increased in recent years and this trend is expected to continue. This provides an opportunity for the University to increase its intake of Māori and Pacific students. However as the proportion of Māori and Pacific who gain University Entrance is below their proportion in the year 13 population the University will continue to address the gap between achievement and students' aspirations through its foundation and pathway programmes.</li> </ul>

Aspiration	Internal factors influencing achievement	External factors influencing achievement
<p><b>High quality research that benefits society</b></p>	<ul style="list-style-type: none"> <li>• The University of Auckland has 25% of all research-active staff but 35% of the top A-rated academic researchers in the country, demonstrating “the greatest depth and breadth of research activity in the New Zealand tertiary sector” (Tertiary Education Commission, 2012 Performance Based Research Fund Quality Evaluation report).</li> <li>• Growth in research is limited by our staff capacity and ability to provide research space, particularly research laboratories and infrastructure. Building projects in Science and Engineering, and the continued development of the Newmarket campus, will increase research space in the medium term.</li> <li>• Gaining international funding is a priority, but requires a high level of investment and engagement with international partners for long term outcomes.</li> <li>• The University has an established track record in commercialising research. However, seed funding to develop research ideas has been limited. The Government has announced funding will be made available for schemes to speed up the commercialisation of new clever technologies developed by scientists and entrepreneurs around New Zealand. UniServices has also launched the University of Auckland Inventors Fund (UoAIF), an “evergreen” open-ended \$10million investment fund accessible to University researchers and students for the development of technologies for commercialisation.</li> </ul>	<ul style="list-style-type: none"> <li>• The Government is recognising the importance of investing in research, through an increase in MBIE, and HRC funds, provision of funding for additional CoREs and National Science Challenges, and other increases in public good funding.</li> <li>• Business and industry are reluctant to invest in blue skies research (longer term investment), rather than research with more immediate outcomes.</li> <li>• Increasingly diverse research revenue from non-fully costed sources limits the University’s ability to support research infrastructure.</li> </ul>

Aspiration	Internal factors influencing achievement	External factors influencing achievement
<p><b>Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit</b></p>	<ul style="list-style-type: none"> <li>• Māori employees' unique skills are recognised in our collective agreements, policies, guidelines, and procedures. These aim to support, recognise and respect Māori contributions and cultural identity.</li> <li>• Māori staff are often called upon to provide service to the University and to their communities. These roles are significant in achieving Te Tiriti o Waitangi/Treaty of Waitangi and equity objectives for the University and in enhancing relationships between the University, iwi, and wider society. Consideration is needed to ensure that Māori employees are not overextended by service roles.</li> </ul>	<ul style="list-style-type: none"> <li>• The low number of Māori school leavers achieving university entrance remains of concern. Insufficient and inappropriate academic preparation among Māori students, particularly in STEM subject areas, influences low rates of participation and achievement.</li> </ul>
<p><b>Strong partnerships with key organisations and communities</b></p>	<ul style="list-style-type: none"> <li>• The breadth and depth of engagement between the University and its stakeholders is difficult to quantify, yet underpins all aspects of the University's operations.</li> <li>• Extensive engagement of University staff and students with local communities has positive effects on academic performance, values, self-awareness, leadership and career commitment to public service.</li> </ul>	<ul style="list-style-type: none"> <li>• The University's location in Auckland, the largest Polynesian city in the world, both necessitates and provides opportunities for a special relationship with Pacific peoples.</li> <li>• The fast growing Asian populations also contribute to the diversity and vibrancy of the University and Auckland. The low number of Pacific school leavers achieving university entrance remains of concern. Insufficient and inappropriate academic preparation among Pacific students, particularly in STEM subject areas influences low rates of participation and achievement.</li> </ul>

Aspiration	Internal factors influencing achievement	External factors influencing achievement
<p><b>A sustainable, autonomous university</b></p>	<ul style="list-style-type: none"> <li>• The University must continue to seek revenue sources that are not subject to public policy constraints in order to maintain our quality and rankings.</li> <li>• Growth in taught and research qualifications and growth in research activity is constrained by space and equipment in some areas, particularly in Engineering and Science. To address this, the University has continued to invest heavily in the development of our key campuses, including development on the Newmarket Campus, the development of a new Science Tower and approval for a new Engineering building. These developments allow us to accommodate growth in Science and Engineering in line with national priorities and government investment.</li> <li>• The sale of the land associated with the Tamaki Campus will free up funds for continued development, but Tamaki operations and staff will need to be accommodated prior to new developments being completed. The need to maintain research and learning and teaching activities while construction is underway on a metropolitan campus with limited space is challenging.</li> <li>• Urban campuses pose challenges and some of our teaching and research activities, often undertaken off-campus in New Zealand and around the world, are potentially dangerous. The University has committed to the development of a new Health and Safety policy for all staff and students, developed a Health and Safety risk framework, as well as a number of tools to support managers in meeting their Health and Safety obligations.</li> </ul>	<ul style="list-style-type: none"> <li>• The New Zealand Productivity Commission is undertaking an enquiry into new models of tertiary education, the outcome of which is unknown.</li> </ul>

Aspiration	Internal factors influencing achievement	External factors influencing achievement
<p><b>A public university of global standing</b></p>	<ul style="list-style-type: none"> <li>• The University's position in international rankings systems has improved, which has a positive impact on our capacity to deliver outcomes for New Zealand society and our attractiveness to national and international students.</li> <li>• Growth in the number of international students and students from equity groups requires additional support services and facilities, and a focus on ensuring these support services are well tailored to the diverse needs of these students.</li> <li>• To maintain our international standing in an environment of government constraints on domestic tuition subsidies and fees, the University has set ambitious targets to increase international student enrolments to help diversify revenues to support the University's mission.</li> </ul>	<ul style="list-style-type: none"> <li>• Major investment, particularly in research led universities in Asia, has resulted in major movement in the global rankings with subsequent impacts on the University as a research and education destination.</li> <li>• Some countries which traditionally relied on the capacity of overseas institutions for training their undergraduates are increasingly becoming competitors as they build their own capacity. Other countries are more actively recruiting (such as the USA and Canada) and will compete in many of the regions we are actively engaged in.</li> <li>• External factors, such as global financial circumstances and the value of the New Zealand dollar, can have a significant impact on the attractiveness of the University as an education provider. Local factors such as public transport, internet access, accommodation costs and availability, detract from the attractiveness of Auckland as a study destination.</li> <li>• Immigration factors such as limited employment opportunities in New Zealand for international graduates in some areas, and application processing times that allow applicants sufficient time for the logistics of visas and arranging travel and accommodation impact on our ability to attract international students.</li> </ul>

## Stakeholders

The University's stakeholders include students, staff, alumni, the compulsory education sector, local iwi, Pacific communities, Asian communities, 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 on-going development of the University's activities to meet their needs.

Alignment with Strategic Plan	Outcomes	Examples of engagement across all levels of the University
<p><b>Aspiration:</b> Accomplished and well supported staff</p> <p><b>Aspiration:</b> High quality research that benefits society.</p> <p><b>Objective 10:</b> Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world</p> <p><b>Aspiration:</b> Treaty of Waitangi/ Te Tiriti o Waitangi partnerships for mutual benefit.</p> <p><b>Objective 11:</b> Partnerships in which the University and Māori work together to achieve their shared aspirations.</p> <p><b>Aspiration:</b> To develop strong partnerships with key organisations and communities, nationally and internationally.</p> <p><b>Objective 12:</b> Strong relationships with key partners which have a positive impact on both parties.</p>	<p>The University will understand who its stakeholders are, and identify and respond to their needs.</p> <p>Open engagement will occur between the University and its communities.</p> <p>Productive and mutually supportive partnerships with mana whenua, iwi Māori, and Māori organisations will be maintained.</p> <p>There will be strong engagement with Māori and Pacific stakeholders.</p> <p>The University will uphold its role as critic and conscience of society.</p> <p>Engagement with stakeholders optimises knowledge exchange.</p> <p>A comprehensive alumni engagement programme will be in operation.</p>	<p>The Offices of the Vice-Chancellor, Deputy Vice-Chancellors and Pro-Vice Chancellors have a strong remit to engage in consultation with stakeholders.</p> <p>Engagement with iwi networks across the country continues to be undertaken through the Office of the Pro-Vice Chancellor (Māori), and faculty contacts.</p> <p>Stakeholders including from industry, the social sector, and professional bodies are regularly represented on advisory boards, boards of studies, programme review panels and accreditation panels.</p> <p>Academic staff engage with communities through research and teaching activities.</p> <p>Student and staff feedback is sought, and information provided, through surveys and other engagement activities.</p>

### **Vignette – Industry stakeholder engagement**

The Deans of all faculties engage extensively with relevant industry and stakeholder groups, and stakeholder feedback plays an important role in planning activities. As an example, the Business School retains an Advisory Board made up of external representatives, whose role is to provide a critical external perspective on the School's future plans and to support and advise the Dean on current and future activities.

Board members are selected for the energy, experience, contacts, knowledge and influence they will contribute to build effective and productive links between the School, its alumni and the business and professional community. The current Advisory Board members are:

- Barbara Chapman - Chief Executive Officer and Managing Director, ASB Group.
- Greg Cross - Sir John Logan Campbell Executive-in-Residence.
- Bruce Hassall - Chief Executive Officer and Senior Partner, PricewaterhouseCoopers.
- Chye Heng - Chief Financial Officer and Executive Director, Beca Group Ltd.
- Sarah Kennedy - Vice President, International Farming, Fonterra.
- Bridget Liddell - General Partner at 212 Equity Management, Director at BRAC USA, BioVittoria Ltd and Kea New Zealand.
- David McConnell - Managing Director, McConnell Ltd and Chair UABS Advisory Board.
- Jonathan Mason
- Paula Rebstock - Deputy Chair, New Zealand Railways Corporation.

### **Vignette - Addressing the needs of stakeholders**

Responding to the needs of stakeholders is a key part of stakeholder engagement. The following is an example of how the University responds to a key stakeholder group (students), and ensures that they know they have been heard.

The Student Consultative Group (SGC) is a forum for senior University staff and student representatives to share information and perspectives on strategic issues affecting the student experience at the University. It provides for student input into decision-making on major University issues that are likely to affect students.

Each year the University charges a compulsory Student Services Fee to pay for various services available to students, and each year the University consults the Student Consultative Group to determine how the money from the Fee should be spent. Student feedback through this forum has a direct influence on the funding of services, and in the past, for example, has contributed to an increase in clubs grant funding, and funding for health and counselling.



### **Vignette – Aotearoa Business Awards**

The Aotearoa New Zealand Māori Business Leaders Awards recognise and celebrate outstanding Māori excellence and success in business. Individuals and organisations are honoured for their contributions to the advancement of Māori enterprise in New Zealand and around the world.

Originally created to acknowledge the academic success of Māori, and to honour and celebrate the success and achievements of Māori business leaders, the annual event has fast become New Zealand's premier Māori business awards ceremony. It has grown in size and stature each year, attracting politicians, Māori business and community leaders, iwi organisations, government agencies, Māori Business School alumni, Business School partners and friends, family and business associates of the award winners, and current Māori students and faculty members.

As a result the awards have enabled the Business School to develop a network of Māori business alumni who support each other professionally and gather each year to reaffirm their commitment to support the academic and business successes of our Māori students.

The categories of award include:

- Outstanding Māori Business Leaders Award
- Young Māori Business Leaders Award
- Māori Woman Business Leaders Award (new Award)
- Dame Mira Száosz Māori Alumni Award
- He Rātā Whakaruruhau: Lifetime Achievement Award

To reflect the size and stature of the Awards, the Business School is advised by a Steering Committee that is comprised of successful and respected people from across the Māori world, including representatives from Government, iwi businesses and the Business School.

## **Contribution to Government priorities**

The Tertiary Education Strategy sets out challenging targets for the tertiary sector. The University, as the largest provider of research and education at degree and postgraduate level, will play a leading role in the achievement of most of these targets:

### **Delivering skills for industry**

As a leading research-led university we play 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. We offer a comprehensive portfolio of programmes, which are developed and refined with assistance from key stakeholders including industry and professional organisations. We

attract students of high academic potential and provide them with an outstanding university experience, helping them to become successful and influential graduates and alumni who meet the needs of the economy and society.

## Strategic Plan Alignment

**Aspiration:** Able students, successful graduates and alumni.

**Objective 7:** A high quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience.

**Aspiration:** Strong partnerships with key organisations and communities.

**Objective 12:** Strong relationships with key partners which have a positive impact on both parties.

Outcomes	Initiatives	Examples of success
<p>Learners will have the skills and graduate attributes that will allow them to succeed.</p> <p>Students who meet the University's graduate profile will meet future workforce needs and be highly sought after by employers.</p> <p>Auckland graduates will be:</p> <p><b>Scholars</b> - Graduates of the University have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialisation and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavours to understand the complexities of the worlds they encounter at work and in society.</p> <p><b>Innovators</b> - Graduates of the University are future and solution focussed. They are</p>	<p>New graduate profiles are being implemented, which clearly outline the desired attributes of graduates and the value that students will obtain from their studies. Work will be undertaken to ensure that our curricula reflect the graduate profiles and deliver high quality programmes that meet national needs and international standards.</p> <p>The University engages with the Graduate Longitudinal Destinations Survey of New Zealand, and other ways to measure graduate outcomes will be explored.</p> <p>Engagement is undertaken with external communities of practice to identify the attributes they are seeking in our graduates, especially as it relates to working with priority learners and in modern learning environments.</p> <p>New and pipeline growth in STEM and ICT subjects will be encouraged, providing graduates with transferable skills to meet future workforce needs.</p> <p>At undergraduate level, the intake into Engineering will remain steady through 2017-18 as capital works are undertaken, then grow in 2019 to an intake of 1000 per annum. Pipeline growth in the BSc (Biological Sciences, Food Science and Nutrition) will be supported to address the skills shortage in the science and technology sectors.</p>	<p>The development of the Auckland ICT Graduate School, including the tender bid, the curriculum and its implementation, was completed in close partnership with the ICT industry via an industry advisory board and an industry chaired governance board.</p> <p>The QS commentary on the University in the teaching category (in which five stars were awarded) noted: 'Employability is a key component of Auckland's success ... There are many opportunities for its students to meet a dedicated team of on-campus, and faculty-specific, careers advisors.'</p> <p>The University was the only New Zealand university in the world's top 150 in the Times Higher Education Global Employability University Ranking for 2015/16, based on the combined votes of 2,200 recruiters and 2,400</p>

Outcomes	Initiatives	Examples of success
<p>curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.</p> <p><b>Leaders</b> - Graduates of the University take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inspiring and influential.</p> <p><b>Global Citizens</b> - Graduates of the University are citizens of Aotearoa / New Zealand and the world. They appreciate the role of the Treaty of Waitangi and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.</p> <p>The University will engage and work with stakeholders to agree what makes for a competent and successful graduate.</p> <p>Educational experiences will be designed for learners that help them develop the right skills and capabilities to prepare them for employment.</p>	<p>Recruitment into postgraduate programmes that are closely aligned with employment options is encouraged. For example the current strong focus on recruitment into the Master of Information Technology.</p> <p>Work placement, internship and other practical experience opportunities are incorporated into programmes. Examples include teaching and social work placements, placements in medicine, nursing, pharmacy, optometry and engineering, the Arts in Practice internship programme, industry placement in Business, and an internship for doctoral candidates. Opportunities for internship-type projects and work placements for students in NICAI are also being explored. Work will continue on a centralised internship strategy for the University.</p> <p>New and existing programmes are tailored to meet workforce needs, both in terms of content and enrolment numbers. For example, the Faculty of Medical and Health Sciences supports a longitudinal tracking project which collects data from students enrolled in Health Sciences and professional health programmes on entry and exit, and matches it with employment data, to assist with long term workforce planning.</p> <p>An employment engagement strategy supports enhanced engagement between Career Development and Employment Services and employers.</p> <p>Initiatives to assist doctoral candidates with employability and a focus on the transferability of research to employers are supported.</p> <p>Transition masters programmes have been introduced, allowing students to move from generic undergraduate programmes to employment-focused masters programmes.</p> <p>The National Institute for Pacific Research (NZIPR) delivers specialized research skill to government regarding foreign policy and sustainable economic development, and provides leadership to the sector.</p>	<p>managing directors of international companies or subsidiaries across 20 countries.</p> <p>42 of the University's programmes were accredited by external bodies in 2015, including:</p> <ul style="list-style-type: none"> <li>• IPENZ (Institute of Professional Engineers New Zealand) accreditation of the BE(Hons) programme.</li> <li>• The Association to Advance Collegiate Schools of Business (AACSB) accreditation for undergraduate, postgraduate and doctoral degrees in business;</li> <li>• The Valuers Registration Board/Property Institute of New Zealand accreditation of the Bachelor of Property;</li> <li>• The New Zealand Planning Institute accreditation of the Master of Urban Planning, and provisional accreditation of the Bachelor of Urban Planning (Honours);</li> <li>• The Commission on Accreditation of Allied Health Education Programs (CAAHEP) initial accreditation of the Exercise Physiology - Clinical programme;</li> <li>• The Australian Medical Council accreditation of the Bachelor of Medicine and Bachelor of Surgery.</li> </ul> <p>The University's Career Development and Employment Services is the best in New Zealand according to the New Zealand Association of Graduate Employers (NZAGE). At their annual Industry Awards in 2015,</p>

Outcomes	Initiatives	Examples of success
	<p>The University's relationships with CRIs and industry partners provide employment opportunities for graduates, and research opportunities for postgraduate students.</p> <p>A number of the University's focused postgraduate qualifications are aligned to specific technology and employment criteria in areas such as data science, engineering specialisations, and medical devices.</p> <p>In the health area:</p> <ul style="list-style-type: none"> <li>• Our postgraduate Dietetics qualification was designed to meet demand from public health employers in the Auckland region. Graduates have the skills to respond to the dietary challenges of the Auckland population, including its high proportion of Māori and Pacific people.</li> <li>• Postgraduate programmes in Medical Imaging were designed to address workforce needs, including an acute shortage of trained sonographers.</li> <li>• Additional places have been provided in the undergraduate Nursing programme, providing highly skilled graduates to meet regional workforce needs.</li> <li>• A refreshed Pharmacy Curriculum was introduced in 2016 to meet the needs of the modern Pharmacy profession.</li> </ul> <p>Individual faculties work with stakeholders to identify needs, and support initiatives to ensure that students are prepared to meet those needs. Examples of specific initiatives include:</p> <ul style="list-style-type: none"> <li>• The Centre for Innovation and Entrepreneurship (CIE) nurtures business-savvy scientists, engineers, technologists and creative professionals through an entrepreneurial curriculum in the Business School.</li> <li>• The Dean's Leadership Programme in the Faculty of Engineering pairs successful applicants with key stakeholders (who are involved in selection) for internships.</li> <li>• The MEDTECH CoRE is developing strong links between industry focussed research activities and university education and training programs in biomedical engineering, to ensure</li> </ul>	<p>NZAGE awarded the University the "Best Careers Service" category.</p> <p>In 2015 Career Development and Employment Services supported 29,593 student interactions (inclusive of appointments, drop-ins, workshops, presentations, and employer events) with an overall satisfaction rate of 84%.</p> <p>The University awarded 2,698 degrees and diplomas in STEM and ICT subjects to its students in 2015. There were 189 employer visits on campus in 2015 organised by Career Development and Employment Services, and 71 employer events.</p> <p>Thirty participants are expected in the Deans Leadership Programme in Engineering in 2016. In 2017 the programme is expected to have 40-50 participants.</p> <p>In 2015, 215 students attended Enginuity Day. 250 students are registered to attend in 2016. In a survey of female students at Orientation in 2015, 12% cited Enginuity Day as the primary factor that led them to apply and enrol in Engineering.</p> <p>Quote from student attending Enginuity Day:  "The message of the day was that female high school students need not let the study load or</p>

Outcomes	Initiatives	Examples of success
	<p>that students are constantly exposed to the opportunities and challenges of commercialising technological inventions, and to provide a constant stream of talented and well trained young people into the medical technology companies.</p> <ul style="list-style-type: none"> <li>• IPENZ has planned a 'Secrets to Success', evening for final year engineering students, including a general overview of IPENZ, and presentations from industry leaders.</li> <li>• The Business School offers "Passport to Business", a 10-week career development programme to help students create individualised career plans. Industry professionals are actively involved in the programme. High-performing students also secure an interview simulation with industry representatives.</li> </ul> <p>Outreach activities in faculties provide opportunities for secondary school students to visit the University. For example:</p> <ul style="list-style-type: none"> <li>• An open day in the Faculty of Engineering (Enginuity Day) provides an opportunity for high school girls to find out what it's like to be an engineering student, and explore the possibilities of a future in engineering by directly engaging with staff, and students and participating in hands-on activities.</li> <li>• New Zealand's Next Top Engineering Scientist is an annual problem-solving competition for teams of secondary school students. Organised by the Department of Engineering Science and sponsored by Orion Health and Fisher &amp; Paykel Healthcare, winners receive prize money and internship opportunities.</li> <li>• The North Island Brain Bee Challenge, hosted by the Centre for Brain Research is a day-long contest where about 200 participants from 50 schools also get to visit a laboratory and meet neuroscientists.</li> </ul>	<p>social expectations put them off considering engineering, physics and mathematics as a career choice.... All those who attended the event absolutely loved it....After attending the day, I urge students to give physics and maths at school. You never know where it will take you!"</p> <p>872 women have entered Engineering programmes since 2012, an average of 174 per year.</p>

### **Vignette - Innovation and Entrepreneurship**

The University is committed to developing business savvy, entrepreneurial graduates to ensure New Zealand's longer term economic prosperity. One initiative to help achieve this goal is the Centre for Innovation and Entrepreneurship. The Centre was created at the university 13 years ago and currently involves 800 students, but its Director, Wendy Kerr, has an ambitious goal to get 4200 students - roughly 10 per cent of the student body - actively involved in innovation and entrepreneurship by the year 2020.

The University has already been identified as one of the world's top five "emerging leaders in entrepreneurship" through a two-year study conducted by the MIT Skoltech Initiative to find the world's best university-based entrepreneurial ecosystems operating outside the innovation hubs of MIT, Stanford University and the University of Cambridge.

Initiatives include the Centre's flagship academic programme, the Master of Commercialisation and Entrepreneurship, which is designed to provide the core knowledge and skills needed to commercialise and take to market new products, services and processes based on research discoveries, inventions and new ideas.

Velocity, the University of Auckland's year-long entrepreneurship programme (formally known as Spark), is student led and the country's leading entrepreneurial development programme; in 12 years, it has helped forge more than 120 ventures that have attracted more than \$200 million in investment and created more than 460 jobs. MIT identified this long established programme as the "beating heart" of entrepreneurship at the University.

The Centre has also built a strong network of support from the New Zealand start-up community. More than 200 entrepreneurs, business people and industry experts volunteer their time to the ecosystem, speaking to and mentoring the students who want to start businesses and commercialise their IP.

### **Vignette - Internships**

Work placement, internship and other practical experience opportunities are a core part of many programmes at the University and help prepare students for employment. As an example, the Faculty of Arts' third-year internship course gives students the chance to gain work experience through undertaking a project in a workplace such as a commercial enterprise, a charitable organisation, an NGO, or a University division. The course is career-oriented, and students have the opportunity to develop and showcase a variety of transferable skills of value to the market place: critical thinking, analysis and writing, teamwork, communication and social media, data collection, translation and archival documentation.

Internship Adviser Dr Anne Pelzel explains "that the internship provides an excellent opportunity for students to hone and demonstrate skills applicable to a wide variety of workplace settings, build their CV with experience, and to develop a professional network. In this way, the value of an Arts degree is realised by students as well as by employers."

Feedback from students has been positive:

"The internship course has helped me to think about the transferrable skills which are developed through Arts study. One large component of this is applying our research and communication skills to solving real world problems."

"My BA subjects have given me experience in research, writing, presentation and critical thinking. These were immediately transferrable to my project."

Introduced for the first time in 2015, participating organisations have included Teach First NZ, SpringboardTrust, YWCA, Tear Fund, Auckland University Press, Intelligent Ink, Artists Alliance, and the Critical Thinking Project, and the roster of organisations is expanding.

## Getting at-risk young people into a career

The University is committed to attracting and supporting students with high academic potential into tertiary study, including students from groups which are under-represented, recognising that not all potential students have had the same opportunity to fully demonstrate their potential. As well as the provision of pathway programmes, and policies, processes and pastoral care which support individual students, the University's research underpins broader initiatives supporting students in education. The University's commitment to equitable participation and advancement of students is supported through the position of the Pro Vice-Chancellor (Equity), who leads the Equity Office, chairs the Equity Leadership Committee, is a member of the University Senior Leadership Team, and advises the Vice-Chancellor and Council on fulfilling the University's commitment to equity in education.

### Strategic Plan Alignment

**Aspiration:** Able students, successful graduates and alumni.

**Objective 4:** A diverse student body of the highest possible academic potential.

**Objective 7:** A high quality learning environment that maximises the opportunity for all students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience.

**Aspiration:** Benefit society by conducting and applying research of the highest quality.

**Objective 9:** A growing output of excellent research across all our disciplines.

**Objective 10:** Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world.

Outcomes	Initiatives	Examples of success
Students with high academic potential, from all backgrounds, will have the opportunity to attend the University.	Equity Office activities include strategy, policy, programmes, projects, resources, training, monitoring and reporting, and providing advice to help maintain the University as a safe, inclusive and equitable place to study. The University defines Māori and equity groups as groups for which it will seek to prioritise support for to ensure equitable access, participation, engagement and success. Equity groups include Pacific students	Students completing foundation studies programmes have gone on to successful completions in undergraduate and postgraduate degrees. Of those completing since 2010, 56 have completed BEd(Tchg) including one BEd(Hons). 40 have completed a BSc and six of those students have

Outcomes	Initiatives	Examples of success
<p>Students will be supported to transition from secondary school to the University.</p> <p>The University will provide an environment, both academic and extracurricular, that is attractive to students of high academic potential.</p> <p>Students whose personal circumstances limit their opportunity to access and succeed at University will be identified and assisted to overcome their barriers.</p> <p>The University's processes for promoting the University will respond to students' needs and be based on sound research.</p> <p>A coordinated, research-informed suite of initiatives will target groups, which evidence suggests will face barriers to enter tertiary study and employment, and support them in their studies and career development.</p> <p>Students will receive appropriate pastoral care to meet their needs.</p>	<p>and staff, Students and Staff with Disabilities, Lesbian, Gay, Bisexual, Transgender, Intersex (LGBTI) Students and staff, students and staff from refugee backgrounds, students from low socioeconomic backgrounds and men or women where there are barriers to access and success.</p> <p>The Equity Office:</p> <ul style="list-style-type: none"> <li>• Engages with researchers, equity practitioners (national and international) NGOs and relevant sector and community stakeholders.</li> <li>• Leads the LGBTI Network which provides a key support system and voice for LGBTI students and staff across the University. Rainbow groups are also run in faculties.</li> <li>• Collaborates with the Auckland Refugee Coalition and the New Zealand Red Cross Pathways to Employment Programme to help increase enrolments of students from refugee backgrounds. The Equity Office has also begun outreach into schools with high numbers of students from refugee backgrounds.</li> </ul> <p>Student equity events are used to engage with Māori and Pacific students, students with disabilities, and other equity groups, allowing prospective students to find out more about the University and its programmes, and meet role models and have questions answered to assist them to transition to tertiary education. These are held in conjunction with a variety of events, including church and community events to include parents.</p> <p>The University offers alternative pathways to assist with the transition between secondary school and university study, including a variety of foundation programmes:</p> <ul style="list-style-type: none"> <li>• Certificate in Academic Preparation</li> <li>• Tertiary Foundation Certificate</li> <li>• Certificate in Health Sciences</li> <li>• Foundation Certificate Education</li> <li>• Foundation Certificate Tohu Tūāpapa Mātauranga</li> <li>• New Start</li> </ul>	<p>completed postgraduate degrees or diplomas. Many students are still enrolled in their degree programme.</p> <p>In 2015 the number attending Equity Office led outreach events (including the Māori and Pacific Welcome, STEAM Ahead, BEAMS, Finance Evening, WTPT) and school visits exceeded 8500. Equity Office advisers and other Equity Office staff also engage with thousands more students, families, whānau and community members each year via expos and other community events.</p> <p>The number of students admitted via UTAS annually has increased from 296 to 875 (headcounts) from 2009 to 2015.</p> <p>In 2015, 788 Equivalent fulltime students registered with Student Disability Services.</p> <p>The Schools Partnership Office undertook the following activities with secondary school students and their families:</p> <ul style="list-style-type: none"> <li>• Overview presentations held in schools (to secondary students) - 294</li> <li>• Course advice days held - 227</li> <li>• Expos attended - 127</li> <li>• Parent seminars across the country – 12</li> </ul> <p>The Office also hosted an annual LINK conference with 130+ careers</p>



Outcomes	Initiatives	Examples of success
	<p>The Undergraduate Targeted Admission Scheme (UTAS) increases access to the University for Māori students and students from UTAS groups (Pacific students, students with disabilities, students from low socio-economic background and students from refugee background) who have the potential to participate and succeed at the University.</p> <p>The University's Tuākana programme provides a culturally relevant University-wide learning community that enhances the academic success of our Māori and Pacific students through small-group learning, whakawhanaungatanga, wānanga, face-to-face meetings and workshops.</p> <p>Schools Advisors from the University's Schools Partnership Office visit secondary schools throughout New Zealand as well as host parent information evenings, attend careers events, and offer on-campus appointments for parents and students, to ensure students are provided with the information they need to plan and prepare for tertiary study. The Schools Partnership Office has Māori and Pacific Schools Advisers dedicated to increasing the numbers of Māori and Pacific students applying to the University. These advisors work closely with Equity Office Advisers to assist students in secondary schools.</p> <p>UniBound equips Māori and Pacific school leavers without University Entrance with the skills they need to enter university. Students who complete the programme are awarded a Certificate in Academic Preparation and are eligible for academic achievement scholarships. UniBound draws upon the research of Starpath, which demonstrates the importance of a good transition from school to university in educational outcomes.</p> <p>University research, for example through the Adolescent Health Research Centre (Youth 12), and the Woolf Fisher Research Centre, provides an evidence base for initiatives and interventions, both within and external to the University.</p> <p>The First Year Experience programme supports undergraduate first year retention with more integrated curriculum and a multifaceted suite of academic support services.</p>	<p>advisors/teachers attending from across New Zealand, and had regular communication with 450 schools regarding scholarships, entry requirements and course advice.</p> <p>For 2016, the Equity Office hosted students from refugee backgrounds from James Cook High School and Kelston Girls' College, their teachers and parents and family members. The on campus visits focused on promoting university to the students, familiarisation and information on courses and support on offer. Evaluations were highly positive.</p> <p>Since 2014 the University has funded legal name changes for transgender students, an initiative understood to be a world first.</p>

Outcomes	Initiatives	Examples of success
	<p>An initiative in the Faculty of Science identifies correlations between the lack of certain NCEA credits in prospective students and students' later inability to complete advanced level Maths courses - in short, while the students may have the requisite number of credits for entry, the specific topics covered have not afforded them the appropriate preparation to succeed. Affected students are contacted and advised to change their Maths enrolment to a preparation pathway course.</p> <p>New online orientation modules, introduced in 2014, have significantly increased the number of students engaging with orientation activities prior to commencing study.</p> <p>Changes to the University's scholarships for 2017 will mean a greater number of students receive support to study at the University. The provision of guaranteed University accommodation is a major component of the new scholarships: staying in a secure and convenient location with supportive, high-achieving students has a strong bearing on academic outcomes.</p> <p>The University will continue to provide a vibrant and supportive campus experience, including:</p> <ul style="list-style-type: none"> <li>• An increased amount of University-supported accommodation.</li> <li>• A range of wellbeing services (health, counselling, etc) that help students overcome personal barriers to success.</li> <li>• A growing range of engagement services (club support, sport and recreation, leadership and volunteering programmes) that provide social structures that support academic engagement and retention, complement academic activities and contribute to the achievement of the broader characteristics of the graduate profile.</li> </ul> <p>The University's Career Development and Employment Service works collaboratively with the School of Graduate Studies, Library and Learning Services, the International Office, the Equity Office, the Tuākana network and Alumni Relations allowing for customised events, workshops and activities that cater for the needs of target</p>	

Outcomes	Initiatives	Examples of success
	<p>groups such as Māori students, Pacific students and students with disabilities.</p> <p>A STEM Online School is being developed as a joint initiative between the Faculties of Education and Social Work, Engineering and Science to increase the number of secondary school students successfully completing NCEA studies in Science, Technology, Engineering &amp; Mathematics (STEM) subjects through the provision of online training support to students, teachers and schools particularly in the schools that find it difficult to recruit and retain experienced teachers for those subjects.</p> <p>As part of a newly developed scheme (Campus Connections Aotearoa), at-risk teenagers excluded from mainstream education will be mentored over a 12-week period by student mentors, counsellors and social workers from the Faculty of Education and Social Work. Each young person will then be supported to move into other social services, educational or employment opportunities. As well as supporting vulnerable young people, the scheme will provide opportunities for students studying counselling, social and youth work to experience authentic youth mentoring, case management and transition support.</p>	

### Vignette - LGBTI Employment initiative

"Diversity is the one true thing we all have in common. Celebrate it every day." - Author Unknown

"Pride and Prejudice in the Workplace" is a new initiative introduced in 2015 by Career Development and Employment Services (CDES), in recognition of the fact that LGBTI students and graduates may face more difficulty than others in securing employment. CDES invited students and employers to come together to 'myth-bust' common misconceptions, and share real-life experiences, issues and opportunities that arise for the LGBTI individual in the New Zealand workforce. Open to LGBTI students, recent graduates, friends and supporters, the event also provided an opportunity for attendees to build their personal and professional network through meeting to peers and employers. Speakers and representatives from the following organisations were in attendance:

- New Zealand Defence Force
- Accenture Technology
- Newmarket Business Association
- Fletcher Building

- Rainbow Tick
- The University of Auckland
- Auckland Pride Festival

### **Vignette – Starpath Toolkit**

Starpath is a University of Auckland-based research project which works with secondary schools to better understand the educational dynamics which lead to academic success and tertiary participation. Since the project began in 2005 a total of 39 secondary schools in Auckland and Northland have adopted Starpath practices.

When implemented in secondary schools, Starpath's strategies show consistent improvement in students' achievement at NCEA Levels 1, 2 and 3 and dramatic increases in parent and whānau engagement.

Significant gains have also been made in school practices including expectations of achievement; informed student goal setting; tracking and monitoring of student progress; middle and senior school leadership and literacy across the curriculum.

The Starpath Project has launched an online Toolkit to assist New Zealand secondary schools to raise student achievement and aspirations. Based on more than ten years of research in low-to-mid decile schools, the free Toolkit is designed to support schools in their use of Starpath practices to improve student outcomes.

The Toolkit is a proven set of strategies developed within these schools to raise achievement.

"In the past ten years we have learned a great deal about data utilisation within schools, about literacy and leadership practices and the opportunities available to Māori and Pacific students, particularly in low decile schools, to learn and achieve," says Starpath Director, Professor Cindy Kiro.

The Toolkit is based on the comprehensive use of academic counselling and clear checklists for NCEA attainment; embedding data utilisation skills among staff; the active use of data for quality academic planning; and better engagement of family and whānau.

Schools can now access resources, case studies, checklists and templates to implement Starpath strategies and customise them to their individual circumstances.

## **Boosting achievement for Māori and Pacific**

Equity initiatives, policies and programmes are embedded across the University with the aim of supporting our Māori and Pacific students to engage in and succeed in tertiary education. The University's commitment to the delivery of equitable outcomes for Māori and Pacific learners is reinforced through a number of leadership roles:

The Pro-Vice Chancellor (Māori), who is responsible for developing a positive Māori profile in the University, assisting in the development of Māori programmes in liaison with the Vice-Chancellor, Māori staff, students and the community, engaging with iwi and hapu, and supporting and participating in community initiatives.

The Pro Vice-Chancellor (Equity), who leads the Equity Office, chairs the Equity Leadership Committee, and advises the Vice-Chancellor and Council on fulfilling the University's commitment to equity in education.

The Director of Pacific Strategy and Engagement, whose role is to further the University's mission with regard to Pacific students, teachers, research and staff, and its engagement with our partners and stakeholders in this mission.

### Strategic Plan Alignment

**Aspiration:** Able students, successful graduates and alumni.

**Objective 4:** A diverse student body of the highest possible academic potential.

**Objective 7:** A high quality learning environment that maximises the opportunity for all students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience.

**Aspiration:** Benefit society by conducting and applying research of the highest quality.

**Objective 9:** A growing output of excellent research across all our disciplines.

**Objective 10:** Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world.

**Aspiration:** Benefit Māori and the University through partnerships that acknowledge the principles of the Treaty of Waitangi

**Objective 11:** Partnerships in which the University and Māori work together to achieve their shared aspirations.

**Aspiration:** develop strong partnerships with key organisations and communities, nationally and internationally.

**Objective 12:** Strong relationships with key partners which have a positive impact on both parties.

Outcomes	Initiatives	Examples of success
The University demonstrates a commitment, at governance, management and leadership levels, to improving outcomes for Māori and Pacific learners.	<p>The University's governance and leadership structures support the delivery of equitable outcomes for Māori and Pacific learners.</p> <p>The composition of the University Council provides for a Māori representative able to advise Council on issues relevant to Māori.</p>	<p>Examples of engagement activities of the Office of the Pro-Vice Chancellor Māori include:</p> <ul style="list-style-type: none"> <li>• Long term links to Ngati Whatua o Orakei</li> <li>• Support for iwi in Te Taitokerau</li> <li>• Long term support since 2008 of Ngapuhi art festival and Ngati Hine festival</li> </ul>

Outcomes	Initiatives	Examples of success
<p>The University supports Māori students and their whānau to engage in tertiary education, and maintains connections with local schools that have high Māori populations.</p> <p>The University effectively engages with Pacific students, their families and communities, and encourages Pacific learners from secondary school to tertiary education.</p> <p>Students and their communities will be aware of opportunities to study and the advantages of studying at the University of Auckland and other tertiary education institutes.</p> <p>Increased numbers of Māori and Pacific students will be enrolled.</p> <p>Pass rates and qualification completion rates for Māori and Pacific students will improve.</p> <p>More Māori and Pacific students will gain degree level and higher qualifications which in turn will allow them, their whānau, families and communities to enjoy</p>	<p>A recent review of our relationships and activities within the local, regional and national Māori World will define the ongoing nature of work and research needs through to 2019.</p> <p>Education plans are developed for engagement with Māori, for example from Tainui, Ngati Whatua, Tuwharetoa, Te Arawa (48% of Māori students are from outside of Auckland).</p> <p>The PVC(Māori ) chairs the Rūnanga, which:</p> <ul style="list-style-type: none"> <li>• Advises Council on the progress and achievements of the University towards its strategic objectives for Māori.</li> <li>• Advises management on operational matters relevant to the delivery on strategic objectives for Māori.</li> <li>• Considers and advises appropriate Senate committees, and through them Council, on academic matters that have direct relevance to Māori curriculum content, delivery and research.</li> </ul> <p>Organisation-wide accountability is raised through the setting of performance commitment targets for participation and achievement for the University and faculties, which are monitored at University, Faculty and Department level. Accountability is also raised through the monitoring of pass rates for Māori and Pacific learners through the University's Education Committee, as well as at Faculty and Departmental level.</p> <p>The proportion of Māori and Pacific staff employed, and employed in senior roles is monitored at University and Faculty level.</p> <p>Bridging programmes are designed to enable the successful transition of Māori and Pacific students into University study:</p> <ul style="list-style-type: none"> <li>• Certificate in Academic Preparation</li> <li>• Certificate in Health Sciences</li> <li>• Foundation Certificate Tohu Tūāpapa Mātauranga</li> <li>• Tertiary Foundation Certificate</li> <li>• Foundation Certificate Education</li> </ul> <p>Equity Office activities include strategy, policy, programmes, projects, resources, training, monitoring and reporting, and</p>	<ul style="list-style-type: none"> <li>• Long term James Henare Māori Research Centre advisory committee of northern iwi representatives</li> <li>• Long term support of Tainui and the Endowed College in Huntly</li> <li>• Long term support of student haerenga – Nga Taurira Māori and Te Rakau Ture</li> <li>• Present work with Māori groups in Manukau and Papakura and South, Tuwharetoa, Te Arawa, Ngati Ranginui</li> </ul> <p>The Office of the Pro-Vice Chancellor Māori sponsored or participated in a number of community initiatives that allow the University to actively engage with local iwi and hapu including: Waitangi Day 2015; Ngāti Hine Festival; and the national Higher Education Summit, where the Pro Vice-Chancellor Māori gave the keynote presentation 'Ka Hikitia: Accelerating Success 2013-2017'.</p> <p>Support for the Aotearoa Business Awards and Dinner (now the national annual celebration) which have been developed, organised and maintained by the University of Auckland Business School.</p> <p>The University has more Māori and Pacific graduates at bachelors level or higher than any other institution. There were 743 Māori graduates, and 824 Pacific graduates in 2015.</p>

Outcomes	Initiatives	Examples of success
<p>improved wellbeing and positively contribute to the economy and society.</p> <p>University research will inform best practice in achieving all of these outcomes, and contribute to improved outcomes in the wider education sector.</p> <p>The University will provide a culturally responsive teaching and learning environment, including increased numbers of Māori and Pacific teaching staff.</p> <p>The University will work with other tertiary providers in the Auckland and Northland regions to improve outcomes for priority groups.</p>	<p>providing advice to help maintain the University as a safe, inclusive and equitable place to study.</p> <p>Student equity events are used to engage with Māori and Pacific students, allowing prospective students to find out more about the University and its programmes, meet role models and have questions answered to assist them to transition to tertiary education. These are held in conjunction with a variety of events, including church and community events. An example is STEAM Ahead - an annual recruitment day aimed at Year 13 Māori and Pacific students interested in studying science, technology, engineering, architecture and medicine.</p> <p>The Undergraduate Targeted Admission Scheme (UTAS) increases access for Māori students and Pacific students who have the potential to participate and succeed at the University.</p> <p>Māori and Pacific Schools Advisors visit secondary schools throughout New Zealand as well as host parent information evenings, including an evening in South Auckland particularly targeted at Pacific parents, attend careers events, and offer on-campus appointments for parents and students, to ensure students are provided with the information they need to plan and prepare for tertiary study.</p> <p>The University's Tuākana programme provides a University-wide culturally-relevant learning community that enhances the academic success of Māori and Pacific students through small-group learning, whakawhanaungatanga, wānanga, face-to-face meetings and workshops. The Faculty of Science is looking to extend Tuākana back into high schools with former students mentoring up and coming science students and encouraging them into university study.</p> <p>UniBound equips Māori and Pacific school leavers without University Entrance with the skills they need to enter university. Students who complete the programme are awarded a Certificate in Academic Preparation and are eligible for academic achievement scholarships. UniBound draws upon the research of Starpath,</p>	<p>The number of domestic EFTS generated by Māori students increased by 200 EFTS (9%) to reach 2,469 EFTS in 2015.</p> <p>The overall course completion rate for Māori students improved in 2015, reaching 85.2%.</p> <p>The University has the largest number of students of Pacific descent studying for a degree (out of all universities in New Zealand).</p> <p>The total number of EFTS generated by Pacific students increased by 94 EFTS (3%) to reach 3,057 EFTS in 2015.</p> <p>The overall course completion rate achieved by Pacific students improved in 2015 by 1.5% to reach 74.6%.</p> <p>In 2015 the number attending Equity Office led outreach events (including the Māori and Pacific Welcome, STEAM Ahead, BEAMS, Finance Evening, WTPT) and school visits exceeded 8500. Equity Office advisers and other Equity Office staff also engage with thousands more students, families, whānau</p>

Outcomes	Initiatives	Examples of success
	<p>which demonstrates the importance of a good transition from school to university in educational outcomes.</p> <p>The Equity Office provides a Kaitakawaenga Māori - Māori Liaison Officer, whose role is to provide support to students and their whānau with information about entry, enrolment, support and financial opportunities within the University, and a Pacific Equity Adviser, who supports Pacific students and their families through their journey at the University. In addition, including assisting potential Pacific students with programme, enrolment, scholarships/financial and pastoral advice, and attending community events.</p> <p>University of Auckland Māori and Pacific Academic Excellence Scholarships have been introduced and from 2017 will be awarded to New Zealand Māori students who have excellent academic achievement and active participation in community, cultural and other activities.</p> <p>Specific information is developed and produced, including a Tauria Māori prospectus targeted at Māori students and their whānau, and a specific Pacific prospectus targeted at Pacific students and their families.</p> <p>Individual faculties investigate the reasons for success and retention in their faculties, and pursue initiatives to address them. For example:</p> <p>Te Kupenga Hauora Māori coordinates a strategy to increase the number of Māori and Pacific health professionals to 10% of the health workforce by the year 2020. The strategy has three components: the Māori and Pacific Admissions Scheme (MAPAS), Whakapiki Ake (a recruitment programme) and Hikitea te Ora the Certificate in Health Sciences, designed to provide selection support, ongoing study support and provide an extremely effective introductory programme designed to equip students with the skills and knowledge required to succeed and excel in tertiary study.</p> <p>The Faculty of Medical and Health Sciences used a Learning Improvement Grant in 2015 to develop an on-line resource for Māori and Pacific postgraduate students to assess their academic</p>	<p>and community members each year via expos and other community events.</p> <p>The number of students admitted annually via UTAS has increased from 296 to 875 (headcount) from 2009 to 2015.</p> <p>The Tuākana in Science programme celebrated its 25th year in 2015. The initiative began in Science but evolved to encompass most of the University and aims to provide peer support by Māori and Pacific students to Māori and Pacific students.</p> <p>Faculty-based Pacific student organizations are successfully growing links between professional development/industry engagement and learning such as CAPM (Commerce Association of Pacific and Māori students), PILSA (Pacific Island Law Students Association) and SPIES (South Pacific Island Engineering Society).</p> <p>The University offers three Pacific languages-- Samoan, Tongan and Cook Island Māori —two of which are not offered elsewhere at New Zealand universities and one of which, Cook Island Māori, is not offered anywhere else in the world.</p>



Outcomes	Initiatives	Examples of success
	<p>and pastoral support needs and work with the MAPAS postgraduate coordinator to make a support plan. This resource was rolled out during the latter part of 2015 and will be reviewed in 2016.</p> <p>An initiative in the Faculty of Science identifies correlations between the lack of certain NCEA credits in prospective students and students' later inability to complete advanced level Maths courses - in short, while the students may have the requisite number of credits for entry, the specific topics covered have not afforded them the appropriate preparation to succeed. Affected students are contacted and advised to change their Maths enrolment to a preparation pathway course.</p> <p>The Career Development and Employment Service seeks to increase the engagement and participation of Māori and Pacific students and other priority groups. Initiatives to improve employment outcomes include:</p> <ul style="list-style-type: none"> <li>• In partnership with Careers NZ, the Faculty of Science will profile role model Māori and Pacific graduates to show the various pathways through Science.</li> <li>• The University is growing graduate student opportunities for Pacific students to do Pacific research through research funding success, e.g. Marsden Awards, and other research programmes such as the Liggins Institute, Growing Up in New Zealand and the New Zealand Institute for Pacific Research.</li> </ul> <p>Increasing Mātauranga Māori research and development is supported across all faculties. Examples include:</p> <ul style="list-style-type: none"> <li>• Māori Studies - fosters and publishes research that helps promote and enhance understanding of Māori language, culture and society, within the University and New Zealand.</li> <li>• Mira Szászy Research Centre for Māori and Pacific Economic Development – New Zealand's first dedicated Māori and Pacific research facility in business and economics, which aims to enhance the quality of life for Māori, Pacific and other</li> </ul>	<p>The governance group overseeing the internal allocation of Equity funding includes Māori representatives.</p> <p>Proportional to their respective populations, there are as many Māori and Pacific students as New Zealand Pākehā who attend recruitment events organised by the Career Development and Employment Service. This is particularly significant as past trends have shown that Māori and Pacific students are traditionally under-represented.</p> <p>Over 500 Māori and Pacific students and their whānau and families were hosted by the Equity Office - Te Ara Tautika at this year's Māori and Pacific Welcome during Orientation Week.</p> <p>205 students are studying through the Tai Tokerau Campus of which 81 are Māori.</p> <p>20 to 30 students complete the Bachelor of Education (Teaching) - Huarahi Māori stream each year.</p> <p>The numbers and proportions of Māori academic staff have increased by 10FTE to</p>

Outcomes	Initiatives	Examples of success
	<p>indigenous peoples, their communities, small-to-medium enterprises and nations.</p> <ul style="list-style-type: none"> <li>• Tōmaiora Māori Health Research Group – aims to be a thriving kaupapa Māori research unit seeking to establish and produce results from research which are relevant to the needs of Māori and Pacific communities and therefore to the nation.</li> </ul> <p>The James Henare Māori Research Centre focuses on providing excellent research to empower Māori groups living within the northern tribal district of Tai Tokerau. The Centre aims to be the leading organisation to research the social, cultural and economic well-being and advancement of Tai Tokerau people by:</p> <ul style="list-style-type: none"> <li>• Contributing to Māori social, cultural and economic well-being and advancement through its research programmes and activities</li> <li>• Focusing the University's research expertise on the needs of Tai Tokerau, with national and international links.</li> </ul> <p>The Woolf Fisher Research Centre is an internationally recognised research centre for the development of education and schooling success for diverse communities within New Zealand, with a particular focus on Māori and Pacific communities.</p> <p>Māori teaching and research in the Faculty of Education and Social Work includes research under the following categories to support the quality of teaching and provision for Māori and Pacific:</p> <ul style="list-style-type: none"> <li>• Māori-Medium Curriculum</li> <li>• Educational Psychology</li> <li>• Student Achievement and Assessment</li> <li>• English-Medium Curriculum</li> <li>• School and Community Partnerships</li> <li>• Sociology of Education</li> <li>• Language Learning and Revitalisation</li> </ul>	<p>reach 5.9% compared to 5.5% in 2014. (2.3, 2.4)</p> <p>The Business School recently created 6 new Māori and Pacific research fellow roles.</p> <p>The Faculty of Law appointed the first Pacific staff member to an academic position.</p> <p>A new academic position has been created in Pacific Health to foster research development and provide support to improve performance of students.</p> <p>Professor Margaret Mutu was awarded the Pou Aronui Award for her sustained contribution to indigenous rights and scholarship in New Zealand. The Pou Aronui Award is awarded annually by the Royal Society of New Zealand.</p> <p>Dr Elana Curtis (Te Kupenga Hauora Māori) won a Sustained Excellence in Teaching award in the Kaupapa Māori category of the National Tertiary Teaching Excellence Awards in 2015.</p> <p>A number of publications in te Reo or with deep Māori content have been published or</p>

Outcomes	Initiatives	Examples of success
	<p>University curricula incorporate content that reflects Māori knowledge and values and is responsive to the needs of Māori. Examples include:</p> <ul style="list-style-type: none"> <li>• The Faculty of Medical and Health Sciences' profile, Te Ara, which articulates the expected graduate learning outcomes in Hauora Māori (Māori health) for FMHS undergraduate programmes. Te Ara was recently used in the redesign of the pharmacy programme.</li> <li>• The Master of Indigenous Studies, a cross-disciplinary, integrated programme that aims to develop skills for those working for and with indigenous peoples.</li> <li>• A two-year project, Te Whaihanga: Preparing students to work with Māori, has been developed in collaboration with AKO Aotearoa through a national project award. Building on seed funding from the University's Te Whare Kura initiative, the project aims to develop a range of teaching resources specifically for students studying professionally accredited programmes in planning, architecture and engineering. The project will ensure that future generations of built environment professionals are better prepared to work with Māori professionals, iwi representatives and community and papakāinga developers in their day-to-day work.</li> <li>• The University is leading the development of a new Master of Māori and Indigenous Business, which is proposed to be offered jointly with Massey University – Te Kunenga ki Pūrehuroa, Auckland University of Technology - Te Wānanga Aronui o Tamaki Makau Rau, University of Otago – Te Whare Wānanga o Otāgo, Victoria University of Wellington – Te Whare Wānanga o Te Ūpoko o te Ika a Māui, The University of Waikato – Te Whare Wānanga o Waikato. The proposed programme is a post-experience Masters programme that has been designed to equip Māori and those involved in Māori and Indigenous business for senior leadership roles.</li> </ul> <p>Offering teaching programmes on the Tai Tokerau campus in Whangarei, and the MIT Campus in South Auckland, supports Māori and Pacific students to undertake teacher education,</p>	<p>are scheduled for publication by Auckland University Press:</p> <p>2014</p> <p>Ko Tautoro, Te Pito o Tōku Ao: A Ngāpuhi Narrative, by Hōne Sadler.</p> <p>Puna Wai Kōrero: An Anthology of Māori Poetry in English, edited by Reina Whaitiri and Robert Sullivan.</p> <p>Ko te Whenua te Utu / Land is the Price: Essays on Māori History, Land and Politics, by M. P. K. Sorrenson.</p> <p>Maranga Mai! Te Reo and Marae in Crisis? Edited by Merata Kawharu</p> <p>2015</p> <p>Tauira: Māori Methods of Learning and Teaching, by Joan Metge</p> <p>Outcasts of the Gods? The Struggle over Slavery in Māori New Zealand, by Hazel Petrie.</p> <p>2016</p> <p>A Whakapapa of Tradition: One Hundred Years of Ngāti Porou Carving, 1830–1930, Ngarino Ellis, with new photography by Natalie Robertson</p> <p>A number are also forthcoming:</p> <p>2016</p> <p>Tupuna Awa: People and Politics of the Waikato River, by Marama Muru-Lanning</p>

Outcomes	Initiatives	Examples of success
	<p>contributing to an increased pool of qualified Māori and Pacific teachers.</p> <p>The Bachelor of Education (Teaching) - Huarahi Māori prepares students to be Māori medium teachers or te reo Māori teachers. Postgraduate courses are also available for Māori medium teachers.</p> <p>The Bachelor of Education (Teaching) Early Childhood Education Pasifika specialisation has a particular emphasis on working with Pacific children in mainstream and Pacific-led early childhood centres.</p> <p>The disciplinary area of Māori Studies aims to preserve and advance Māori language, culture and society. Students can study oral and written Māori language, its structure, literature and oral traditions. Māori language courses range from introductory level to a postgraduate language programme. Teaching and research also focusses on:</p> <ul style="list-style-type: none"> <li>• Māori society and culture</li> <li>• Māori politics</li> <li>• Māori and the media</li> <li>• Māori material culture</li> <li>• Māori performing arts</li> </ul> <p>A Te Reo Māori in Teaching Learning and Assessment Policy details the commitment of the University to recognising and promoting Te Reo Māori as an official language of New Zealand and its use in the teaching, learning and assessment activities of the University.</p> <p>A full range of programmes in Pacific Studies is offered, allowing students to take an interdisciplinary approach to the study of the Pacific region and its peoples. Students can study Pacific history and politics, language and literature, art and performing arts. Undergraduate students can also study Cook Islands Māori, Samoan and Tongan as subjects in their own right.</p> <p>Two Māori Early Childcare Centres are available for use by students and staff with children.</p>	<p>2017</p> <p>He Kupu Tuku Iho: Insights on Māori Culture and Language, by Wharehuia Milroy and Timoti Karetu.</p> <p>Te Kooparapara: An Introduction to Māori Culture and Society, edited by Lyn Carter, Suzanne Duncan, Gianna Leoni, Lachy Paterson, Matiu Rātima, Michael Reilly and Poia Rewi</p> <p>Tears of Rangi: Voyages between Worlds, by Anne Salmond.</p> <p>He Reo Wahine: Māori Women's Voices from the Colonial Archives, by Lachy Paterson and Angela Wanhalla.</p> <p>2018</p> <p>Māori Women Leaders, Rebecca Wirihana</p>

Outcomes	Initiatives	Examples of success
	<ul style="list-style-type: none"> <li>Hineteiwaiwa Te Kohanga Reo is a marae based Kohanga Reo operating under the auspices of Waipapa Marae, and catering to ngā hau e whā.</li> <li>Te Puna Kohungahunga is based on the Epsom Campus.</li> </ul> <p>The University has been working with Massey University, NorthTech and local government to investigate potential for a shared campus, with the goal of increasing Māori participation in tertiary education in the Northland area.</p> <p>The University maintains a relationship with MIT in South Auckland. A stream of the BEd is based at the MIT campus, and there are pathways for MIT students into Auckland programmes. Examples include Engineering, and graduate nurses from MIT enrolling at Auckland for postgraduate study.</p>	

### Vignette - 25 years of Tuākana

Tuākana is a University-wide learning community that enhances the academic success of our Māori and Pacific students. Established over 25 years ago in the School of Biological Sciences, Tuākana has now expanded across the University and most of the University's Māori and Pacific students engage with Tuākana. The faculties have dedicated staff and meeting spaces to support our Māori and Pacific students, and they develop their own programmes to complement the teaching and learning environment. Tuākana offers small-group learning, whakawhanaungatanga, wānanga, face to-face meetings and workshops. These help connect Māori and Pacific students with senior Māori and Pacific students (tuākana), academic teaching staff, and key people across the University. Feedback from students is positive:

"One of the biggest lessons I've learnt at the University of Auckland is never be afraid to ask for help. I don't think I would have made it through my undergrad years if it weren't for the Tuākana Arts family. They hold extra workshops and tutorials just so you get your best shot at excellence, plus it's an easy way to make new friends and score free food".

"Coming from a school where we were so sheltered and protected, the big jump from Ngā Puna Ō Waiōrea to the world-ranked University of Auckland was quite terrifying for this small Māori boy from Gisborne. I began my journey into the big world with a few speed bumps; however these were soon smoothed out by great friends, sneaky lunch dates and lots of aroha and support from whānau. The University's Tuākana and CATS whānau have helped me in so many ways, both financially and in terms of academic encouragement".

### Vignette – STEAM Ahead

STEAM Ahead is an annual recruitment day aimed at Year 13 Māori and Pacific students interested in studying science, technology, engineering, architecture and medicine. Led by the Equity Office – Te Ara Tautika, STEAM Ahead supports the University's commitment to being safe, inclusive and equitable.

The 2016 event reflected the theme of personal stories and journeys, as highlighted by the whakataukī of respected kaumatua and activist Sir James Henare: "Tawhiti rawa tou haerenga ake te kore haere tonu. He nui rawa ō tātou mahi te kore e mahi tonu." (You have come too far not to go further. We have done too much not to do more).

Around 340 students from across the upper north island spent the day in a range of seminars and hands-on workshops, learning about the best strategies to succeed at our University. They also heard from alumni who credit their University of Auckland degrees for creating personal and professional opportunities they never dreamed of as students.

At the conclusion of STEAM, student representatives from each school were invited to share their personal learnings from the day. They described how STEAM helped them "see how architects can affect our communities" and "gain new insights into what I can do with an Environmental Science degree." The words of "Chief", a student from Lynfield College perhaps best reflected the value of STEAM: "Getting a university degree takes sacrifice and discipline but it's worth it because it means we can give back to our families and communities."

## Improving adult literacy and numeracy

Good literacy and numeracy skills are essential to enable full participation in the economy and society in New Zealand. The University seeks to improve the literacy and numeracy of our own students, as well as creating and disseminating research that explores how educational interventions can improve teaching and learning, particularly for disadvantaged student groups.

### Strategic Plan Alignment

**Aspiration:** Able students, successful graduates and alumni.

**Objective 4:** A diverse student body of the highest possible academic potential.

**Objective 7:** A high quality learning environment that maximises the opportunity for all students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience.

**Aspiration:** Benefit society by conducting and applying research of the highest quality.

**Objective 9:** A growing output of excellent research across all our disciplines.

**Objective 10:** Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world.

Outcomes	Initiatives	Examples of success
<p>Students with high academic potential, from all backgrounds, will have the opportunity to attend the University.</p> <p>Students will be supported to transition from secondary school to the University.</p> <p>Research in education will support initiatives and interventions which improve teaching and learning, particularly for disadvantaged student groups.</p>	<p>Foundation programmes specifically address literacy and numeracy to enable students to transition into degree level study. Programmes include:</p> <ul style="list-style-type: none"> <li>• Certificate in Academic Preparation</li> <li>• Tertiary Foundation Certificate</li> <li>• Certificate in Health Sciences</li> <li>• Foundation Certificate Education</li> <li>• Foundation Certificate Tohu Tūāpapa Mātauranga</li> <li>• New Start</li> </ul> <p>DELNA (Diagnostic English Language Needs Assessment) is available to all students (with first year students and doctoral candidates required to complete it). The basic screening and more advanced diagnosis enables students to be provided with individual advice regarding language skills and appropriate enrichment strategies.</p> <p>The Academic English Language Requirement was introduced in 2016 with the aim of ensuring students have a sufficient level of competence in academic English to support their study at University. Students who do not meet the requirement on entry are able to incorporate an academic English language course in their first year programme.</p> <p>An initiative in the Faculty of Science identifies correlations between the lack of certain NCEA credits and students' later inability to complete advanced level Maths courses - in short, while the students may have the requisite number of credits for entry, the specific topics covered have not afforded them the appropriate preparation to succeed. Affected students are contacted and advised to change their Maths enrolment to a preparation pathway course.</p> <p>Research in the Faculty of Education and Social Work explores how educational interventions can improve teaching and learning, particularly for disadvantaged student groups.</p> <p>The Woolf Fisher Research Centre, an internationally recognised research centre for the development of education and schooling success, promotes research-based educational interventions, as</p>	<p>306 students completed foundation programmes in 2015, an increase on the 274 completions in 2014.</p> <p>The Woolf Fisher Research Centre has successfully raised literacy levels in urban decile 1 schools to within the national average, and has improved results in a range of other schools including rural and small town schools.</p> <p>Data from the Learning Change Network (LCN) suggested that after two years, the LCN strategy was having a significant positive impact upon priority learners across LCN schools and networks. This included cohorts often overrepresented in negative achievement data; males, Māori and Pacific students, and while achievement rates for these groups was less than some others, it still represented a very positive outcome. In addition the impact was greatest in writing and mathematics, two National Standard areas of particular national concern and focus.</p> <p>The Starpath Project has launched an online Toolkit to assist New Zealand secondary schools to raise student achievement and aspirations. The aim of the literacy component has been to work in partnership with schools and teachers to build students' capability to meet complex literacy demands.</p>

Outcomes	Initiatives	Examples of success
	<p>well as providing a vehicle for research expertise for local communities, contributes to developing teacher education programmes, and promotes tertiary education pathways.</p> <p>An example of work from the Centre addressing numeracy and literacy is the Learning and Change Network strategy (LCN), which was developed to accelerate achievement for students yet to achieve national expectations for literacy and numeracy through future-focused learning environments.</p> <p>The Starpath Project for Tertiary Participation and Success, which aims to increase achievement at NCEA levels 1-3 and UE attainment for Māori and Pacific students, and for other students from low socio-economic communities, will be supported by the University through 2016 and 2017.</p> <p>Initial teacher education programmes enable students to learn effective teaching techniques based on proven educational theories and informed by leading research.</p> <p>The Marie Clay Research Centre—LEAD in Early Literacy has been established in the Faculty of Education and Social work to promote Leadership, Equity, Achievement and Diversity in early literacy. The goal of the centre is to bring research and practice together across four main objectives: Early language/s and literacy learning, Learning equity through valuing culturally and linguistically diverse whānau/fono/families, Teaching innovation and Teacher leadership in literacy.</p> <p>The Master of Professional Studies in Mathematics Education is designed for mathematics teachers and brings together research, mathematical knowledge, and professional experience to develop critical approaches to mathematics teaching and learning.</p> <p>A STEM Online School is being developed as a joint initiative between the Faculties of Education and Social Work, Engineering and Science to increase the number of secondary school students successfully completing NCEA studies in Science, Technology, Engineering &amp; Mathematics (STEM) subjects through the provision of online training support to students, teachers and schools</p>	<p>The materials provided support schools to use inquiry to identify students' and teachers' strengths and needs in literacy and literacy teaching and to consider ways of strengthening literacy leadership and literacy teaching.</p>



Outcomes	Initiatives	Examples of success
	<p>particularly in the schools that find it difficult to recruit and retain experienced teachers for those subjects.</p> <p>The University's English Language Academy provides English language programmes for students interested in pursuing undergraduate and postgraduate degrees.</p>	

### The Marie Clay Research Centre and Talking Matters

Named after world-leading New Zealand pioneer in early literacy, and the first woman professor at the University of Auckland, the recently established Marie Clay Research Centre for Early Literacy focusses on the development of critical early literacy and oral skills in young children. It is intended that the Centre will become a place where research and practice come together to create unprecedented opportunities for children's learning around four main objectives:

- Early language/s and literacy learning
- Learning equity through valuing culturally and linguistically diverse whānau/fono/families
- Teaching innovation
- Teacher leadership in literacy

Dame Marie was driven by a vision of the world as it might be—a totally literate global community—while valuing the diverse cultural and linguistic contexts of young readers. This vision continues to underpin the work of the Faculty's early literacy researchers.

Talking Matters is an example of one of the Centre's projects. A project partnership with COMET Auckland it is aimed at promoting quality early oral language. Quality early oral language is a prerequisite for high literacy and school readiness. If we are to make any evidence based progress in raising low levels of literacy amongst children who need support, Talking Matters.

## Strengthening research-based institutions

The University of Auckland is New Zealand's largest research organisation with more than 12,000 staff and postgraduate students involved in fundamental and applied research. We are respected internationally as a high quality research partner, addressing issues of global importance. Our international reputation provides opportunities for international research collaboration that brings benefits for the whole country. Auckland UniServices Limited is our commercial research, knowledge transfer and custom education company, and is the largest company of its kind in

Australasia. Supporting our role as a research-led University, the Deputy Vice-Chancellor (Research) is responsible for assisting and advising the Vice-Chancellor and University Council on research policy, research management and performance.

## Strategic Plan Alignment

**Aspiration:** Be a community of highly accomplished and well supported academic and professional staff.

**Objective 1:** A work environment characterised by a commitment to clear expectations, development of potential, inclusiveness, high achievement and rewarding performance.

**Objective 2:** An outstanding staff experience where success is celebrated and high levels of engagement achieved.

**Objective 3:** An environment in which distributed leadership is developed and valued.

**Aspiration:** Attract students of high academic potential and give them an outstanding university experience so that they become successful and influential graduates and loyal alumni.

**Objective 5:** A student body growing at 1% per annum with increased proportions of international, postgraduate taught and postgraduate research students.

**Objective 6:** A substantial increase in annual completions of taught masters, research masters and doctorates.

**Objective 7:** A high quality learning environment that maximises the opportunity for all students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience.

**Aspiration:** Benefit society by conducting and applying research of the highest quality.

**Objective 9:** A growing output of excellent research across all our disciplines.

**Objective 10:** Dissemination of high quality research that has the greatest possible impact on and value for New Zealand and the world.

Outcomes	Initiatives	Examples of success
The University will operate a world class research intensive environment, with a focus on research excellence, mātauranga Māori research capability, and research intensive postgraduate programmes.	The University continues to lead and participate in national research teams, including the National Science Challenges, and CORES, to promote leading edge research in areas important to New Zealand's future development.  Development of the 'Improving Research Support Programme' will continue, to understand how researchers can be better supported, the careers of support staff enhanced, and our investment in	The University includes 25% of all research-active staff but 35% of the top A-rated academic researchers in the country, demonstrating "the greatest depth and breadth of research activity in the New Zealand tertiary sector" (Tertiary Education Commission, 2012 Performance Based Research Fund Quality Evaluation report).

Outcomes	Initiatives	Examples of success
<p>The volume and effectiveness of commercial innovation will increase.</p> <p>New researchers will be recruited and developed to ensure sustainable research capability.</p> <p>Students will have access to leading edge research and researchers.</p> <p>Research productivity is benchmarked against international standards.</p> <p>Collaboration is undertaken with other research institutions, including Crown Research Institutes.</p> <p>Honours and masters students are encouraged to progress to higher research degrees.</p> <p>Research quality and productivity are key attributes evaluated when academic staff are employed, continued or promoted.</p> <p>The University's infrastructure supports excellent research.</p>	<p>research support most effectively utilised, to support our ambitious strategic research goals.</p> <p>Strategies such as mentoring, improved research support, and efficiencies in ethics approval processes will be pursued in order to target increased external research income across New Zealand's contestable funding pools.</p> <p>Strategies to tactically engage and broker relationships with more international funders, institutions and networks will be developed and pursued. As an example of engagement between the University and external institutions, the Joint Centre for Biomedicine is a new collaboration between the University of Auckland-hosted Maurice Wilkins Centre for Molecular Biodiscovery and the Chinese Academy of Sciences' Guangzhou Institutes of Biomedicine and Health. The centre will focus on leading-edge medical science to seek new treatments for diseases such as cancer.</p> <p>UniServices has launched the University of Auckland Inventors Fund (UoAIF), an "evergreen" open-ended \$10million investment fund accessible to University researchers and students for the development of technologies for commercialisation. The objective of the fund is to enable researchers and students to transform good research into good businesses and new products. This early funding is the riskiest stage of the process and typically no other sources of capital are available.</p> <p>With Auckland University of Technology and the University of Otago, the University will continue to lead a world-class research programme focussed on Pacific development, investment and foreign-policy issues through the New Zealand Institute for Pacific Research (NZIPR).</p> <p>Research space, particularly for Engineering and Science, will be increased, providing space that allows for closer interaction between researchers, research students and industry.</p> <p>Leading research facilities that benefit staff, students and the public are provided, including:</p>	<p>The University has secured the hosting of five CoREs:</p> <ul style="list-style-type: none"> <li>• The Maurice Wilkins Centre</li> <li>• Brain Research New Zealand/ Rangahau Roro Aotearoa</li> <li>• Medical Technologies</li> <li>• Te Pūnaha Matatini</li> <li>• Ngā Pae o te Maramatanga – New Zealand's Indigenous Centre of Research Excellence</li> </ul> <p>The University also contributes to four further CoRES:</p> <ul style="list-style-type: none"> <li>• The Dodd-Walls Centre for Photonic and Quantum Technologies, hosted by the University of Otago</li> <li>• MacDiarmid Institute for Advanced Materials and Nontechnology, hosted by Victoria University of Wellington</li> <li>• QuakeCore: Centre for Earthquake Resilience, hosted by University of Canterbury</li> <li>• Riddet Institute, hosted by Massey University.</li> </ul> <p>A highlight of 2015 was the successful establishment of two National Science Challenges: High Value Nutrition and A Better Start. We also provide the Directors for Resilience to Natures Challenges, and Science for Technological Innovation, as well as being involved in the science of the other NSCs.</p> <p>The University is the top New Zealand University in the three main world university ranking systems. It was the only New Zealand University among the top 100</p>

Outcomes	Initiatives	Examples of success
<p>Cross-disciplinary/transnational research teams address questions of national and global significance.</p> <p>Research work is disseminated widely and used to stimulate and inform debate and policy formulation.</p>	<ul style="list-style-type: none"> <li>• The world class Centre for Advanced MRI (Magnetic Resonance Imaging)</li> <li>• The National Conservation Laboratory for Wet Organic Archaeological Materials, based in the Department of Anthropology</li> <li>• The Brain Recovery Clinic</li> </ul> <p>Research capacity will be enhanced through research teams, centres and institutes across the University.</p> <p>Seed-funding for research career development will be provided, for example the Faculty Research Development Fund.</p> <p>Dissemination of research findings is a critical part of the research cycle. Researchers will disseminate results to participants and the wider community through articles, public lectures and other fora.</p> <p>Growing postgraduate research enrolments remains a key strategic priority for the University. As well as targeting our own graduates, opportunities for students from other institutions to undertake postgraduate study at the University will be enhanced.</p> <p>Postgraduate scholarships, and summer research scholarships are provided to encourage students into postgraduate research degrees. The number of doctoral scholarships on offer has increased significantly, from 138 to 200 new scholarships each year. Postgraduate research students with a grade point average (GPA) of 8.0 or higher from any New Zealand university will automatically receive a scholarship. Māori and Pacific students require a GPA of 7.5 or higher under the new scheme, in line with the University's commitment to enhance the participation and success of Māori and Pacific students.</p> <p>Engagement between University researchers and District Health Board colleagues will be supported to increase the translation of research into improved health outcomes.</p> <p>Mātauranga Māori research capability is supported across all faculties.</p>	<p>universities in the QS World University Rankings in 2015, attaining a ranking of 82.</p> <p>In the Times Higher Education World University Rankings, the University of Auckland ranked 172nd in the world.</p> <p>The University ranked in the 151- 200 band in the Shanghai Jiao-Tong World Ranking of Universities in 2016.</p> <p>In the QS evaluation of the University, we received the maximum of five stars in the internationalization category including the maximum number of points for international research collaborations, internationally faculty, international students and international diversity.</p> <p>The University was awarded five stars in the Research and Innovation categories in the QS evaluation. Comments included: 'The institution ... has faculty champions who have been internationally recognized as stars in their respective fields. Auckland has been affiliated with a high number of companies, and the fact that the institution has a dedicated team committed to fostering a creative and innovative environment with state-of-the-art facilities has led to the creation of several successful spin-off companies which have become a market presence in their own right.'</p> <p>There were 6899 peer-reviewed research and creative outputs in 2015, up from 6079 in 2014.</p>

Outcomes	Initiatives	Examples of success
		<p>The University attracted \$133.01 million of public good research income and \$119.91 million of private good research income in 2015.</p> <p>UniServices and the University of Auckland have been identified by the Massachusetts Institute of Technology - Skoltech Initiative report as one of the top five 'emerging leaders in entrepreneurship' from around the world expected to become major international entrepreneurial and innovation powerhouses in the decades ahead.</p> <p>In 2015 UniServices launched a substantial clinical trial in China; renewed its extensive portfolio of public health and education programmes with the New Zealand government; renewed the Return on Science commercialisation programme; and expanded its R&amp;D relationships with technology licensees in New Zealand, the US, Europe and Asia. In addition, UniServices formed new start-up companies to commercialise its technologies in energy and materials, manufacturing and aquaculture, and negotiated licenses to commercialise a broad range of new University intellectual property.</p> <p>As an example of the University forging links between graduates and industry, the MEDTECH CoRE is developing strong links between industry focussed research activities and university education and training programmes in biomedical engineering, to ensure that students are constantly exposed to the opportunities and challenges of</p>

Outcomes	Initiatives	Examples of success
		<p>commercialising technological inventions, and to provide a constant stream of talented and well trained young people into the medical technology companies.</p> <p>Newly commissioned research facilities at Newmarket Campus include an Aerodynamics Hall, the University's Yacht Research Unit and a new wind tunnel, as well as a 45-metre 50-tonne flume that sits on a specially-designed foundation and circulates water from a below-ground reservoir, allowing fluid engineers to conduct research ranging from the understanding of erosion in river beds to effects of waves on engineering structures.</p> <p>Mātauranga Māori research capability includes:</p> <ul style="list-style-type: none"> <li>• Māori Studies - fosters and publishes research that helps promote and enhance understanding of Māori language, culture and society, within the University and New Zealand.</li> <li>• Mira Szászy Research Centre for Māori and Pacific Economic Development – New Zealand's first dedicated Māori and Pacific research facility in business and economics, which aims to enhance the quality of life for Māori, Pacific and other indigenous peoples, their communities, small-to-medium enterprises and nations.</li> <li>• Tōmaiora Māori Health Research Group – aims to be a thriving kaupapa Māori research unit seeking to establish and produce results from research which are</li> </ul>

Outcomes	Initiatives	Examples of success
		<p>relevant to the needs of Māori and Pacific communities and therefore to the nation.</p> <p>The James Henare Māori Research Centre focuses on providing excellent research to empower Māori groups living within the northern tribal district of Tai Tokerau. The Centre aims to be the leading organisation to research the social, cultural and economic well-being and advancement of Tai Tokerau people by:</p> <ul style="list-style-type: none"> <li>• Contributing to Māori social, cultural and economic well-being and advancement through its research programmes and activities</li> <li>• Focusing the University's research expertise on the needs of Tai Tokerau, with national and international links.</li> </ul> <p>As an example of engagement between University researchers and DHB staff, the Auckland Academic Health Alliance (AAHA), a partnership between the Faculty of Medical and Health Sciences and the Auckland District Health Board, is planning for an Integrated Cancer Centre to provide for a new model of care for cancer patients in a world class facility.</p> <p>There were 1,550 masters degree completions and 350 doctoral completions in 2015.</p>

### Vignette – Auckland Bioengineering Institute and Spinout Companies

The Auckland Bioengineering Institute (ABI) provides an example of the University's success in commercial innovation. A significant feature of the ABI is the encouragement of entrepreneurial activities by post-doctoral fellows, and the subsequent creation of spinout companies that contribute to employment opportunities for our graduates and tax revenue for New Zealand. Over the last 5 years the ABI has been generating about one new spinout company per year and it is anticipated that this will be maintained or will increase over the next 10 years.

With its own track record in basic research and its leadership of the MedTech CoRE and CMDT (Consortium for Medical Device Technologies), the ABI is now in a position to help drive the medical technology economy in New Zealand. This is currently a \$1.2 billion export sector (TIN100, 2015) which is intended to grow. The sector comprises 150 companies, 85 per cent of which are start-ups and SMEs (<\$3.5m revenue) that are highly dependent on access to R&D capability. The essential feature of an R&D environment for the medical technology business sector is a close relationship between basic and applied research, with a high level involvement by graduate students in both. Creating business incubators right alongside internationally connected world class university R&D labs is the best way to ensure that startup companies are based on world-leading technologies.

## Growing international linkages

By encouraging international students to experience our distinctive learning environment, we bring different insights into our classrooms, drive innovation in learning, teaching and research, and ensure our society remains open to the experience of other countries. Increasing international education also provides a significant contribution to the Auckland and New Zealand economy, and assists in providing a high quality academic and research workforce to meet the needs of New Zealand employers. Under the leadership of the Deputy Vice-Chancellor (Strategic Engagement) we also pursue collaborative arrangements and partnerships that support our goal of being a leading public university of global standing.

### Strategic Plan Alignment

**Aspiration:** Able students, successful graduates and alumni.

**Objective 5:** A student body growing at 1% per annum with increased proportions of international, postgraduate taught and postgraduate research students.

**Aspiration:** Strong partnerships with key organisations and communities.

**Objective 12:** Strong relationships with key partners which have a positive impact on both parties.

**Aspiration:** A sustainable, autonomous university.

**Objective 13:** A growing and increasingly diversified revenue base to support our activities.

**Aspiration:** A public university of global standing.



**Objective 19:** An international standing that places us in the top half of the groups of leading Australian, British and Canadian universities.

Outcomes	Initiatives	Examples of success
<p>The University's performance in teaching and learning, research, service, equity, leadership and management will be at a level that ensures the University's place among the world's leading civic, public universities.</p> <p>The University will have strong relationships and partnerships with leading international universities.</p> <p>The University's programmes will be attractive to international students.</p> <p>Pathways will enable international students to enter the University.</p> <p>International students will remain in New Zealand for education and skilled employment.</p> <p>International topics will be integrated into the University's curricula to produce graduates capable of thriving in a global context.</p>	<p>The International Office supports the development, maintenance and strengthening of key international relationships that will enhance and enable our ability to perform as a globally competitive University.</p> <p>Well-established international partnerships facilitate mobility, international student recruitment and research opportunities for staff and students. Our involvement in three networks (APRU, WUN and U21) is important for benchmarking, sharing best practice and is influential for maintaining rankings.</p> <p>International engagement is concentrated on partnerships with real strategic benefit, which promote the University's standing to attract quality staff and students.</p> <p>Close engagement is maintained with Education New Zealand, Universities New Zealand, Immigration NZ and the Ministry of Foreign Affairs and Trade.</p> <p>Strategies to tactically engage and broker relationships with more international funders, institutions and networks will be developed and pursued. The University plays a leadership role in bringing stakeholders together to increase international education.</p> <p>Distinctive postgraduate programmes that appeal to international students will be developed and offered. For example, the suite of conversion masters programmes offered by the Business School.</p> <p>Responsiveness to international applications will be enhanced through projects to further improve application processes and working with Immigration NZ to improve visa outcomes for our students.</p> <p>The Schools Partnership Office and International Office work together to recruit International Students studying in New Zealand schools by ensuring that students are aware of the opportunities available.</p>	<p>The University of Auckland is the only New Zealand university included in the Times Higher Education top 200 and is the highest ranked New Zealand university in both the QS World University Rankings and the Shanghai Jiao Tong Academic Ranking of World Universities.</p> <p>The University has taken a leading role in the Association of Pacific Rim Universities (APRU) Asia-Pacific Women in Leadership (APWiL) programme (see vignette below).</p> <p>The University has formal agreements with 155 universities in 34 countries and we attract high-quality undergraduate and postgraduate international students from over 114 countries to study here.</p> <p>Full fee international student EFTS increased by 6% from 2014 to 3877 in 2015. Annual growth of 6% per year is targeted.</p> <p>We have strong collaborations with leading universities and research centres in China – including initiatives such as the New Zealand Centre, established at Peking University as a venue for New Zealand-China research engagement; the Three Brothers</p>

Outcomes	Initiatives	Examples of success
	<p>Relationships are maintained with other providers, for example ACG and Taylors College, as well as the University's own English Language Academy, to ensure pathways are available for international students.</p> <p>The University's global network of alumni will be utilised by the University to support its activities, outreach and international profile.</p> <p>The Massive Open Online Courses (MOOCs) offerings have been expanded, with the addition of a "Logical and Critical Thinking" course, in which students from around the world participated.</p> <p>Career Development and Employment Services (CDES) assists current students and alumni with all aspects of career development, including online information and resources, and a range of tailored workshops and individual appointments. CDES provides opportunities for students to engage with employers through large expos, career events, employer presentations and a job board. Career development consultants have specific responsibilities, including for international students. Examples of specific initiatives tailored to international students to encourage and support them to remain in New Zealand, include:</p> <ul style="list-style-type: none"> <li>• A "Working in New Zealand after Graduation" event which includes presentations and Q&amp;A with a panel of employers regarding the New Zealand job market.</li> <li>• The International Employability Insights Programme, which helps selected international students learn about working in the New Zealand marketplace, using their alumni partners as real-life examples. Students are able to visit their workplaces and observe real-life work situations, as well as develop a mentor-like relationship with their partner.</li> </ul> <p>International student successes are profiled on the Career Development and Employment website.</p> <p>Pastoral care and learning support is provided through international student advisers, in addition to services embedded in</p>	<p>collaboration with Tsinghua and Qinghai universities in highland ecology and advanced materials; and a Confucius Institute (one of 500 worldwide) based at Auckland and run in partnership with Fudan University.</p> <p>285 EFTS were generated in Business masters programmes in 2015 of which 230 were international; that number will be exceeded in 2016.</p> <p>Alumni and donor-focused events took place locally and internationally in 2015 and included celebration dinners, receptions, reunions and lectures. Overseas receptions took place in Apia, Shanghai, Beijing, Hong Kong, London, Tokyo, Seoul, and New York. In New Zealand, events were held in Auckland, Tauranga, and Wellington.</p>

Outcomes	Initiatives	Examples of success
	<p>faculty student centres, and other learning and pastoral support services.</p> <p>A wide range of options and support for student accommodation is provided through the University's Accommodation Solutions Advisory Service.</p> <p>International topics are integrated into the University's curricula. For example the curriculum of the recently developed Master of Indigenous Studies promotes and values diverse international indigenous perspectives in a changing global environment.</p>	

#### **Vignette- International linkages**

The University of Auckland has taken a leading role in the Association of Pacific Rim Universities (APRU) Asia-Pacific Women in Leadership (APWiL) programme. Launched in 2013, the programme serves as a platform for sharing best practices in enhancing the institutional competitiveness of the 45 member network of leading universities across the Pacific Rim and advancing the participation of women in APRU universities. It aims to support policy development that will bridge the gender gap in higher education.

Drawing on significant experience in offering women and leadership programmes within an equity policy framework, the University led and hosted a workshop in 2015 for the APWiL network in Auckland. Recommendations from the workshop included the need to take a policy-based approach in addressing gender gap issues within universities. The University took the lead in organising a policy-focused Round Table hosted by the University of Hong Kong in April 2016, attended by 20 APRU partner universities. Participants developed a policy statement on gender equity which was subsequently endorsed by the APRU Presidents at their annual meeting in Kuala Lumpur. This commitment to advancing gender equity across its network is a significant step forward for the APRU network.

# Programmes and Activities

## Changes in demand

Student demand has contributed to a shift toward STEM subjects. STEM enrolments are forecast to increase between 2012 and 2018 by 6% (430 EFTS). Over the same period there is a parallel drop in humanities demand both within the University of Auckland and across the sector. Education has also seen a reduction in demand; across the sector and in 2016 at Auckland.

The University has responded to student demand for increased access to Engineering and Science places by increasing the intake into Engineering and Biomedical Science. Government funding support has also enabled increases in the medical programme intake over the past 10 years.

Reductions in undergraduate enrolments have been offset by growth in full fee international students and by increased postgraduate enrolments. The intense competition between the Universities for high quality school leavers has had an impact on the intakes to Auckland in 2016. We expect to recover the lowered market share in 2017 through to 2019. Adjustments to the curriculum in various degrees; a focused communications programme modelled on the best international exemplars that will bring together the strengths of the Bachelor of Arts with the employability outcomes associated with communications are expected to contribute to the recovery of intakes. There is a strong focus on improving students' experience of our enrolment and admission processes, and their overall experience of the University especially by providing University accommodation to first year students, including those from Auckland.

The University has a commitment to the delivery of a comprehensive curriculum, as expected of a highly-ranked research-led institution. Its strengths are recognised across a broad range of disciplines, retaining and where possible improving that position is a priority. This includes maintaining our breadth in arts and social sciences as they make significant contributions to our international rankings, which have a strong impact on our ability to attract international students across the University, as well as research collaborations.

## Outcomes and Measures

### Performance commitments

Refer to template

### Previous commitments

#### **Leveraging teaching and research strengths in medical, science, engineering and other areas to increase international education**

International numbers have shown steady growth between 2012 and 2015. Growth has been achieved in undergraduate science, engineering and business programmes. The University's recently developed conversion business masters programmes have been particularly successful in attracting international students, although they are very resource intensive with wraparound support, including significant English language support, provided for the students.

A number of our 180-point masters programmes in Engineering/Science (Master of Energy, Master of Disaster Management) have also successfully attracted international students, and it is

anticipated that newly developed 180-point qualifications in ICT, Health Leadership and Marine Studies will also be highly attractive to international students.

### **Using the capacity and capability of UniServices to increase knowledge exchange that leads to commercialisation and innovation**

UniServices, the University's commercialisation arm, is the largest research and development company of its kind in Australasia. In 2015 UniServices launched a substantial clinical trial in China; renewed its extensive portfolio of public health and education programmes with the New Zealand government; renewed the Return on Science commercialisation programme; and expanded its R&D relationships with technology licensees in New Zealand, the US, Europe and Asia.

In addition, UniServices formed new start-up companies to commercialise its technologies in energy and materials, manufacturing and aquaculture, and negotiated licenses to commercialise a broad range of new University intellectual property.

Key initiatives underlying the performance in 2015 include: joint strategic planning with University faculties (Arts, Education and Social Work, Engineering, and Science) leading to formal faculty engagement plans; targeted business development initiatives with new ministries and agencies of the Crown; implementation of a companywide investment strategy to support the development of new capabilities as well as supporting commercialisation of intellectual property.

As an example of a successful innovation culture, and a strong relationship with UniServices, the Auckland Bioengineering Institute sees many new exciting opportunities for translation of their basic research to clinical outcomes and growth of the MedTech industry. Several of their spinout companies, including Millar, StretchSense and IMeasureU are providing employment opportunities for graduates. The formation of the Laboratory for Animate Technologies (LAT) has also led to many new research collaborations and commercial opportunities.

### **Actively working with Massey University in Albany, AUT, MIT, Unitec and the Wananga to increase Māori and Pasifika participation in tertiary education in the Auckland region**

There is ongoing collaboration between the University and MIT. A Deed of Cooperation, renewed every three years, underpins the relationship, and a Joint Board, chaired alternatively by the University's Deputy Vice Chancellor (Academic) and MIT's CEO, oversees activities. Current activities based on the MIT campus include the Foundation Certificate in Education, some postgraduate programmes from Education and Social Work, a stream of the BEd(Tchg), a stream of the New Start for Arts programme and a General Education course from the School of Dance. In addition there are pathways from MIT study into Auckland programmes, including Engineering, and graduate nurses from MIT enrolling at Auckland for postgraduate study. The University also shares information with the MIT community. Recent examples include a professorial lecture series held on campus, and updates on the Growing up in New Zealand longitudinal study, provided by the study's director. The University has also recently collaborated with MIT on the development of an MIT university entrance programme. Discussions are underway regarding strengthening the University's presence on the MIT campus.

The University has been working with Massey University, NorthTech and local government to investigate potential for a shared campus in Whangarei, with the goal of increasing Māori participation in tertiary education in the Northland area. An indication of whether there is likely to be government support for the initiative is sought before the end of the year.

A Master of Māori and Indigenous Business (and pathway qualifications) is planned to be offered in collaboration with Auckland University of Technology, Massey University, the University of Waikato, Otago University and Victoria University of Wellington. If approved, the jointly awarded qualifications will be offered from 2017. The programme will be managed through a joint board of studies under the auspices of the Deans of Business.

The University of Auckland is leading a collaboration with Auckland University of Technology and the University of Otago through the New Zealand Institute for Pacific Research (NZIPR).

### **Leading research and teacher training initiatives to support better outcomes for Māori and Pasifika, and to develop Mātauranga Māori research capability**

Indigenous research is undertaken across all faculties, with specific examples including: Ngā Pae o te Māramatanga, the James Henare Māori Research Centre, and the Mira Szászy Research Centre for Māori and Pacific Economic Development.

Research in the Faculty of Education and Social Work explores how educational interventions can improve teaching and learning, particularly for disadvantaged student groups. The Woolf Fisher Research Centre, an internationally recognised research centre for the development of education and schooling success, promotes research-based educational interventions, as well as providing a vehicle for research expertise for local communities, contributes to developing teacher education programmes, and promotes tertiary education pathways.

The University also supports the Starpath Project for Tertiary Participation and Success. Established in 2005, the project aims to bring about 'a dramatic transformation in educational and economic outcomes' for groups of students currently under represented in higher education in New Zealand.

The University offers a range of teaching programmes where students learn effective teaching techniques that are based on proven educational theories and informed by leading research.

### **Increasing delivery of STEM and ICT and the proportion of taught and research based postgraduate delivery.**

EFTS in STEM subjects increased from 42-46% between 2012 and 2015, and met targets for increases in engineering enrolments. The intake into Engineering is expected to increase again through 2017 to 2019, when the undergraduate intake is planned to stabilise at 1,000 students per year.

Enrolments in other STEM subjects have also increased, driven primarily by student demand.

New programmes in Information Technology (Master of Information Technology and Postgraduate Certificate in Information Technology) were introduced in 2015 (and offered jointly with the University of Waikato from 2016) and are designed to create 'industry ready' graduates with both specialist knowledge and skills, and an understanding of the workplace norms.

Growing postgraduate enrolments is a key strategic goal of the University. Taught postgraduate EFTS have grown steadily each year, as have doctoral EFTS. The proportion of postgraduate enrolments was 23% in 2015. The goal for 2020 is 25%. Successful initiatives to increase postgraduate enrolments have included postgraduate fairs, guaranteed scholarships, summer research scholarships, improvements in the processing of applications, and the development of new postgraduate taught programmes.

## **Employment Outcomes of Tertiary Education**

The University has reviewed the data provided on employment outcomes of tertiary education. The University has noted that the data relates to all graduates from New Zealand tertiary institutions and does not distinguish University of Auckland graduates from those of other Universities or providers. While we share the TEC interest in ensuring that the outcomes of tertiary study are beneficial to students and the community, it is difficult to respond specifically to the information provided. We understand the Ministry of Education data on the employment and incomes of young graduates shows that within a year of graduating salaries for those with a bachelors degree are between 30% and 100% higher than the income with those with level-1

and 2 certificates<sup>1</sup>. The Ministry data suggests that all who obtain a bachelors degree gain a relative financial advantage over those without a degree albeit that for some subjects a longer period is required for the full impact of that benefit to be realized.

We have noted the subjects in which there is an expectation that provision would be reduced over time include subjects such as Human Biology (45%) which have high numbers of graduates in further study (not higher study) (36%). These graduates are likely to be studying health professional programmes e.g. medicine, dentistry, pharmacy optometry. We suggest that reducing provision in this area (Human Biology) would have long term negative impacts on the training of health professionals. Auckland has made some curriculum changes that would see our enrolments in religious studies reduced. We are also concerned that subjects such as Philosophy, in which students with a main subject in the area apparently have low employment outcomes, make a significant contribution to other priority areas of study including ICT and it would be inappropriate for us to reduce our provision in those areas.

Universities New Zealand - Te Pūkai Tara has also released data regarding employment outcomes. Their data, released in February 2016, showed that a typical graduate earned around \$1.6 million more over their working life than a non-graduate<sup>2</sup>.

## Findings of quality assurance reviews

The fifth full academic audit for the University was undertaken in 2014, with the final report released in November of that year. The University was commended on its exemplary processes for ensuring the student voice is sought and shared at all organisational levels. Access and transition arrangements for Māori and Pacific students were praised, including the University's long-established Tuākana Learning Community.

The extensive range of resources and support available for doctoral students was highlighted, as was the excellent service and outstanding resources of the University's Libraries and Learning Services. Initiatives, such as the development of the AskAuckland website and the University's mobile app were commended, as was the introduction of a mandatory academic integrity course for new students.

Panel members were impressed with the University's processes for evaluating and rewarding teacher performance and with University initiatives to develop leadership capability.

The panel affirmed a number of initiatives identified by the University in its self-review, and made seven recommendations. It suggested there is a need for University-level strategies to govern benchmarking activities and the development of digital technologies. The panel also made recommendations related to the development of work-readiness and employability through delivery of the curriculum, the establishment of protocols for the provision of academic advice to students, strengthening programme review processes for professionally accredited programmes, and the implementation of electronic systems to support postgraduate research supervisor reporting. The final recommendation reinforced work already underway in the University to review the Graduate Profile.

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<sup>1</sup> Statistics relating to returns from tertiary education including income and individual rates of return Ministry of Education, [http://www.educationcounts.govt.nz/statistics/tertiary-education/life\\_after\\_study](http://www.educationcounts.govt.nz/statistics/tertiary-education/life_after_study)

<sup>2</sup> "A degree is a smart investment", Universities New Zealand - Te Pūkai Tara, 16 February 2016, <http://www.universitiesnz.ac.nz/node/854>

# Capital asset management

The following key principles provide a summary of the outcomes expected over the life of the current Long Term Capital Plan:

- As far as possible all undergraduate teaching should be located on the City/Grafton campus, and a department's undergraduate and postgraduate teaching, and its research, should be located together;
- It is generally desirable but not always possible to co-locate units according to current faculty boundaries;
- The strategy should reflect the University's Strategic Plan objectives, particularly with respect to limited growth in the University, strong growth in postgraduate numbers and externally-funded research, and a high quality environment for learning, teaching and research;
- The University should significantly expand and diversify its student accommodation portfolio;
- University strategy should drive faculty and campus plans, not vice-versa; and
- A campus should have a stable and sustainable level of academic activity; stimulating and productive facilities for learning, teaching and research; a pleasant environment for formal and informal human interactions; and an appropriate level and mix of support services.
- Use of the limited land available should be optimized and each project should make optimum use of its footprint.

Current projects include the completion and progressive occupation of the new Science Tower, seismic strengthening of existing buildings and an extension of Alfred Nathan House to accommodate student support services. Construction of a new Engineering building on the City Campus has been approved to accommodate strong demand for engineering places. Decanting works are progressing this year to enable demolition of the current Engineering facility (B405) preparatory to construction commencing late 2017.

These major projects will improve the functionality of the University facilities overall. However the lack of investment in facilities over previous decades remains evident across the City and Epsom campuses. Work has now begun on planning for a new Recreation Centre and other student spaces, future Library requirements and developments for the Faculty of Arts and the Faculty of Education and Social Work. These activities are currently accommodated in poor quality space that is not fit for purpose. In addition an investigation is underway with respect to future development options for the Maidment Theatre which closed at the end of 2014 for safety reasons. Investigations are also in train for the Thomas Building which has aged infrastructure and services.

The University is planning additional student accommodation with two projects under consideration and a third in construction via a public/private partnership.

The University is continuing to progress its consolidated campus strategy. The sale of the Tamaki Campus settled in July 2016 with a short-term lease-back in place for a sub-set of facilities. Planning is underway for the long-term accommodation of these residual Tamaki-based activities. Activity is also underway with respect to the Epsom Campus with the long-term goal being to re-locate the Faculty of Education and Social Work to the City campus.

A major re-planning activity commenced in 2015 with each of the University's faculties and large-scale research institutes developing a long-term academic plan. These plans are currently being finalized and will inform a refresh of the University's long-term financial forecasts and capital plans which are scheduled for consideration by the University Council in December 2016.





THE UNIVERSITY OF  
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