



THE UNIVERSITY OF AUCKLAND

Strategic Plan 2002-2004

Operational Priorities 2002
(superseded by Operational Priorities 2003)

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THE UNIVERSITY OF AUCKLAND

STRATEGIC PLAN 2002-2004

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PART I: INTRODUCTION

1 ENVIRONMENTAL ANALYSIS

The University of Auckland has reviewed its strategic plan at a time of world-wide change in tertiary education and of uncertainty for the tertiary system in New Zealand. Responding and adapting to this environment in order to maintain and improve our place amongst the world's leading research universities poses considerable challenges for the University.

World-wide trends that are of particular importance to the University include an accelerating pace of change in the tertiary sector, being driven by an explosion of knowledge combined with a revolution in information and communications technology, and an increasing focus on universities as agents of economic growth and social development. This is occurring in a context of a growing consciousness of the need for a greater understanding of the environment, so that change may be achieved in a more sustainable manner, and a public demand for greater educational and financial accountability. At the same time public funding per student is declining in real terms in some, but not all, countries. Governments and other stakeholders around the world are focusing on how their tertiary systems can best be organised, differentiated and funded to meet national goals and aspirations.

In New Zealand, the Government-appointed Tertiary Education Advisory Commission (TEAC) has published four reports within two years, calling for a 'paradigm shift' in tertiary education. The direction of Government policy following the recommendations of TEAC is, however, as yet unclear. In addition, this policy is subject to a tertiary education strategy and tertiary education priorities which remain under discussion.

The context of rapid changes in the world-wide tertiary sector and uncertainty with respect to the direction of national public policy, reinforces the importance of the University having a clearly articulated vision of its own future and how it is to achieve this. The University of Auckland has increasingly seen itself as differentiated from much of the rest of the tertiary sector in New Zealand, and, indeed, from some of the other Universities in the country. The compelling reasons for this differentiation, its defining characteristics and implications, must be clear to all members of the University community, to our stakeholders and to government.

The University considers that a number of factors make it distinct and differentiate it from other tertiary institutions. Among these are:

- The breadth and quality of our academic offerings.
- The extent, excellence and impact of our research.
- Our commitment to research-based teaching.
- The quality of our Library and other resources.
- Leadership in the development of a knowledge society and economy.
- The quality of our student intake and student experience.
- Our aspirations to provide opportunities for students from under-represented groups with the potential to succeed at a high level of academic challenge.
- The manner in which we fulfil our statutory role as the critic and conscience of society.
- Our emphasis on relationships with high-quality international tertiary institutions.
- The extent of our relationships with business in research, education and the creation of new businesses.

Funding of Higher Education

During the last decade the number of New Zealanders seeking a tertiary education has grown dramatically. Overall funding for the tertiary sector has not kept pace with that growth and the government funding available to the University for each student enrolling has been declining. Universities have had to look to student tuition fees, research funding and other sources of revenue to compensate for this chronic underfunding. Although the appointment of TEAC raised some expectation that the Government recognised this problem, TEAC was subsequently advised to base its recommendations on the assumption that no additional funding would be made available to the system. Government policy, TEAC's recommendations, and the current instability of the global economy, mean that there is continuing uncertainty as to future levels of, and arrangements for, funding.

In the early 1990s government introduced the Equivalent Full Time Student (EFTS) funding system, creating funding categories applicable across the range of tertiary institutions and qualifications in broadly banded subject areas. All tertiary institutions could access these funds, paid as tuition subsidies, at the same rate, regardless of their statutory and accepted responsibilities. Initially institutions were funded for a set number of EFTS each year but, from 1999, the caps were lifted and a Universal Tertiary Tuition Allowance (UTTA) was introduced, funding all students who entered the tertiary sector. This system provided incentives for institutions to increase student numbers, particularly those in low-cost degree programmes. The number of degree-granting institutions expanded, some not meeting the statutory requirements that degrees be taught by research active staff and that degree teaching be research-based. Private tertiary institutions, which receive significant public funding, took over many of the vocational and training programmes previously provided by Polytechnics and institutions sought to locate campuses where the population was greatest, breaking down the local and regional nature of the tertiary sector.

At the same time, government reduced the tuition subsidies in each funding category, forcing institutions to make up their revenues through tuition fees charged to students. Student loans were introduced to assist students meet these fees and their living and course costs. In 1991 the average Government subsidy per EFTS to Universities was \$8,446; in 1999 it was \$6,423 in constant 1991 \$. At the same time the average tuition fee per EFTS increased from \$1,538 to \$3,316. Total revenue per EFTS declined by 2.50%.

By the standards of comparable universities, The University of Auckland is seriously underfunded. A study of funding has shown that the income of this University is approximately 60% of similar Australian universities. To support teaching and research activity at levels consistent with comparable Australian Universities, The University of Auckland would require additional revenues of approximately \$180-\$200m. The Australian universities are themselves underfunded in comparison to the universities in the United Kingdom and North America with which they benchmark.

Over the past five years, the revenue of universities in New Zealand has shifted markedly from its previous dependence on government tuition subsidies. In the case of The University of Auckland, government tuition subsidies are projected to make up 38.5% of revenue in 2002. A decade ago, in 1992, these revenues made up 66% of total revenues. Revenue is increasingly derived from the tuition fees of international students, from research contracts and from sponsorships. The University is acutely conscious of the fact that, as with universities in other parts of the world, it must diversify its revenue further.

The knowledge society

The University supports the aim of the Government to participate more fully in the knowledge society and economy by enhancing education, stimulating innovation, and identifying opportunities for creating wealth from ideas and knowledge. Although there are debates about the form and nature of New Zealand's engagement in this evolving society and economy, universities have always seen themselves, and have been seen, as crucial institutions in the development and transmission of knowledge.

The University of Auckland Act of 1961 states that it is a body corporate constituted 'for the advancement of knowledge and the dissemination and maintenance thereof by teaching and research.' The Education Act 1989 defines a university as an institution where 'research and teaching are closely interdependent and most of [the] teaching is done by people who are active in advancing knowledge' and as 'a repository of knowledge and expertise.'

The University of Auckland has engaged purposively with the national discussion on the knowledge society. It is aware that, as a research-intensive university, it is looked to as a leader in the creation of knowledge and the development of intellectual and social capital. The urgent demands that New Zealand become cleverer, leverage off its unique advantages and aspire to excellence, place large responsibilities on institutions which undertake advanced learning and research. The University is developing its Tamaki Campus with a specific focus on the opportunities and challenges presented by the knowledge society.

To assist universities to contribute to the development of the knowledge society, government has increased research funding through the Marsden Fund, through funding for Centres of Research Excellence and through new programmes funded through the Foundation for Research, Science and Technology. Although this University considers that research is still seriously underfunded and could be more productively focussed, there are now increasing opportunities to build research capabilities and to support research endeavour.

In response to the changing organisation and funding of research, the University has developed a number of focussed research teams, enhanced its research management capacity, invested in research infrastructure and formalised its structures for research groups. There is still, however, a need to provide better resources to our researchers and to improve our ability to respond rapidly and effectively to new opportunities.

The new environment for research has also created opportunities for universities to work more closely with industry, government and business. Research contracts contribute significantly more to the total research activity of the University than they do in most universities. The University is unsure how much more it can rely on such sources to increase its research activity. If privately funded research and development falters over the next two to three years, the capacity of the University to support fully its outstanding researchers may be called into doubt.

The Tertiary Education Advisory Commission (TEAC)

TEAC was established by the Government in April 2000. In introducing the fourth report, the Associate Minister of Education (Tertiary Education) stated 'the broad aim in establishing the Commission was to identify how New Zealand can develop a more co-operative and collaborative tertiary education sector that will better assist us in becoming a world-leading knowledge economy and society.'

The Commission has published four reports, of which the second, on the shape of the sector, and the fourth, on funding, are the most important. There is no doubt that the recommendations of TEAC, even if only partially implemented, have the capacity to change the tertiary sector radically. The Tertiary Education Reform Bill currently before Parliament will create what has been termed the 'steering mechanism'. A Tertiary Education Commission (TEC) will become responsible for decisions on the allocation of funding based on a system of institutional charters and profiles. In the process of allocation, desirability tests and quality tests will be applied by TEC. Courses and programmes will be funded if they are quality assured and meet the following tests

- Give effect to the national strategic goals and/or tertiary educational priorities; and
- Enhance economic efficiency and effectiveness across the tertiary education system; and
- Assist appropriate differentiation and specialisation across the system.

The fourth report has recommended major changes to the funding system. Although the bulk of government funding to institutions will still be based on an EFTS system, TEAC envisions the introduction of a Single Funding Formula which will be calculated on the basis of subject cost categories, differential tuition subsidies, and

recognition of priority, learner and statutory responsibility weightings. At the same time, TEAC has recommended that a portion of the funding in the current funding categories be removed and be consolidated with \$20m of new funding in a performance-based research fund which would be allocated to research-active institutions as part of their bulk funding.

If such a funding system were to be introduced, this University would increase its share of tertiary funding. Our extensive research activities would attract a significant proportion of the performance-based research fund allocated on the basis of quality ratings of research active staff, external research income and research degree completions.

TEAC has made other recommendations that could impact on the University. It has recommended that the statutory obligation for research-based teaching of undergraduate degrees be removed; that postgraduate teaching be dependent on a quality threshold in research; that entry to undergraduate degrees be based on merit at a standard significantly higher than at present; and that performance indicators and quality benchmarks be established to guide and enhance tertiary education.

TEAC has also been mindful of the need to support Maori and Pacific Island students and to ensure that institutions meet their responsibilities to these students. The University will be called on to set performance indicators to measure this support and the success of its initiatives. Financial penalties are recommended for institutions which fail to meet their performance targets.

Alongside the final deliberations of TEAC, the Government has developed a tertiary education strategy and priorities. TEC will be called upon to consider the tertiary education strategy and priorities in determining its funding allocations. These changes indicate the emergence of a considerable more interventionist environment in tertiary education than we have become used to. Amendments to education legislation have given the Government power to intervene in the affairs of universities where there is significant financial and operating risk. Reviews of university operations by the Science and Education Select Committee have challenged the statutory autonomy of universities. The framework within which TEAC has deliberated and its recommendations indicate that it has accepted the wishes of the Government for a more centrally-directed and controlled tertiary sector.

The TEAC recommendations, if implemented, will require a number of responses from the University in 2002 and 2003. In 2003 we will be required to produce a charter and profile as the basis for a funding negotiation with TEC. It has been suggested that institutions might voluntarily move to the production of a profile in 2002.

Student Demographics and Funding

We are about to enter a period of demographic change which has significant implications for the tertiary sector. From 2003 the 17-25 year age groups, which have been in decline, will begin to increase once again, with a period of significant forecast growth in tertiary enrolments between 2007 and 2010. Total participation is expected to grow from 225,000 in 2000 to 254,000 in 2018. Over the next ten years

participation rates are expected to grow by over 2% a year, and then to slow from 2010.

The significant factors of this growth for this University are firstly, that much of it is expected to occur in Auckland, and secondly, that much of it will be of Pacific Island and Asian students. It is also expected that the intake of international students will continue on an upward trajectory.

Another possible change in the student profile is that mature students at the undergraduate level may become a smaller component of the student body. New special admission students (those who enter over the age of 20) have been decreasing as a proportion of first time tertiary students over the last three years. However it is likely that mature students will become more significant in postgraduate and continuing professional education programmes.

Although our student projections to date have been based on the assumption that the University will capture a significant proportion of the demographic bulge qualified to enter our programmes, the TEAC recommendation that the current university entrance standard be raised and be applied nationally to all undergraduate degree programmes and to all students, could impact on this assumption. If this recommendation were to be implemented, it would impact significantly on Faculties and programmes which currently maintain open entry.

The provision of tertiary education has continued to expand over recent years. In addition to two locally based universities in Auckland City, universities from other regions have located campuses in the city and nearby. Increasingly, very good students at both the undergraduate and postgraduate level are attracted overseas by scholarship funding and enhanced study opportunities. It has yet to be seen how the desirability and quality tests to be applied by TEC will affect the competition for students that has arisen in the city and its region.

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

TEAC has failed to grasp the issues relating to the provision of scholarships at both the entry and post-graduate levels. It has recommended that government seek ways of encouraging private sponsorship of scholarships and, in so doing, has permitted government to abdicate a responsibility that governments in most other countries accept. Until government recognises its responsibility to provide the funding for a greatly expanded and strategically targetted scholarships scheme, students in this country will continue to forego the opportunities for higher education or seek them elsewhere. This situation already results in a disturbing loss to the country of students who are capable of making significant discoveries and research advances.

TEAC has endorsed the authority of university Councils to set tuition fees payable by students. However in 2001 and 2002, tuition fees have been frozen as a result of agreements between the Government and Councils. Universities have received additional funding to compensate for frozen fees, but this has barely covered inflation, let alone made up for the funding shortfalls of the previous years. At the stage of writing it looks likely that the Government will offer a further fees deal to tertiary institutions for 2003. In this context, the University has to consider the prospect of the Government wishing to return to centrally-imposed, national tuition fees. Such a policy would remove some of the fiscal autonomy that universities have experienced over the last decade.

The Treaty of Waitangi

The University has special responsibilities and obligations to Maori flowing from the Treaty of Waitangi which must be taken into account in setting strategic goals. But, more than this, we recognise the benefits, both to the University and to the country, of building a strong core of Maori staff, providing programmes that attract Maori students and contributing to Maori intellectual and cultural advancement. The bi-cultural basis of New Zealand society and Maori engagement in academic life confer much of the distinctive and special character of this University.

The Tertiary Education Advisory Commission has made recommendations aimed at enhancing the responsiveness of tertiary institutions to the educational and development needs of Maori. These recommendations will require the University to place an additional emphasis on meeting its responsibilities to Maori in the next planning period. Our major aims must be to improve the recruitment, retention and success rates of Maori students and to expand opportunities for Maori academics in teaching and research.

In 2002 the University will carry out a review and evaluation of its equity initiatives, including initiatives taken to meet Treaty responsibilities.

Internationalisation

As the most multicultural and cosmopolitan university in New Zealand, The University of Auckland is a microcosm of the global society and economy in which many of its graduates already live and work. No other tertiary education institution in the country provides such an international community to students while studying, or such a pathway to future employment world-wide.

Rapid advances in information communications technology and the rise of knowledge societies present universities with unprecedented challenges. As the leading research-intensive university in New Zealand, The University of Auckland has the responsibility and the capacity to respond with the innovative strategies required by global trends.

Embedded in New Zealand society and culture, The University of Auckland has a responsibility to foster the country's identity and advance its economy through its teaching, learning and research. By virtue of its nature as a university, however, it must also transcend national boundaries through the scholarship and research of its

academic community. The increasingly powerful forces of global change compound this duality of nature and purpose. Isolation and parochialism are not options for a university such as Auckland.

The University of Auckland, together with the international universities with which it is associated, is continually examining the means by which it can implement and enhance policies, practices and programmes that provide staff and students with the capacity and opportunity to engage in the global community. Internationalisation challenges key areas of activity in the University, such as research, curriculum, teaching and learning, staff development and mobility, international student recruitment, and relations with ethnic communities.

Collaborative relationships

A major theme of government policy and of the TEAC reports is the need for institutional co-operation and collaboration. This shift in policy is based on the view that during the 1990s the funding system caused competitive behaviour that compromised quality, unnecessary duplication of courses, and inefficient use of scarce resources. Co-operation and collaboration is to be enforced through TEC, which will consider strategies for collaboration when negotiating charters and profiles.

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

- Auckland University of Technology
- The University of Canterbury
- Manukau Institute of Technology
- Auckland College of Education
- Te Whare Waananga o Awanuiarangi

It will be necessary for the University to review these collaborations and to promote those that bring real advantages and beneficial relationships. Where partner institutions and the University are involved in the same academic activities, we will need to show that there is adequate demand for these activities and to consider whether greater collaboration or rationalisation of programmes would be of benefit. In particular, there is a need to explore further access and bridging provision regionally, so that complementary and appropriate roles are played in fostering access to higher education programmes.

Government policy is also encouraging partnerships between universities and industry. The development of a technology park at the Tamaki Campus will see the University enter into a number of co-location agreements with Crown Research Institutes, industry and professional agencies.

2 ENHANCING THE QUALITY OF THE UNIVERSITY OF AUCKLAND

The major aim for the University in the period 2002 to 2004 must be the enhancement of the quality of teaching, learning, research and the support systems that underpin

these activities. The quality of the staff and the students of the University and their commitment to high standards in all aspects of university work are crucial to achieving this goal.

We have set ourselves a mission to be a university of high international standing, recognised for excellence across all of our activities. In practice, our benchmark universities are the top tier of Australian universities and the broad-based, civic universities that make up the international groupings within Universitas 21 and the Association of Pacific Rim Universities. We expect to be able to match the standards of the best of these universities.

These standards are, in many respects, quantifiable. We can compare our performance with benchmark institutions over a range of indicators. At present the disparities in funding between these universities and The University of Auckland mean that we have to find ways of increasing our revenue to enable us to support comparable academic activities. This, however, will not be achieved quickly. In the meantime, the enhancement of quality depends on hard work, smart thinking, dedicated service and the best possible use of the resources available to us.

Our internal evaluation systems, our external benchmarking and academic audits should provide us with the information to determine where quality improvements are most needed. We have already identified some of these areas: postgraduate services and supervision; research infrastructure; new learning technologies; pass, retention and completion rates; recruitment of top Maori and Pacific Island students; student administration; the design of academic programmes; the availability of study space; professional development programmes; human resource policies and practices. Funding has been increased in some of these areas and projects for enhancement are already under way.

The University needs to be able to show results from its quality enhancement projects. We need to build evaluation programmes into all such projects so as to be able to assess whether our efforts are achieving the intended results.

In 2002 we will engage in a number of major projects to enhance the quality of the University and the experience it offers to students. These will focus on the curriculum and student demographics, student life, institutional structures for postgraduate study, professional development for Heads of Departments and transport and parking.

PART II: MISSION, GOALS AND STRATEGIES

3 MISSION

The University of Auckland is 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.

4 INSTITUTIONAL VALUES

The University of Auckland is committed to:

- **Conserving, advancing and disseminating knowledge through teaching, learning, research and creative work of the highest standard.**
- **Creating a diverse, collegial scholarly community in which individuals are valued and respected, academic freedom is exercised with intellectual rigour and high ethical standards, and critical enquiry is encouraged.**
- **Placing a strong emphasis on serving our student body.**
- **Working to advance the intellectual, cultural, environmental, economic and social well-being of the peoples of Auckland and New Zealand.**
- **Recognising a special relationship with Maori under the Treaty of Waitangi.**
- **Providing equal opportunities to all who have the potential to succeed in a university of high international standing.**
- **Engaging with national and international scholars, educational and research institutions to enhance intellectual development, educational quality and research productivity.**
- **The development and commercialisation of enterprise based on its research and creative works.**
- **Providing high quality management marked by open, transparent, responsive, and accountable academic and administrative policies, practices and services.**

5 PEOPLE

Goal

To attract and retain staff of the highest quality and students who have the potential to succeed in an international, research-led University and to engage all members of the University community fully in its academic activities and aspirations.

Strategies

- **Recruit nationally and internationally staff who are excellent teachers and leading scholars and researchers in their fields and provide them with the opportunities to achieve this potential.**

- Develop academic and general staff with strong managerial, leadership and technical abilities and support them to perform at the highest level.
- Value the participation of all staff in academic and institutional life and empower all members of the University community to exercise initiative and responsibility.
- Maintain fair, open and consistent recruitment and promotion practices and procedures, and opportunities for all staff to participate in appropriate staff development programmes.
- Place high priority on the principles and practices of equity in all areas of staff policy and management.
- Attract a diverse and academically able student body through effective admission policies and processes.
- Provide the opportunity for the full participation of students in the intellectual, cultural and recreational life of the University.

6 TEACHING AND LEARNING

Goal

To provide quality undergraduate and postgraduate programmes benchmarked to high international standards in an intellectually rich and diverse learning environment.

Strategies

- Provide a student-focussed teaching and learning environment which encourages academic excellence, enjoyment of learning, critical reasoning and inquiry.
- Review regularly the academic curriculum, qualifications portfolio, modes of delivery and assessment practices to ensure that the University sustains an academic programme of high quality, benchmarked to international standards, taught by leading scholars, responsive to community and professional needs, and efficient in its use of resources.
- Retain a core commitment to research-based teaching and enhancing scholarship through clearly linking research, professional practice, creative work and teaching.
- Place a high priority on excellence in curriculum development and teaching in the professional development, recognition and rewards systems of the University.
- Evaluate, in appropriate and dependable ways, the quality of teaching, supervision and assessment of student work.
- Provide high quality professional development and support to assist all staff to enhance the effectiveness of teaching and the links between teaching and research.
- Encourage and promote the development of flexible modes of teaching and learning, the use of new teaching technologies, and computer assisted course management systems.
- Ensure that the teaching and learning needs of under-represented groups of staff and students are identified and met in ways that uphold the Treaty of Waitangi and equity obligations of the University.
- Promote strong disciplinary studies and encourage innovative inter-disciplinary programmes.

- Promote cross-cultural expertise among staff and students, encouraging the progressive internationalisation of the curriculum, and meeting the needs of a culturally diverse learning community.

7 RESEARCH AND CREATIVE WORK

Goal

To carry out research and creative work of a consistently high international standard which will contribute to the advancement of knowledge and understanding, and to the national goals of innovation, economic development, social development, environmental sustainability and the fulfilment of the obligations of the Treaty of Waitangi.

Strategies

- Promote the role of the University as a primary source of basic research.
- Fully engage the skills and capabilities of the University in carrying out research that meets the research goals of the University and assists the nation to meet its strategic goals.
- Develop portfolios of research that enhance the University's capacity to carry out research of regional, national and international relevance and of relevance to Maori and Pacific peoples.
- Maintain cohesive plans and effective management policies and practices that foster excellence, support individual, project and programmatic research, encourage interfaculty research co-operation, and ensure the highest ethical standards and quality in research and creative work.
- Protect, develop and exploit the intellectual property developed in the University.
- Work to increase external funding and support for research and creative work.
- Retain a core commitment to research-based teaching and enhancing scholarship through clearly linking research, professional practice, creative work and teaching.
- Place a high priority on excellence and innovation in creative work, research, research training and the dissemination of research in the professional development, recognition and rewards systems of the University.
- Recruit increased numbers of postgraduate research and post-doctoral students and provide them with research supervision, infrastructure and support of the highest possible quality.
- Develop and maintain an infrastructure that can sustain and promote high quality research and that maximises inter-Faculty co-operation and synergies.
- Promote research alliances and collaborative partnerships with other tertiary institutions, research institutions, public agencies and the private sector.

8 TREATY OF WAITANGI

Goal

To observe and fulfil the responsibilities and obligations of The University of Auckland under the Treaty of Waitangi.

Strategies

- Recognise that all members of the University community are encompassed by the Treaty with mutual rights and obligations.
- Maintain the principles of partnership in University management and governance structures, and institutional life.
- Support the access to and successful participation of Maori students in all the academic programmes of the University.
- Increase the numbers and improve the qualifications of Maori academic and general staff and potential staff by targeted recruitment, development and retention plans.
- Recognise the community obligations that call on the time and expertise of Maori staff, and the appropriate performance of these obligations in the rewards systems of the University.
- Identify and support innovative and excellent Maori academic initiatives.
- Develop quality academic structures and innovative programmes which support Maori language, knowledge and culture.
- Increase the levels of Maori staff participation in research and publication and support innovative research using Kaupapa Maori approaches.
- Develop national and international relationships as appropriate with educational and cultural institutions and indigenous academic groups.

9 RELATIONSHIPS WITH COMMUNITIES OF INTEREST

Goal

To engage with the many communities with which the University has mutual interests and to which it has responsibilities and obligations in ways that benefit the University and enhance the knowledge base, social and economic well-being and future development of these communities.

Strategies

- Contribute in a leadership role to the scientific, cultural, social, environmental and economic debates and life of our communities and of the nation, with particular regard to the statutory role of the University as critic and conscience of society and to the formation of public policy.
- Work with community and cultural organisations and institutions to identify and meet the public responsibilities of the University.
- Build an active and responsive relationship with local iwi and Maori communities.

- Develop an active and responsive relationship with the Pacific communities within and external to the University.
- Enhance the active participation of alumni in the University community.
- Engage actively and constructively with the pre-University education system throughout the country.
- Develop the role of the University in providing quality independent advice to local and central government, and in enhancing government understanding of the importance of the University's distinctive contributions to the nation.
- Strengthen the relationship between the University, the professions, the media, business and industry, and encourage their involvement in University activities.
- Promote the academic aims and activities of the University by developing links with other tertiary and research institutions.

10 INTERNATIONALISATION

Goal

To maintain and develop international relationships and activities that benefit our students and staff and ensure that the University contributes significantly in the wider international arena.

Strategies

- Develop integrated perspectives, policies and programmes that embed an international/intercultural dimension into the research, teaching, learning, services and institutional culture of the University
- Enable staff and students to engage more actively in the global community.

11 ORGANISATION AND MANAGEMENT

Goal

To ensure that the academic aims and activities of the University are enabled and supported by the highest quality management and administrative policies, processes and practices.

Strategies

- Promote a culture that places a high priority on serving the needs of the University, its members and its communities.
- Provide student academic and support services of the highest quality.
- Ensure that the University receives high quality policy advice from those members of the University involved in organisational and administrative structures.
- Ensure appropriate and effective participation and sound and timely processes in University policy and decision-making.
- Maintain a co-ordinated, comprehensive and effectively supported system of planning for all academic and administrative activities.
- Ensure that all administrative activities and support services are efficient, effective and accountable according to international standards of best practice.
- Maintain and constantly improve a budget cycle that allocates resources in a way that advances the strategic interests and priorities of the University.
- Require managers of academic, administrative and support units to set performance goals and ensure that performance leads to continuous enhancement of services.
- Communicate with staff and students in a way that all have access to, are aware of and understand University policies, practices and processes.
- Ensure accurate, timely and efficient collection, reporting and dissemination of information and data to meet statutory requirements and support good decision-making.

12 RESOURCES AND INFRASTRUCTURE

Goal

To develop and use our resources and infrastructure in ways which fully support the teaching and learning, research and creative activities, and administrative processes of the University and which are environmentally sensitive.

Strategies

- Improve the net and gross revenues of the University, increasing and diversifying revenue streams, developing potential revenue streams so that the revenue gap between this University and its Australian benchmark universities is narrowed.
- Ensure that all expenditure is effective, well controlled and accounted for.
- Maintain and develop quality scientific, artistic and cultural collections, libraries, archives, equipment, technology and information services to support the teaching, learning, research and creative work of the University.
- Maintain a University-wide plan for the physical development of all campuses, which provides for growth and is consistent with the University's environmental policy.
- Maintain an up-to-date Capital Management Plan which reflects agreed capital development priorities for the provision, repair, modernisation and utilisation of capital assets.
- Develop the physical infrastructure and services in ways that do not impact negatively on the environment, that ensure safety and effective utilisation, and buildings which are equipped and maintained in a manner that meets with all external regulatory and safety standards.
- Seek to provide student amenities and facilities that enrich the quality of student life.

PART III: OPERATIONAL PRIORITIES

The University Operational Priorities identify essential activities at the broad organisational level derived from the University's Strategic Plan. Faculty and Unit Operational Plans are developed from the Strategic Plans of the Faculties and Units within the framework of the University Strategic Plan and Operational Priorities. The effective implementation of these tasks provides a secure foundation for the achievement of longer-term goals. Accountability for all priority tasks is assigned to one or more members of the University. Where accountability lies with more than one person, it is expected that the tasks will be accomplished in a collegial manner.

Performance monitoring and quality assurance processes within the University are integral to the successful achievement of our operational priorities. These monitoring and assurance processes both inform and are informed by the annual review process. This feedback loop incorporates the outcomes of a range of operational plans into the University Strategic Plan and the other planning activities of the University. The 2002 Operational Priorities, below, were largely accomplished during the year. A new set of operational Priorities for 2003 has been agreed and is set out in a separate document.

13 PEOPLE

Goal

To attract and retain staff of the highest quality and students who have the potential to succeed in an international, research-led University and to engage all members of the University community fully in its academic activities and aspirations.

Operational Priorities

Students

- Establish a Student Life Commission to review the quality of student life with a view to improving the experience of all students during their time at the University.
 - Vice-Chancellor
- Advocate and promote a national system of entry and postgraduate scholarships.
 - Vice-Chancellor, Deputy Vice-Chancellor (Academic), Pro Vice-Chancellor (EO), Postgraduate Dean, Chair, Budget Committee
- Review the admission qualifications of entry level students and develop strategies to improve the success rates of students who are admitted to the University.
 - Deputy Vice-Chancellor (Academic), Deans, Curriculum Commission
- Increase the number and enhance the success and retention rates of Maori and Pacific Island students.
 - Pro Vice-Chancellors (Maori) and (EO), Schools Director, Deans
- Increase the number of students undertaking postgraduate research programmes.
 - Postgraduate Dean, Deans, Pro Vice-Chancellor (Tamaki)
- Enhance orientation activities for new students so that their transition to the University is made easier and they have an improved platform for success.
 - Director, Student Administration, Schools Director
- Improve and expand campus student accommodation so that more students can experience university community life and enjoy a better living and study environment.
 - Director, Administration, Director, Student Administration
- Complete review of needs of new immigrant students and establish ways of meeting their needs that relate to university life and study.
 - Pro Vice-Chancellor (International)
- Develop relationships with secondary school feeders for international students in order to attract a greater proportion of international students with experience of New Zealand and to facilitate their transition to university study.
 - Director, International, Schools Director

Staff

- Strengthen the professoriate in order to provide enhanced academic and institutional leadership.

- Vice-Chancellor, Deans
- Establish a Taskforce to develop and implement a programme of professional development for Heads of Department.
 - Vice-Chancellor
- Identify and develop career pathways for general staff in order to retain staff and provide them with challenging and fulfilling employment.
 - Director, Human Resources, Director, Administration, Deans
- Review HR policies, processes and relationships between HR central and Faculty-based services so as to ensure effective and efficient HR operations.
 - Vice-Chancellor with Review Panel
- Promote research opportunities and careers of academic staff.
 - Deputy Vice-Chancellor (Research)
- Enhance professional development opportunities for all staff so that they can reach their full potential and contribute with the maximum effectiveness to the University.
 - Director, Centre for Professional Development

14 TEACHING AND LEARNING

Goal

To provide quality undergraduate and postgraduate programmes benchmarked to high international standards in an intellectually rich and diverse learning environment.

Operational Priorities

- Establish a Curriculum Commission to review and report on curriculum reform and development across the University.
 - Vice-Chancellor
- Roll-out of teaching, learning and course management platform to enable and extend flexible teaching and learning.
 - Deputy Vice-Chancellor (Academic), Chair, Internet Board, Director, Centre for Flexible and Distance Learning, Deans
- Develop UoA certification process for tertiary teacher training which will assist in enhancing the quality of teaching.
 - Deputy Vice-Chancellor (Academic), Director, Centre for Professional Development
- Approval and implementation of programme review process.
 - Deputy Vice-Chancellor (Academic)
- Establishment of Centre for Flexible and Distance Learning.
 - Deputy Vice-Chancellor (Academic), Director, CFDL
- Approval and implementation of information literacy policy to ensure that all students have an acceptable standard of information literacy.
 - Deputy Vice-Chancellor (Academic), University Librarian
- Implementation of Diagnostic English Language Needs Assessment to identify students who need English language support and provision of the necessary support systems.

- Deputy Vice-Chancellor (Academic)
- Establish a Taskforce to investigate and recommend on the establishment of a School of Postgraduate Studies.
 - Vice-Chancellor
- Establish School of Theology in accordance with the recommendations of the Review of the Joint Board of Studies in Theology.
 - Deputy Vice-Chancellor (Academic)
- Progress co-operation with Auckland College of Education in accordance with the Memorandum of Agreement.
 - Deputy Vice-Chancellor (Academic), Head of School of Education
- Develop strategic plan for UoA at Manukau Programme so that academic programmes expand in an effective manner and meet the appropriate academic needs of the region.
 - Deputy Vice-Chancellor (Academic), Deans, Director, UoA at Manukau Programme
- Develop policies and programmes for student work experience.
 - Deputy Vice-Chancellor (Academic), Deans, Curriculum Commission

15 RESEARCH AND CREATIVE WORK

Goal

To carry out research and creative work of a consistently high international standard which will contribute to the advancement of knowledge and understanding, and to the national goals of innovation, economic development, social development, environmental sustainability and the fulfilment of the obligations of the Treaty of Waitangi.

Operational Priorities

- Implement the new system for reporting research activity and publications and develop improved research performance indicators.
 - Deputy Vice-Chancellor (Research)
- Establishment of Centres of Research Excellence.
 - Vice-Chancellor, Deputy Vice-Chancellor (Research), Deans
- Increase the number of successful applications for research grants from international funding agencies.
 - Deputy Vice-Chancellor (Research), Director of Research Advancement, Deans
- Productive engagement with the Ministry and Foundation for Research, Science and Technology on all aspects of public policy relating to research and research funding.
 - Vice-Chancellor, Deputy Vice-Chancellor (Research), CEO, UniServices, CEO, University of Auckland Development, Deans
- Enhance the quality of research grant applications submitted by members of the University by providing improved support services through the Research Office.
 - Deputy Vice-Chancellor (Research), Director, Research, Deans
- Develop a third major Research Institute.

- Deputy Vice-Chancellor (Research), Deans
- Build research alliances and partnerships, in particular with Crown Research Institutes.
 - Vice-Chancellor, Deputy Vice-Chancellor (Research), Pro Vice-Chancellor (Tamaki), CEO, UAD, Deans
- Achieve wider publicity and recognition for University research activities and their contribution to national goals, especially among key decision makers, funding agencies and the general public.
 - Vice-Chancellor, Deputy Vice-Chancellor (Research), Deans, Pro Vice-Chancellor (Tamaki), CEO, UAD

16 TREATY OF WAITANGI

Goal

To observe and fulfil the responsibilities and obligations of The University of Auckland under the Treaty of Waitangi.

Operational Priorities

- Support and develop the Runanga as a University-wide advisory board to Senate and Council on Maori matters.
 - Pro Vice-Chancellor (Maori)
- Successful establishment of Te Waananga o Waipapa.
 - Pro Vice-Chancellor (Maori), Deans
- Increase the number of talented young Maori entering the University.
 - Pro Vice-Chancellor (Maori), Pro Vice-Chancellor (EO), Schools Director
- Improve the retention and success rates of Maori students.
 - Pro Vice-Chancellor (Maori), Pro Vice-Chancellor (EO), Deans
- Increase the numbers of Maori staff and enhance their qualifications.
 - Pro Vice-Chancellor (Maori), Pro Vice-Chancellor (EO), Deans
- Establish a Centre of Research Excellence in Maori research.
 - Pro Vice-Chancellor (Maori), Deputy Vice-Chancellor (Research)
- Identify and support individuals in Departments and Faculties to liaise with the Maori academic community.
 - Deans

17 RELATIONSHIPS WITH COMMUNITIES OF INTEREST

Goal

To engage with the many communities with which the University has mutual interests and to which it has responsibilities and obligations in ways that benefit the University and enhance the knowledge base, social and economic well-being and future development of these communities.

Operational Priorities

- Reconstitute the Community Advisory Group as a stakeholder consultative group.
 - Vice-Chancellor
- Develop a central structure which will enable improved communication between the University and its Pacific staff and students.
 - Pro Vice-Chancellor (EO)
- Develop, where appropriate and especially in regard to professional schools and qualifications, advisory boards which call on relevant community participation.
 - Deans
- Develop internal relationship management systems to ensure all key corporate, local and central government relationships are managed effectively.
 - Registrar, Director, Advancement, CEO, UAD, Deans
- Enhance communications with Alumni, the profile of Alumni activities and increase the occasions on which Alumni return to the University.
 - Registrar, Alumni Director
- Implement the pilot project for the Mentoring and Tutoring Education Scheme (MATES).
 - Deputy Vice-Chancellor (Academic), Schools Director

18 INTERNATIONALISATION

Goal

To maintain and develop international relationships and activities that benefit our students and staff and ensure that the University contributes significantly in the wider international arena.

Operational Priorities

- By 2004, recruit internationally 15% of the University's EFTS from among top-achieving foreign students enrolling in full degree courses, shorter exchanges or study abroad programmes.
 - International Director, Associate Deans (International)
- Further the University's research profile by promoting collaboration with overseas researchers and institutions; hosting visits and public lectures by academics of international repute; recruiting internationally top postgraduate students and postdoctoral fellows; and developing joint postgraduate research degrees.
 - Deputy Vice-Chancellor (Research), Pro Vice-Chancellor (International), Postgraduate Dean, Deans, International Director

- Develop both the New Zealand and international curricula to provide students with the knowledge, skills and perspectives required to work in the global community.
 - Deputy Vice-Chancellor (Academic), Deans
- Play an active role in international university consortia such as Universitas 21 and The Association of Pacific Rim Universities, including staff and student engagement and collaboration among member institutions.
 - Vice-Chancellor, Pro Vice-Chancellor (International), International Director
- Maintain and strengthen relations with ethnic communities, government agencies, business associations, representatives of foreign governments, local bodies and groups such as Asia 2000 and the New Zealand Institute of International Affairs.
 - Pro Vice-Chancellor (International), Deans, Director of the New Zealand Asia Institute
- Enhance links between the University and its overseas alumni so as to strengthen their involvement in the activities and development of the University community.
 - Registrar, Pro Vice-Chancellor (International), Alumni Director, Director of Advancement
- Promote the international achievements of the staff and students of the University through effective public relations strategies.
 - Pro Vice-Chancellor (International)

19 ORGANISATION AND MANAGEMENT

Goal

To ensure that the academic aims and activities of the University are enabled and supported by the highest quality management and administrative policies, processes and practices.

Operational Priorities

- Review and revise the University Charter according to the guidelines established by the Government and the Tertiary Education Commission.
 - Vice-Chancellor
- Prepare University Profile according to the guidelines established by the Government and the Tertiary Education Commission.
 - Deputy Vice-Chancellor (Academic), Director, Planning
- Continue to develop the budget model and process introduced in 2001 in order to achieve a more soundly based and transparent University budget.
 - Chair, Budget Committee, Director, Administration, Director, Planning,
- Develop international benchmarking with other leading research-based universities in order to monitor standards and quality against international 'best practice'.
 - Director, Planning, Director, Administration, Deans, University Librarian
- Continuous review, evaluation and improvement of administrative processes to achieve efficiencies, eliminate wasteful processes, and enhance service quality.
 - Director, Administration

- Continue to develop the PeopleSoft suite of administrative, HR and financial programmes in order to leverage the University's investment, capture the full range of benefits and improve business processes.
 - Director, ITSS, Director, HR, Director, Finance, Director, Student Administration
- Co-ordinate marketing and public relations with Advancement Office activities.
 - Director, Advancement, Director, Student Administration, Public Relations Officer

20 RESOURCES AND INFRASTRUCTURE

Goal

To develop and use our resources and infrastructure in ways which fully support the teaching and learning, research and creative activities, and administrative processes of the University and which are environmentally sensitive.

Operational Priorities

- Increase revenue, in particular revenue from donors and sponsorships, so as better to support the activities of the University.
 - Vice-Chancellor, Deans, Director, Advancement
- Development of Campus Property Master Plans for the City, Grafton and Tamaki Campuses
 - Director, Administration, Director, Property Services
- Continue to improve the environment of and facilities in lecture theatres and other teaching spaces so as to improve teaching and learning for staff and students.
 - Director, Administration, Director, Property Services
- Assess the critical areas where improvements in performance with regard to the impact of the use of energy and resources on the environment can be achieved.
 - Director, Property Services
- Progress on the development and expansion of archival and special collections and their appropriate accommodation.
 - University Librarian, Director, Property Services
- Development of University portal and web-site.
 - Director, ITSS
- Continued upgrading of the University network.
 - Director, ITSS
- Install and commission a system to manage the access to and cost recovery of internet access, e-mail, and printing facilities for students and staff.
 - Director, ITSS