



**THE UNIVERSITY OF AUCKLAND**  
**NEW ZEALAND**

**Profile 2006-08**

**Part A**

**SUBMISSION TO THE  
TERTIARY EDUCATION COMMISSION**

**31 October 2005**

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## Profile Overview

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

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

Beginning with four professors and ninety-five students in 1883, at the end of 2004, the University had over 4,200 full-time equivalent staff and 31,000 equivalent full-time students (EFTS). It offers programmes in the following Faculties:

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

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

The students of the University reflect the cosmopolitan character of the Auckland region, with nearly 5,400 international students coming from some 100 countries, including the principal Asian countries, North and South America, Europe, and the Pacific Islands. Māori students constitute 8 per cent and Pacific students constitute 8.9 per cent of total domestic EFTS. Postgraduate students comprise 16 per cent of equivalent full-time students. More than a third of these students are engaged in research.

Through its commitment to the Treaty of Waitangi, the University seeks to promote Māori presence and participation, and to encourage teaching and research in a range of fields important to Māori and to New Zealand. The University is a leading centre in Māori research and teaching.

The University currently has six campuses (in the City, at Grafton, in Epsom, at Tamaki, in Whangarei and on the North Shore) and holds lectures in an additional three locations.

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

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

The Epsom Campus is the main location of the new Faculty of Education and offers programmes that include teacher education, social work and professional development for educators.

At Tamaki, the University offers courses in Science, Business and Health Sciences. Tamaki is being developed as a technology and innovation campus and is the site for co-locations with industry, business, government and professional partners.

The Faculty of Education offers the Bachelor of Education (Teaching) degree and modules in the Master of Education programme at the Tai Tokerau Campus in Whangarei.

The North Shore Campus in Takapuna offers the Bachelor of Business and Information Management, some courses for the Postgraduate Diploma in Business, and a selection of the practitioner-focused short courses.

The University also holds classes for the Postgraduate Diploma in Business (Māori Development) in Kawakawa, and maintains a postgraduate teaching and research presence at the Leigh Marine Laboratory, near Warkworth. The University's partnership with the Manukau Institute of Technology provides for the teaching of Education and Visual Arts degrees.

The University hosts four nationally-funded Centres of Research Excellence and a number of University Research Institutes and Centres. It is involved with the Government and private partners in five Partnerships for Excellence: the World-Class Business School, the Institute for Innovation in Biotechnology, the StarPath Project, the Centre for Plastics Innovation and Technology and the Institute for Health Innovation.

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

The University Library ranks as one of the leading academic libraries in Australasia. It is the largest university library in New Zealand in terms of collections, staff and total expenditure. In addition to a collection of 1.9 million volumes it has the largest collection of electronic resources in New Zealand, as well as substantial collections of microforms, multimedia and maps. The Library manages the two Information Commons facilities on the City and Grafton campuses, as well as providing study space and workstations in the 14 libraries. Over 4,600 study spaces are provided, 933 with workstations.

## Strategic Direction: Overview

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

*'The University of Auckland is a research-led, international university, recognized for excellence in teaching, learning, research, creative work, and administration, for the significance of its contributions to the advancement of knowledge and its commitment to serve its local, national and international communities.'*

In August 2005, the Council adopted a new Strategic Plan for the University for the period 2005-2012. The Profile is derived from the goals detailed in the University's Charter, mission statement and Strategic Plan, and is consistent with the Council's statutory responsibilities in respect of the operational and financial management of the University.

The University aspires to fulfil two ideals:

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

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

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

***The Objectives of the University of Auckland 2005 – 2012:<sup>1</sup>***

1. Establish The University of Auckland, New Zealand's premier research university, as a peer of the world's leading autonomous universities through association and collaboration, and by an active presence in the international academic community.<sup>2</sup>
2. Create a distinctive international educational experience for our students, in Auckland and overseas.
3. Achieve a PBRF ratio of A:B:C:R rated researchers working at the University of 20:50:22:8 through the development of a high quality research environment.
4. Achieve 800 masters and 500 doctoral completions per annum through the development of an international quality graduate programme.
5. Provide enhanced support for research activities by doubling external research income to \$270M per annum.
6. Develop large-scale research institutes of excellence.
7. Achieve a high quality student body with an annual growth rate of equivalent full-time students of 1 %. This student body to be composed as follows: 78 % in undergraduate, 12 % in taught postgraduate and 10 % in research postgraduate programmes.
8. Create a curriculum meeting the highest standards of excellence across the University.
9. Create and maintain an outstanding teaching and learning environment.
10. Fulfill the responsibilities and obligations of the University under Te Tiriti o Waitangi.
11. Develop effective partnerships with the University's local, national and international communities.
12. Engage alumni and friends in mutually supportive and productive relationships.
13. Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent.
14. Create and promote a student environment that is welcoming, enjoyable and stimulating, encouraging students to reach their full potential within a climate of academic excellence.
15. Create a culture that encourages academic and general staff to reach their full potential.
16. Safeguard the long-term viability and autonomy of The University of Auckland through excellent financial management.
17. Increase and diversify the University's revenue.
18. Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.
19. Promote governance and management practices consistent with the mission and values of The University of Auckland.
20. Operate planning and review processes that drive achievement of the University's strategic objectives.

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<sup>1</sup> Source: The University of Auckland, Strategic Plan 2005 – 2012.

<sup>2</sup> Objectives are generally expressed as a target to be achieved by 2012.

### ***The National Role of the University***

The national role established by the Government for universities encompasses:

The characteristics of Universities promulgated in the Education Act 1989:

- A primary concern with advanced learning and the aim of developing intellectual independence.
- The close interdependence of teaching and research.
- The meeting of international standards of research and teaching.
- Being a repository of knowledge and expertise.
- Having a role as the critic and conscience of society.

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

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

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

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

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

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

The six goals of the Government's *Tertiary Education Strategy (2002 – 2007)*, which are to:

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

### ***Strategic Direction and Planning Significant Changes 2006-08: Enhancing the Quality of the University***

The University of Auckland is a dynamic institution that challenges its community to respond with high aspirations, commitment, and achievement. Its work is best observed in the lecture theatres, the tutorial rooms, the laboratories, the libraries, the performance halls, and the studios, among its staff and students. Its achievements are best captured in the many research publications produced by staff and students, the patents recognised, the prestigious awards won, and the lives that are transformed through education and opportunity. The University fosters the excitement of intellectual discovery and celebrates success in all spheres. The University's staff, students and graduates make an important contribution to the cultural, social, political and economic development of the nation.

During the period 2006-08, the main aim of the University is the enhancement of the quality of teaching, learning, research and the support systems that underpin these activities. All significant changes in the activities of the University relate to this aim.

#### ***People***

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

Over the period 2006-08 the following developments are planned in relation to students:

- Monitoring and review of admission policies and practices in order to recruit high performing students and to maintain a diverse student body consisting of students with the motivation and potential to succeed in the University.
- The enhancement of mentoring and orientation programmes.
- The development of work experience and life skill programmes.
- The provision of greater support to expand opportunities for a diverse body of high quality students to progress to masters and PhD degrees.
- Continuing enhancement of the University's Careers Centre and of careers management support offered across the university.
- Enhancement and extension of opportunities for students to engage in international experiences and activities.

Over the period 2006-08 the following developments are planned in relation to staff:

- Improvements to staff recruitment systems.

- Continued review of policies and processes in order to attract and retain outstanding staff.
- The enhancement of mentoring and orientation programmes.
- Planning of the staff profile necessary to achieve the strategic goals of the University.
- The continued implementation of an extensive programme of professional development for new, current and future Academic Heads.
- The introduction of a leadership programme for general staff.
- The integration of the staff of the former Auckland College of Education and the School of Education into the Faculty of Education.
- The implementation of a revised annual performance review process for academic staff.
- University and faculty programmes recognising and celebrating academic and general staff achievement.

### ***Academic developments***

During 2002, a number of commissions and taskforces made recommendations on the enhancement of the University and the experience and environment it offers to students and staff. These recommendations addressed the curriculum and student demographics, student life, institutional structures for postgraduate study, and professional development for Academic Heads. The University has implemented a large number of these recommendations and will review progress against the reports in 2006.

The University will introduce a totally restructured set of qualifications in 2006. These qualifications will conform to the requirements of the New Zealand Register of Quality Assured Qualifications and of the Committee on University Academic Programmes. They will provide students with more flexibility and facilitate credit transfers between institutions.

In the process of restructuring, some qualifications that have attracted few student enrolments have been withdrawn. Postgraduate qualifications have been restructured to provide for clear pathways for students from the first postgraduate qualification to doctoral programmes.

In general, however, the University has maintained its comprehensive portfolio of academic qualifications, within which it has the flexibility to respond to the emergence of new areas of academic endeavour and the need for new programmes related to work force and student demands. In 2006 we will introduce a Postgraduate Diploma and Masters degree in Bioscience Enterprise related to the field of biotechnology and a Postgraduate Certificate in Academic Practice aimed at the professional development of academic staff in tertiary education institutions.

The University plans to aim for modest growth averaging no more than 1.0 per cent over the planning period 2006 - 2012. In accordance with its strategic direction, the University proposes that most of this growth occur at the postgraduate level. For both undergraduate and postgraduate students, the University will continue to develop and promote the resources, facilities and services which support successful student learning.

Planned academic developments over the period 2006 – 08 include the following:

- The introduction in 2006 of restructured qualifications which will provide greater consistency across the sector, facilitate student exchanges and credit recognition, and broaden and deepen the academic engagement of students.
- The introduction of a General Education component to undergraduate programmes for new students from 2006.
- The introduction in 2006 of stair-cased portfolios of postgraduate qualifications clearly identifying taught and research tracks.
- The development of recruitment plans for postgraduate students.
- The continued implementation of teaching and learning enhancements arising from the self-review process associated with the Academic Audit of 2004, recommendations arising from the Audit, and Faculty Teaching and Learning Plans.
- The continued development of the University-wide Graduate School established in 2004.
- The further development of curriculum and learning opportunities to enable students to work towards achieving the University graduate profile for their particular qualification.
- Improved communication with, and information for, prospective students.
- Improved academic advice for all students.
- Enhanced language support for those students whose chances of success are affected by a lack of English language proficiency.
- The continued phasing out of NZQA qualifications taught through the Faculty of Education at the Epsom Campus and their replacement by CUAP approved qualifications.

In addition, The University anticipates the following significant changes over the period 2006-08:

- The establishment of base line growth targets for each faculty and programme that will enable the University to meet an EFTS growth target of 1.0 per cent each year consistent with the University's agreed quality standards.
- An increase in the proportion of postgraduate students relative to undergraduate students, both among the domestic and international student body.
- An increase in the proportion of research postgraduate students relative to taught postgraduate students.
- The further development of the University's partnership with Manukau Institute of Technology, especially in relationship to the Faculty of Education and a Tertiary Education Centre in the Manukau CBD.
- The establishment of an Institute for Innovation in Biotechnology.
- The internal reorganisation of the Faculty of Business and Economics better to position it for the establishment of the new Business School and the bringing together of its constituent parts in a new building.
- Increased support for e-learning embedded in academic programmes delivered primarily as on-campus programmes.

## **Research**

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

The University supports the aim of the Government to strengthen research and the creation and uptake of knowledge so that the country can participate more fully in the development of knowledge societies and economies. The University of Auckland has engaged purposefully with the national discussion on the knowledge society. It is aware that, as a research-intensive university, it is looked to as a leader in the creation of knowledge and the development of intellectual, social and cultural capital. The urgent demand that New Zealand become cleverer, leverage off its unique advantages, and aspire to excellence, places large responsibilities on institutions that undertake advanced learning, research and research training.

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

The University has developed a number of focused research teams, enhanced its research management capacity, invested in research infrastructure and formalised its structures for research groups. It pursues a strategy of providing better resources to researchers and of responding rapidly and effectively to new opportunities.

Research contracts contribute significantly to the total research activity of the University and its funding. If privately funded research and development were to falter over the next few years, the capacity of the University to support fully its researchers would be called into question.

The new environment for research has created more opportunities for universities to work closely with industry, government and business. The University is developing the Tamaki Campus with a specific focus on the opportunities and challenges presented by the knowledge society. The parameters of the University, however, extend beyond national boundaries. Its research and creative work is international in scope and contributes to, and draws from, the development of knowledge globally.

The assessment exercise undertaken for the 2004 Performance Based Research Fund has provided a rich source of information regarding research capability both within the University and across the country. It is clear from the exercise that the success of The University of Auckland in developing an international research profile depends on several key factors including:

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

The University of Auckland is committed to being an internationally competitive, multidisciplinary, research-led institution. The University of Auckland's 2004 PBRF results are therefore being used with other performance information to determine those areas of research which require additional support to bring them to international standard, and to consolidate and further build those areas in which the University already has a clear performance advantage.

The strategy of the University with respect to the PBRF is:

- To use the Tertiary Education Strategy, the GIF framework, and the PBRF results together to determine areas of strategic importance to New Zealand where The University of Auckland has strength, and to build on those strengths to improve both capability and contribution.
- To determine complementarities in research capability across the institutions in New Zealand, and to base research investment decisions on that information, building critical mass in research areas where there is a demonstrated national need and where the University has capability which complements that at other institutions
- To determine research areas in which cross-institutional alliances will benefit the country, building those alliances to maximize synergies and contribution nationally.
- To determine areas of research weakness nationally which can be addressed as part of the second and third strategies above.
- To determine research areas in which the country is well-served by other institutions and in which the University does not wish to make research investment.

The University will align its internal research performance measurement systems with those of the PBRF so that the changes in the research capability profile can be accurately monitored between PBRF rounds. The PBRF results enable aggregate staff performance in academic units to be monitored and used to guide the provision of resources to – for example – train and mentor younger researchers, continue to build research capability among Māori and Pacific staff and students, stimulate new research activity where older research areas have been thoroughly explored, and enliven and rejuvenate academic units as staff progress along their career paths.

Together with teaching performance measures, the PBRF provides a means of balancing research and teaching activities, optimizing the educational results that are available from the unique teaching-research nexus available in our universities. In particular, it has focused the attention of the University on the teaching of research postgraduate students, and the University is in the process of implementing a range of measures to improve the quality of supervision, the quality of graduates at Masters and Doctoral level, and the satisfaction provided by the postgraduate research experience.

The PBRF will naturally give rise to pressure to concentrate research resources in the higher performing areas. However, as a multidisciplinary university, we will monitor performance across all academic activities to achieve the optimum mix of investment to ensure the University remains a research-led multidisciplinary institution which is recognised internationally among its peers.

The University envisages the following significant changes over the period 2006–08:

- Improvement in research performance of existing staff members and enhanced support for emerging researchers.
- Improvement in research capability through an increased emphasis on research performance in hiring decisions.
- Strong emphasis in improving research resourcing and performance in 'newer' disciplines.
- Further strengthening links with users of the knowledge created by University researchers, leading to more flexible ways of resourcing the research of the institution, and ensuring maximum integration of new ideas into the innovation system of New Zealand.
- Stronger international research links to give University of Auckland researchers improved access to both ideas and facilities off-shore. In particular, the development of linkages and structures which enable participation in the European Union 'Framework Programme' projects and better access to research collaboration and resourcing opportunities in North America.
- The implementation of improved research project management and support systems to provide enhanced capability for the large, performance oriented, research contracts that are becoming more common.
- The development of policies to enable a better flow of ideas from University research into entrepreneurial ventures while providing optimal benefits to both the University and its partners.
- Development of a research partners precinct on the Tamaki Campus to facilitate closer links between the University, industry, business, government and professional partners.
- Development of sophisticated high speed external data links to service research at the University.
- Expansion of external research funding by 25 per cent.

### ***Infrastructure***

The University is currently engaged in a medium-term programme of enhancing the physical environment and infrastructure for its teaching, learning, research and administration. The aim of

this programme is to provide buildings, plant and equipment and library materials that are comparable with benchmark Australian universities. The University has invested significantly in plant and equipment for teaching and research, in its information systems, and in its library collections. Continuation of this level of investment should enable it to meet benchmark standards against other research institutions.

In addition the University proposes a number of building projects that will enable it to provide appropriate space for its teaching and research activities. The major building projects that will be started or completed in the period 2006-08 are:

- Business School complex
- Chemistry Laboratory refits
- Old Government House renovations (subject to a contribution from Government)
- Continuing refits of Physics, Mathematics, Medical and Engineering precincts
- Additional Large Lecture Theatres and Lecture Theatre upgrades
- Law School complex
- Institute for Innovation in Biotechnology (extension of Thomas Building)

## Key Planning Assumptions

### *Student profile and demographics*

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

The major feature of this demographic change is that most of the population growth over the next five years is expected to occur in Auckland, and much of it will be of Māori, Pacific Island and Asian peoples. The University is also anticipating a slowing of the rate of immigration and of new permanent residents, and a diversification in the source countries of its international student body. As a result of these changes, the University is expecting greater uniformity in the distribution of international students across the University's faculties and programmes.

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

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

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

The changing patterns of study at secondary schools challenge the traditional assumptions about the preparation of school leavers for university beyond those entering the sciences. Although the standard of the National Certificate of Educational Achievement has been benchmarked to Bursary, the experience of the University in 2005 (supported by NZQA statistics) was that there was a decrease in the proportion of Year 13 students gaining University Entrance through the common entrance standard. It is unclear if this decline in university-eligible school leavers will

continue into subsequent years. The introduction of Cambridge International Examinations into secondary schools, and especially into secondary schools in the Auckland region which send significant numbers of students to the University, has also created a more complex admission situation for the University to deal with.

The University is admitting an increasing number of students for whom English is not their only language. Many of these students have excellent academic records but a real need to improve their English language and information literacy skills. This change in the student intake has obliged the University to provide English language needs assessments and to put in place increased language support systems and information literacy programmes. These include the Diagnostic English Language Needs Assessment programme, the English Language Self-Access Centre, and language learning, exchange and conversation programmes organised through the Student Learning Centre.

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

Another anticipated change in the student profile is that mature students at the undergraduate level are becoming a smaller component of the student body. At the same time, first-time students who enter the University over the age of 20 have been decreasing as a proportion of new students over the last three years and may become a smaller component of the student body. However, it is likely that mature students will become more significant in continuing professional education and postgraduate programmes.

The University acknowledges the importance of greater differentiation within New Zealand's tertiary sector, as promoted within the *Statement of Tertiary Education Priorities 2005- 07 (1.2 Increasing differentiation and clarity of roles)*. During the period 2006 – 08, the University intends to increase the proportion of its total student body enrolled in postgraduate qualifications, including an increased number of international students enrolled in postgraduate research programmes. This strategy is consistent with the University's charter, and with the University's commitment to providing pathways into higher levels of tertiary education, developing new knowledge, stimulating innovation, developing strong international links, and producing high-level researchers and skilled and knowledgeable professionals. It also reflects the University's expectation of increased numbers of international PhD students as a result of the Government's recently announced initiatives in this area.

In doing so, the University recognises that demographic factors that may impact on the University are complex and largely uncontrollable. The University must respond to the risks and opportunities presented in a timely and imaginative manner.

***Skill requirements and labour market demands***

The University prepares its students for rewarding careers by equipping them with the skills and attributes necessary to make a valuable contribution to the workforce and become leaders in their communities.

The University provides education, research and professional training at a high level, supporting areas targeted for growth in New Zealand, and meeting the needs of industry, the scientific community and the professions in a global labour market. In planning its academic programmes and its intake of students, the University assesses the relevance of the programme to specific workforce needs and the size of the demand for the specialist skills involved. Proposers of new academic programmes are required to consult with relevant professional, industry and community groups and to report this consultation.

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

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

Along with the graduate attributes expected of degree holders, transferable skills, workplace experience, IT literacy and career planning skills are now also seen as essential for a successful transition to the workforce. The strong economic growth experienced over the past decade, and the low rate of unemployment currently observed in New Zealand have resulted in generally positive employment outcomes for our graduates. However, changes in recruitment patterns and shifts in the requirements of graduate employers mean that, in addition to facilitating their academic development, the University seeks to provide students with the resources and support they need for their personal and career development in an increasingly flexible and global workplace.

Within its planning, the University assumes that the strong labour demand will continue in the short-term, but is likely to slow in the medium term, along with net migration. To play our part in sustaining New Zealand's economic growth through innovation, it is therefore important for the University to help address relevant skills shortages, to focus on areas identified as key to the country's growth, and to enable our students to manage their careers in changing job markets.

Examples of our responses to the needs of the economy in the academic programming of the University include:

- Developments in biotechnology which will align with the industry taskforce on biotechnology. These include:
  - A Partnership for Excellence to develop capability in biotechnology.
  - An Industry New Zealand funded project to promote biotechnology in the secondary school system.
- The creation of the Bioengineering Institute for advanced research in bioengineering and postgraduate training.
- The establishment of the National Institute of Creative Arts and Industries incorporating the School of Music, the School of Fine Arts, the School of Architecture, and the School of Creative and Performing Arts to provide a focus on creative and performing arts and to facilitate relationships among these areas so as to position the University better for responding to the needs of the creative arts and industries.
- The development and delivery of the “321 Go Global” executive development programme, through The Icehouse in conjunction with New Zealand Trade and Enterprise. This initiative forms an important part of the Government’s response to the Information and Communications Technology Taskforce.
- Programmes in Māori business development that are offered by the Faculty of Business and Economics in distant locations where the needs of iwi for business education have been identified as important for local economic development.
- The development of postgraduate programmes in Law that are offered flexibly and by outstanding academics, often from overseas, to enhance the research and education of legal practitioners.
- The redevelopment of programmes through the new Faculty of Education to enhance the research and education of teachers and allied social service professionals.
- Co-operation with the Forestry Crown Research Institute and Waiariki Institute of Technology in programmes on Wood Engineering to meet the needs of the forestry workforce and the wood industry.
- The development of a postgraduate programme in Wine Science to meet industry needs, and to increase engagement with the Food and Beverage sector.
- The introduction of a postgraduate qualification in Speech Language Therapy Practice to meet regional needs for speech therapists.
- The development of programmes in teaching English as a second language to meet the needs of new immigrants and international students and the education export industry.
- The use of relevant educational technology in support of campus-based teaching and the continued investment in ICT developments on campus (including the Information Commons facilities) to ensure all graduates have the ability to make appropriate use of advanced information and communications technology.
- The expansion and re-launch of the University’s international study opportunities (360° Auckland Abroad) to meet the increasing need for students to be better prepared for a global workplace.

Within the professional Faculties, ongoing analysis of changes in the current and future workforce play a large role in shaping academic and research developments. For example, the Faculty of

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

- The formation of the School of Population Health and the development of postgraduate programmes to address the health workforce implications of the Primary Healthcare strategy.
- Programmes on health management and health and safety in occupational medicine to progress the development of healthy workplace environments.
- A major role through the programmes in medical science, health sciences, child and youth mental health and nursing for the development of the education of the health workforce.
- A Certificate in Health Sciences to bridge Māori and Pacific students into health qualifications and advance Māori and Pacific health workforce development.
- Postgraduate courses in Māori Health, designed for Māori health professionals, non-Māori health workers and graduates in non-health disciplines who wish to gain a greater understanding of the history of Māori health initiatives and contemporary Māori health issues.
- Programmes on research methodology and evidence-based practice to facilitate the enhancement of health workforce research and evaluation capacity.

The University anticipates that the recent consultative report of the Health Workforce Advisory Committee will inform developments over the next period, as it seeks to assist to address the questions raised relating to the recruitment, development, retention and deployment of New Zealand's medical workforce.

The Faculty of Education provides specialist teacher training courses, both at the undergraduate level and for graduates who wish to enter early childhood, primary or secondary teaching. In preparing the academic and financial case for the merger with the Auckland College of Education, the University and the College undertook a review of educational workforce needs for the next ten years and outlined the ways in which it would respond to these needs. The changing needs for teacher training in New Zealand, including increased emphasis upon ongoing professional development and the professional leadership of schools, are informing developments within our newest Faculty.

The final report of the 'Strategic Review of the Tertiary Education Workforce' will also assist the University's own human resource planning and programming. The University anticipates placing greater emphasis upon succession planning, and professional and leadership development during the period 2006 - 08.

### ***Student engagement in the University environment***

Recent research in Australia has supported anecdotal evidence within the University that students are spending less time on campus. This trend is likely to be related to the current buoyant part-time and full-time employment market, and also continued and increasing financial pressure on undergraduate and postgraduate students. Students are increasingly viewing University education as part of a package of study, work and life. As a result, it is becoming more difficult to engage students in the life of the University, while at the same time (again, a likely consequence of their increased financial contribution to their studies) demands are growing for a high quality on-campus student experience. We anticipate these demands to continue to increase across the University over the period 2006 – 08.

The University is committed to creating and maintaining an outstanding teaching and learning environment which encourages academic excellence, enjoyment of learning, critical reasoning and inquiry. Over the past four years, the University has invested significantly in enhancing the teaching and learning environment, improving facilities, advice and support services for prospective and current undergraduate and postgraduate students across the University campus.

The University provides a comprehensive range of services and facilities for students. The Kate Edger Information Commons is proving a highly successful and popular student learning facility on the City Campus, while a new dedicated Information Commons and Student Centre is providing an increased level of support for students on the Grafton Campus. The Student Learning Centre offers high-quality advice, instruction and support for undergraduate and postgraduate students in a wide range of areas. The English Language Self Access Centre provides support and resources for students with English as a second language.

Personalised specialised support services (for example, for new students, students with children, disabilities, international students, Māori students and Pacific students) are available. The University's UniGuides programme is an induction and mentoring service provided by senior students and available to all new students in the first six weeks of their time at University. Some Faculties also provide student mentoring programmes for new students. The University's counselling and health support services are actively promoted to students in publications, on the University's websites and in orientation materials and presentations. Students are also encouraged to make use of the spiritual support and recreational facilities offered by the University.

For current students, academic advice is offered through their departments, the University and Faculty Advice Centres, faculty and department handbooks, the University website, and University staff, both academic and general. Postgraduate students receive academic guidance, advice and support from their department, particularly through the relationship established with their supervisor/s and the Graduate Centre, which is the heart of the School of Graduate Studies. For prospective students, most advice is provided through the Schools Partnership Office, University and faculty prospectuses, the Call Centre, the University and Faculty Advice Centres, and the University website.

The University promotes and supports advances in learning and teaching technologies to improve the educational outcomes for students. The University's faculties along with the Library,

CECIL (the University's learning management system) and the Centre for Flexible and Distance Learning are enabling the University to respond effectively and innovatively to increased demand from students for flexible teaching and learning supported by technology and high-quality asynchronous learning materials.

The challenge for the University over the period 2006 – 08 will be to continue to develop innovative and exciting ways to engage and support students in the University community. The University has placed significant emphasis in recent years on orientation and mentoring for new students, as well as academic and employment advice for students, and will continue to do so over the next three years. The University's Student Survey Plan 2005 - 2007 will assist to ensure that the University understands the issues faced by, and the needs of students both inside and outside the classroom, and is part of an overall quality management system that is designed to monitor and evaluate satisfaction with the student teaching, learning and extracurricular environment.

### ***Adult and community education***

The University has delivered Adult and Community Education since the 1950s. It is committed to making an important contribution to its regional community and a part of this contribution is in the form of public lectures, short courses and on-going professional development. These activities provide a means by which the community can access university knowledge and skills at a low cost and with few barriers.

The Government has recently announced changes to Adult and Community Education and has indicated that university provision of Adult and Community Education is directed towards 'sharing the expertise and research base available within a university with the community.'

The University will deliver, through its Centre for Continuing Education and Faculty of Education, a programme of Adult and Community Education that makes available such expertise and research and meets the strategic objective of strengthening the creation and dissemination of knowledge in the community, providing access and enhancing capability.

### ***Funding higher education***

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

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

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

Over the past ten years, the revenue of universities in New Zealand has shifted markedly from the previous dependence on government tuition subsidies. In the case of The University of Auckland, 2005 government tuition subsidies are projected to make up 35 per cent of total revenue, compared to 59 per cent in 1995. Revenue is increasingly derived from the tuition fees of students, both domestic and international, from research contracts and from sponsorships. The University is acutely conscious of the fact that, as with universities in other parts of the world, it must diversify its revenue further. Its strategy is to look to research grants and full overhead research contracts, sponsorship and donations and contract teaching. Undergraduate international student enrolments, which can provide an incremental supplement to income, are approaching University target figures, with the main scope for expansion being in postgraduate student numbers.

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

The University therefore faces a major funding challenge as it goes into the next triennium. It will gain from the Performance Based Research Fund but this fund will reach its full extent only in 2007. The University will compete for other contestable and targeted funds (including Special Supplementary Grants) but there is always a degree of uncertainty about such funds, and they cannot usually be used for fundamental teaching and learning activities. Many of these funds also carry significant compliance costs, both in their application and the reporting of outcomes.

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

### ***Government policy and the Tertiary Education Commission***

The University devotes an increasing amount of its time to relationships with Government and Government agencies. The establishment of the Tertiary Education Commission has brought

significantly greater intervention in university life. An increasing amount of time and money is expended on compliance issues.

The challenge for the University is to find ways of interacting with Government and its agencies that add value to its teaching and learning and research activities, that contribute to the *Tertiary Education Strategy* and that enable all partners to fulfil their statutory duty to preserve and enhance the academic freedom and autonomy of the University. This is a key dependency if the University is to be able to contribute to social and cultural development, social justice and equity, critical inquiry and intellectual discourse, scientific discovery, a sustainable future, and to innovation and wealth creation.

### ***Student funding***

Student funding continues to be a major issue for many students. The loans scheme introduced in the 1990s has created a cohort of indebted students, causing public debate about the consequences for both individual students and the country. Changes to the loan scheme since 2000 (including the decision to abolish all interest charges on student loans from 1 April 2006) will reduce the average time needed to repay debt but have been criticised for encouraging student borrowing. Progressive increases to the eligibility for student allowances will assist more students, but it is clear that the system of financing students in tertiary study will continue to be a source of public debate. It does not, however, appear to have deterred students from entering tertiary education.

The University currently offers a suite of undergraduate and postgraduate scholarships with associated mentoring and personal support. These scholarships aim to address some of the funding issues faced by students, but in order to keep very good students at home, Government must consider more fully the need to provide both merit and equity scholarships at the entry and post-graduate levels. Scholarships for students taking high cost courses in the Health Sciences are an excellent start, but there is a need for a greatly expanded and strategically targeted scholarships scheme, to enable students to access opportunities for higher education in this country.

## **Alignment with the Tertiary Education Strategy and Statement of Tertiary Education Priorities 2006 - 08**

**See Appendix A.**

## Te Tiriti o Waitangi / The Treaty of Waitangi

The Council of the University of Auckland has specific general and statutory responsibilities pursuant to the provisions of the Education Act 1989 to acknowledge the principles of the Treaty of Waitangi. The University recognises the benefits, both to the University and to the country, of maintaining and strengthening its core of excellent Māori staff, providing programmes that attract Māori students and recognise their aspirations to participate fully within their chosen disciplines, and contributing to Māori intellectual and cultural advancement. A University Runanga advises the University on ways of achieving these goals.

Māori engagement in academic life confers much of the distinctive and special character of this University. The University wishes to improve the recruitment, retention and success rates of Māori students and to expand further the opportunities for all Māori staff. During the period 2006–08 it intends to place greater emphasis on the development of productive and mutually supportive relationships with mana whenua, iwi Māori, and Māori organisations. The University will collaboratively identify shared aims and aspirations and develop, implement, and monitor programmes which achieve those aims and aspirations.

Strategic priorities for 2006-08 include:

- The successful transition of a new Pro Vice-Chancellor (Māori) for the University and the development of annual priorities for his/her office.
- Identifying appropriate partners (e.g. mana whenua, iwi whose students are or could be strongly represented among the body of students and staff, potential research partners, and Māori organisations), and increasing engagement with those partners to identify shared and meaningful aims and aspirations.
- The enhancement of activities under the University's MoU with Ngāti Whatua ki Orakei.
- Encouraging increased participation by Māori in a broader range of disciplines and coordinating these activities within the University through the faculty networks, schools partnership programmes, the office of the Pro Vice-Chancellor (EO), the Scholarship Office, and research centres.
- Implementing the strategic objectives of the Ngā Pae o te Māramatanga (Horizons of Insight), The National Institute for Research Excellence for Māori Development and Advancement, which has the vision of contributing to New Zealand social and economic development through full Māori participation in society and the economy.
- Increasing the number of high quality research publications on issues of relevance to Māori, including in particular, those that share Māori insights with New Zealand and international communities.
- Devising a strategy for promotion of Māori involvement in the National Research Centre for Growth and Development, with three specific elements:
  - an expanded focus on exposing teachers to Biomedical Research;
  - bringing students into the Centre on holiday scholarships;
  - the possibility of developing a Biology classroom within the Centre.
- Supporting the Mira Szaszy Research Centre for Māori and Pacific Economic Development set up in 1998 with the aim of enhancing Māori and Pacific success

locally and globally through conducting and disseminating research, and promoting scholarship, debate and education that makes a positive contribution to the economic and business development of Māori, Pacific and other indigenous people.

- Repositioning the James Henare Māori Research Centre, in light of the University's commitment to Tai Tokerau, to provide enhanced research and academic partnership opportunity in support of Māori.
- Supporting quality programmes that recognise and support the revitalisation of Te Reo Māori. These include the Faculty of Education's Huarahi Māori specialisation in the Bachelor of Education (Teaching) and Foundation Certificate Education Tohu Tuapapa Matauranga (bridging programme).
- Supporting the Business School in its postgraduate offerings in Māori business development.
- Supporting specific initiatives in the Faculty of Medical and Health Sciences including:
  - the Certificate of Health Sciences which bridges Māori students into health qualifications and generates academic opportunities for significant numbers of Māori (and Pacific) students;
  - the MAPAS (Māori and Pacific Admission Scheme) programme which recruits, supports and graduates Māori and Pacific students in Medicine;
  - postgraduate courses in Māori Health, designed for Māori health professionals, non-Māori health workers and graduates in non-health disciplines who wish to gain a greater understanding of the history of Māori health initiatives and contemporary Māori health issues.
- Supporting specific initiatives in the Faculty of Engineering including:
  - web-based distance mentoring for secondary school students (Pumau Whakapukahatanga 2015);
  - Maori and Pacific targeted entry scheme;
  - cohort support through the South Pacific Indigenous Engineering Students programme;
  - the South Pacific Professional Engineers for Excellence role model programme.
- Ensuring adequate facilities and services to meet the needs of the increased number of Māori staff and students in the University following the merger with the former Auckland College of Education.
- Increasing the use by Māori students of all student facilities and services at the university including childcare facilities, Kohanga Reo, Student Counselling, the University Careers Centre, the Student Learning Centre, and the University Health Service.
- Promoting and celebrating achievements with the University's partners and stakeholders, including awards for excellence in the identification and addressing of barriers to Māori staff and student participation and success.

## **Equity: Equal Employment Opportunity and Equal Education Opportunity**

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

Core equal opportunities objectives involve increasing the recruitment, retention and success of staff and students belonging to the groups noted above. The University will continue to apply for targeted funding, including the Special Supplementary Grant (SSG), to assist in the achievement of its strategic objective to recruit and retain a student body that draws upon the widest possible pool of talent. SSG funds are used to provide mentoring and ongoing support to encourage and ensure the achievement of Māori and Pacific students, particularly in areas in which they are under-represented (including Engineering, Health, Science, and Business & Economics). It will also use such funds to enable and encourage students with disabilities to access University study and to reach their academic potential.

Other objectives include ensuring that general staff are not disadvantaged and that staff with family responsibilities have special recognition.

Strategic priorities for the period 2006-08 include:

- Continuing to deliver and monitor Starpath, a Partnership for Excellence with the Government and in collaboration with the Faculty of Education and the Manukau Institute of Technology. Starpath seeks to ensure that students from groups under-represented in higher education can fulfill their educational potential at school and University and gain access to high skill, high income employment in proportion to their representation in the wider community.
- The development of outstanding policies and strategies designed to support and attract high quality staff and students from under-represented groups.
- Effective liaison with the communities which are under-represented in the student body.
- Financial advice for prospective students from under-represented groups, and comprehensive orientation and induction to aid recruitment.
- Provision of scholarships, mentoring and tutorial support to enhance the retention and success of enrolled students from under-represented groups.
- Professional training, especially in promotion applications and leadership skills, mentoring, and the establishment of effective support networks that will aid staff retention and progression.

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

As part of its commitment to providing equal opportunities, the University has developed strategies that aim at increasing participation and achievement by Pacific people in all of its activities. A Pacific Equity Audit carried out in 2001 has formed the basis for the implementation of strategies to improve outcomes for Pacific staff and students. In 2004, the University's Fale Pasifika and Pacific Studies teaching block were opened, providing a strong base for Pacific staff, students, teaching and community activities on the City Campus.

Strategic priorities for the period 2006-08 include:

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

## Co-operation and Collaboration

By virtue of its history and nature, and through the scholarship and research of its academic community, the University co-operates and collaborates with individuals, institutions and other bodies throughout New Zealand and the world.

### *National partnerships*

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

- Auckland University of Technology
- The University of Canterbury
- Manukau Institute of Technology
- Te Whare Wānanga o Awanuiārangī
- The School of Theology works in partnership with a number of regional Colleges of Theology to offer undergraduate and postgraduate programmes.

The strategic intent of these agreements differs. The collaboration with the Manukau Institute of Technology is designed to expand access to University qualifications in the Manukau region and to provide pathways into degree study, while the agreement with the Auckland University of Technology aims at rationalisation of teaching programmes and co-operation in services and facilities. The University will participate with Manukau Institute of Technology in the development of a Tertiary Education Centre in the central business district of Manukau City. The University also co-operates with the Forestry Crown Research Institute and Waiariki Institute of Technology in programmes on Wood Engineering to meet the needs of the forestry workforce and the wood industry.

The University of Auckland has a policy of actively seeking research collaborations to expand and complement capability. The University uses its national and international networks to nurture collaborative associations with other universities and research institutes, and promote group-group and one-on-one cooperation opportunities. Some examples are given below.

The University provides seed-funding to facilitate the development of collaborative activities, both in New Zealand and abroad. The funding may be used to bring distinguished researchers to New Zealand or for University of Auckland staff to visit other institutes to initiate new collaborations in areas of interest to the University. Researchers at the University actively collaborate with colleagues in Australia, the USA, Europe, and Asia through the Universitas 21 and Association of Pacific Rim networks, in addition to individual and group contacts.

At the national level, the University hosts four Centres of Research Excellence, and all of these provide funding to collaborators at other institutions – both universities and CRIs. The National Centre for Growth and Development is a collaboration between the Universities of Auckland and Otago, Massey University, and AgResearch. The New Zealand Institute of Mathematics and its Applications draws together researchers from all universities in New Zealand, and also has strong links with a number of professional societies including the New Zealand Mathematical Society.

Nga Pae o te Maramatanga involves some 12 participating entities in Universities and Wananga throughout New Zealand, and researchers in the Centre for Molecular Biodiscovery collaborate with colleagues at Canterbury, Waikato, and Otago.

The University is involved with Government and private partners in three Partnerships for Excellence: the World-Class Business School, the Institute for Innovation in Biotechnology and the StarPath Project. Two recently-awarded Partnerships, the Centre for Plastics Innovation and Technology, and the Institute for Health Innovation (involving private sector and health care providers) will be major developments for the University and its partners in 2006-08.

The University also has formal collaboration agreements with several CRIs. The University is committed to developing national research synergies for the benefit of New Zealand and has made very considerable efforts to collaborate on a collegial and meaningful basis with CRI partners. For example, Landcare Research is located at the Tamaki campus of the University and efforts are under way to lift the level of collaboration between the institutions to a meaningful level where potential synergies can be realised in practice. A collaborative agreement with AgResearch has seen the establishment of a joint laboratory for molecular biology in the School of Biological Sciences, and a joint Bioinformatics Research Institute. AgResearch is also involved in work with the Liggins Institute.

The *Tertiary Education Strategy* encourages partnerships between universities and industry. The University actively pursues such opportunities through UniServices, its commercial arm. UniServices manages commercialisation of intellectual property and technology transfer on behalf of the University. The University has made a strategic decision to develop its Tamaki Campus as a technology and innovation campus. At Tamaki, research and development partnerships, including co-locations, are being developed to address opportunities that align with national innovation priorities and global advances. These developments involve joint planning with Auckland City to establish an innovation district in the eastern suburbs.

Other partnerships in teaching and research are maintained between faculties and industry and business, such as the partnerships between the Faculty of Business and Economics and a consortium of companies in the ICEHOUSE, a business incubator, and in the New Zealand Institute for Leadership. The Faculty of Engineering has partnerships with a number of industries, in particular the forestry and plastics industries, in addition to close relations with the engineering professional bodies.

Partnerships with District Hospital Boards are significant for the Faculty of Medical and Health Sciences, in particular as a framework for teaching programmes and collaboration in research.

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

The University seeks to develop and enhance its relationships with secondary schools regionally and nationally and maintains a Schools Partnership Office for this purpose. It collaborates with a number of schools in providing on-line programmes in science; administers a mentoring scheme, MATES, whereby University students partner with students in secondary schools to raise their

aspirations and improve their achievement levels; and, through the Faculty of Business and Economics, has a partnership with the business programme at Onehunga High School.

Secondary school students regularly visit the University for programmes in Science, Technology, Engineering, Architecture and Medicine (the STEAM programme), for bursary update days and for the annual Courses and Careers Day. Course advisers visit schools throughout the country.

Over the period 2006-08 the following developments are planned in national partnerships:

- The further development of the University's partnership with Manukau Institute of Technology, especially in relationship to the Faculty of Education and a Tertiary Education Centre in the Manukau CBD.
- As part of the Partnership for Excellence programme:
  - Continuing to deliver and monitor Starpath, a Partnership for Excellence with the Government and in collaboration with the Faculty of Education and the Manukau Institute of Technology. Starpath seeks to ensure that students from groups under-represented in higher education can fulfill their educational potential at school and University and gain access to high skill, high income employment in proportion to their representation in the wider community.
  - The establishment of an Institute for Innovation in Biotechnology, involving partners from the biotechnology and pharmaceutical industries.
  - The establishment of an Institute for Health Innovation involving private sector partners in health information and health technology, health care providers, Government and the community.
  - The establishment of a Centre for Plastics Innovation and Technology involving Plastics New Zealand, other tertiary institutions, Crown Research Institutes and industry.
- The enhancement of mentoring programmes offered in conjunction with secondary schools in the Auckland region.

### ***International partnerships***

In support of its strategic aim to ensure that staff and students are exposed to high international standards and are well informed about best international practice in their fields of work and study, the University of Auckland engages in cooperation and collaboration at the highest level with key international partners. The University of Auckland intends to maintain its strategic approach to the development of bilateral relationships with the world's best universities. These agreements are designed to optimise opportunities for research collaboration with discipline-specific partners at the highest level, provide attractive destinations for student exchanges and position the University strategically in key international markets. It is the aim of the University to strengthen its links with leading international research-led universities through the *Universitas 21* (U21) group and with its partners in the Association of Pacific Rim Universities (APRU).

The University of Auckland has articulated regional strategies which allow it to engage actively with academic institutions, international organisations and governments around the world. The maintenance of key relationships in these regions together with the ongoing development of new

opportunities will allow The University of Auckland to consolidate its position as New Zealand's most internationally engaged university, and the most able to provide research, teaching and learning opportunities of the highest international standards for its students and staff.

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

As New Zealand's leading export education institution, with an international student population of nearly 5,400, The University of Auckland has a particular responsibility to ensure that special attention is given to the provision of high-quality support services and resources for international students. Through these activities, the University continually examines the means by which it can implement and enhance policies, practices and programmes that provide staff and students with the capacity and opportunity to engage in the global community. Doing so not only ensures that the University is responding to its responsibilities as the most multicultural and cosmopolitan university in New Zealand, but also allows the New Zealand education system, and the University in particular, to respond to the competitive pressure of leading universities worldwide.

Over the period 2006-08 the following developments are planned in international partnerships:

- Senior-level University delegations to India, the Middle East, North America, Southeast and North Asia in 2005 will be followed up by individual researchers and Faculty groups in 2006 to strengthen joint research and collaborative academic links.
- The promotion and co-ordination of 500 outgoing and incoming exchange students per year.
- Participation in a number of collaborative projects within the U21 network which are anticipated to make a significant contribution to the development of cross-national course delivery, student mobility mechanisms and international public policy.
- Hosting of the U21 Presidents' Meeting in 2006.
- Participation in the APRU Fellow's Programme which brings together academics from across the Association working on an identified major research theme;
- Participation of doctoral students in the APRU Doctoral Students' conference.
- An International Students' Advisory Forum, established in 2004, will continue to meet regularly in 2006 to make recommendations on the international dimension of the student experience at The University of Auckland.

## Risk Management

Risk Management is an inherent part of good management practice and an essential element of effective corporate governance. The chosen risk management framework directs activities towards a high-level, process-based approach taking into consideration the external operating environment and including strategic, operational and financial risks. Supporting the mission, objectives and strategies communicated in the *Strategic Plan 2005 – 2012* and *Profile 2006-08*, risk management activities focus on identifying control gaps in existing processes and systems, and on aligning and embedding the various processes so that risk-based decisions can be made on a consistent basis. The University's approach is based on the *Australian/New Zealand Standard for Risk Management (AS/NZS 4360)*, and is guided by the *HEFCE Audit Service (UK) Guidance for Risk Managers* and the *Review of New Zealand Tertiary Education Institution Governance* by Meredith Edwards. Risk management and internal audit activities are overseen by the Council's Audit Committee.

Risk management strategies for 2006–08 will include:

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

## Quality Management

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

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

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

The strategic relevance of the University's teaching portfolio is ensured through a number of mechanisms. Proposals for new academic programmes and major subjects are approved internally by the University's Academic Programmes Committee, Senate and Council, and then externally by the New Zealand Vice-Chancellors' Committee on University Academic Programmes (CUAP). Proposals must present a clear strategic rationale in relation to University mission, goals, strategies, the relevant graduate profile, as well as faculty academic and resource plans. In planning its academic programmes and its intake of students, the University also assesses the relevance of the programme to specific workforce needs and the size of the demand for the specialist skills involved. Proposers of new academic programmes are required to consult with relevant professional, industry and community groups and to report this consultation.

CUAP moderates the performance of approved programmes following graduation of the first student cohort. This Graduating Year Review process involves an independent internal review, and assessment by the Academic Programmes Committee and CUAP. Established programmes are reviewed by the responsible faculty, using data such as indicators of student demand, and student achievement.

The University plans to implement two steps to strengthen further the quality and strategic relevance of its teaching portfolio: existing academic programmes will be subject to cyclical external review; and feedback from graduates on 5-year post-graduation outcomes and perceptions of programme relevance will be gathered through surveys.

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

Key quality management strategies and activities for 2006–08 will include:

- The extensive use of university-level functional committees with representative membership, and the integration of the work of these committees through the senior management group, Senate and Council. Responsibilities of committees typically include policy development, decision-making and performance monitoring. To ensure further organisational co-ordination, mirror committees for many functional responsibilities exist at academic faculty level.
- The convening of task forces, commissions, and working groups to address specific quality-related issues.
- The implementation of a regular review programme, e.g., cyclical departmental reviews, academic programme reviews, and administrative reviews, and the regular use of evaluation studies.
- Student evaluations of teaching and courses and University-wide student surveys.
- Participation in the cycles of Academic Audits carried out by the New Zealand Universities Academic Audit Unit. The University completed a successful audit in October 2004 on teaching and learning matters. It is currently implementing self-developed enhancement initiatives and audit report recommendations, and will report in early 2006 to the NZUAAU on implementation progress and effectiveness of improvements that have been made.
- Benchmarking with comparable research-led institutions to provide a source of improvement ideas, and to assist with some aspects of resource allocation.
- A greater emphasis on the use of evidence to assess the effectiveness of quality assurance procedures and practices, and their contributions to desired outcomes.
- Encouragement and facilitation of an environment and mechanisms that facilitate the sharing of good practice throughout the institution.
- The use of multiple methods of gathering stakeholder input and feedback, including: student representation on committees, task forces and commissions; teaching and course evaluations; surveys and focus groups; and advisory boards.

## Appendix A

### Alignment between The University of Auckland's Strategic Direction and the Tertiary Education Strategy and STEP 2005 - 07

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
<b>1. Investing in excellence in teaching, learning and research</b>			
1.1 An excellent broad tertiary education system	All strategies	<p>The University is a principal contributor to academic development and innovation in New Zealand's tertiary education system.</p> <p>The clustering of a wide range of disciplines enables students to take advantage of a liberal education alongside professional training, sometimes in conjoint degrees which cross faculty boundaries.</p> <p>The University has a culture of continuously broadening and deepening its portfolio of academic programmes.</p> <p>The University aims to provide its graduates with key, high-level generic skills such as the capacity for lifelong critical, conceptual and reflective thinking, and attributes such as creativity and originality.</p> <p>As teachers and researchers, members of the University seek to assist all New Zealanders to become better informed and to participate more fully in the knowledge society.</p>	<p><i>Objectives 2005 – 12:</i> Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University. Page 4: Objective 9 – Create and maintain an outstanding teaching and learning environment. Page 4: Objective 14 – Create and promote a student environment that is welcoming, encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence. Page 4: Objective 15 – Create a culture that encourages academic and general staff to reach their full potential.</p> <p><i>Planned changes in activity 2006 – 08:</i> Page 7: During the period 2006-08, the main aim of the University is the enhancement of the quality of teaching, learning, research and the support systems that underpin these activities. Page 9: The introduction in 2006 of restructured qualifications which will provide greater consistency across the sector, facilitate student exchanges and credit recognition, and broaden and deepen the academic engagement of students. Page 9: The introduction of a General Education component to undergraduate programmes for new students from 2006. Page 9: The continued implementation of teaching and learning enhancements arising from the self-review process associated with the Academic Audit of 2004, recommendations arising from the Audit, and Faculty Teaching and Learning Plans. Page 9: The further development of curriculum and learning opportunities to enable students to work toward achieving the University graduate profile for their particular qualifications.</p>
1.2 Increasing differentiation and clarity of roles	All strategies	<p>The University... is primarily concerned with advanced learning and the development of intellectual independence.</p> <p>It provides education in fundamental, specialised and professional areas with an emphasis on research-based programmes.</p> <p>The University plays a special role in the discovery and</p>	<p><i>Objectives 2005 – 12:</i> Page 4: Objective 1 – Establish The University of Auckland, New Zealand's premier research university, as a peer of the world's leading autonomous universities through association and collaboration, and by an active presence in the international academic community. Page 4: Objective 2 – Create a distinctive international educational experience for our students, in Auckland and overseas. Page 4: Objective 3 – Achieve a ratio of A:B:C:R rated researchers working at the University of 20:50:22:8 through the development of a high quality research</p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
		<p>transmission of knowledge, and in technology transfer, both fundamental elements of wealth and well-being in the current world. It gains much of its special character from the excellence, extent and impact of this research, reflected in particular through its hosting of four national Centres of Research Excellence, its commitment to research-based teaching, and the quality of its research infrastructure...</p> <p>The University is a major provider of postgraduate education and trains a significant proportion of the country's emerging researchers.</p> <p>The University contributes to the tertiary education system by producing high-level researchers and developing innovative research-based and multidisciplinary academic programmes.</p> <p>An important dimension of the University's contribution to the overall system of tertiary education is its commitment to providing staircased entry into its degree programmes.</p> <p>The University aims to provide leadership to the sector through the comprehensiveness of its teaching portfolio, its international links, its research and resource strengths, and the quality of its academic staff.</p>	<p>environment.</p> <p>Page 4: Objective 4 – Achieve 800 masters and 500 doctoral completions per annum through the development of an international quality graduate programme.</p> <p>Page 4: Objective 7 – Achieve a high quality student body with an annual growth rate of equivalent full-time students of 1 %. This student body to be composed as follows: 78 % in undergraduate, 12 % in taught postgraduate and 10 % in research postgraduate programmes.</p> <p><i>Planned changes in activity 2006 – 08:</i></p> <p>Page 7: Monitoring and review of admission policies and practices in order to recruit high performing students and to maintain a diverse student body consisting of students with the motivation and potential to succeed in the University.</p> <p>Page 7 - The provision of greater support to expand opportunities for a diverse body of high quality students to progress to masters and PhD degrees.</p> <p>Page 7: Enhancement and extension of opportunities for students to engage in international experiences and activities.</p> <p>Page 9: An increase in the proportion of research postgraduate students relative to taught postgraduate students.</p> <p>Page 9: The further development of the University's partnership with Manukau Institute of Technology, especially in relation to the Faculty of Education and a Tertiary Education Centre in the Manukau CBD.</p> <p>Page 12: Improvement in research performance of existing staff members and enhanced support for emerging researchers.</p> <p>Page 12: Further strengthening links with users of the knowledge created by University researchers, leading to more flexible ways of resourcing the research of the institution, and ensuring maximum integration of new ideas into the innovation system of New Zealand.</p> <p>Page 31: Participation in a number of collaborative projects within the U21 network which are anticipated to make a significant contribution to the development of cross-national course delivery, student mobility mechanisms and international public policy.</p>
1.3 Promoting effective teaching	All strategies	<p>The University is committed to...conserving, advancing and disseminating knowledge through teaching, learning, research and creative work of the highest standard.</p> <p>The University offers a student-focused teaching and learning environment which encourages academic excellence, enjoyment of learning, critical reasoning and inquiry.</p> <p>A high priority is given to reward and recognition systems which acknowledge excellence and innovation in teaching and learning...</p>	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University.</p> <p>Page 4: Objective 9 – Create and maintain an outstanding teaching and learning environment.</p> <p>Page 4: Objective 14 – Create and promote a student environment that is welcoming, encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence.</p> <p>Page 4: Objective 15 – Create a culture that encourages academic and general staff to reach their full potential.</p> <p>Page 4: Objective 18: Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.</p> <p><i>Planned changes in activity 2006 – 08:</i></p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
		<p>The University considers the connection between teaching and research an important aspect of helping students reach their full potential.</p> <p>New teaching and learning technologies are transforming the educational experience of students worldwide. The University encourages and promotes the development of flexible modes of teaching and learning, the use of new teaching technologies, and computer assisted course management systems.</p>	<p>Page 7: Improvements to staff recruitment systems.            Page 8: Continued review of policies and processes in order to attract and retain outstanding staff.            Page 8: Planning of the staff profile necessary to achieve the strategic goals of the University.            Page 8: The continued implementation of an extensive programme of professional development for new, current and future Academic Heads.            Page 8: The integration of the staff of the former Auckland College of Education and the School of Education into the Faculty of Education.            Page 8: The introduction of a revised annual performance process for academic staff.            Page 8: University and faculty programmes recognising and celebrating academic and general staff achievement.            Page 8: In 2006 we will introduce ... a Postgraduate Certificate in Academic Practice aimed at the professional development of academic staff in tertiary education institutions.            Page 9: The continued implementation of teaching and learning enhancements arising from the self-review process associated with the Academic Audit of 2004, recommendations arising from the Audit, and Faculty Teaching and Learning Plans.            Page 9: Increased support for e-learning embedded in academic programmes delivered primarily as on-campus programmes.            Page 12: Improvement of research performance of existing staff members and enhanced support for emerging researchers.            Page 34: The implementation of a regular review programme, e.g., cyclical departmental reviews, academic programme reviews, and administrative reviews, and the regular use of evaluation studies.            Page 34: Student evaluations of teaching and courses and University-wide student surveys.            Page 34: Participation in the cycles of Academic Audits carried out by the New Zealand Universities Academic Audit Unit.            Page 34: Encouragement and facilitation of an environment and mechanisms that facilitate the sharing of good practice throughout the institution.</p>
<p>1.4 Stronger focus on skills for life and work</p>	<p>Raise foundation skills so that all People can participate in our Knowledge Society (Strategy Three); and Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four).</p>	<p>The University aims to provide its graduates with key, high-level generic skills such as the capacity for lifelong critical, conceptual and reflective thinking, and attributes such as creativity and originality.</p> <p>Foundation programmes offered by the University, and in collaboration with other institutions, also promote the importance of adult foundation skill levels.</p> <p>In seeking to improve linkages between secondary and tertiary education, it contributes to the national goal of raising the foundation skills of all New Zealanders.</p>	<p><i>Objectives 2005 – 12:</i>            Page 4: Objective 2 – Create a distinctive international educational experience for our students, in Auckland and overseas.            Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University.            Page 4: Objective 9 – Create and maintain an outstanding teaching and learning environment.            Page 4: Objective 14 – Create and promote a student environment that is welcoming, encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence.</p> <p><i>Planned changes in activity 2006 – 08:</i>            Page 7: The development of work experience and life skill programmes.</p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
		<p>It engages students as active participants in the learning process and pursues learning outcomes that create independent and life-long learners.</p> <p>It has a commitment to education in the broader community and provides general studies and community issues courses, short courses in continuing professional education, and bridging programmes for students wishing to enter tertiary education.</p> <p>Students have the advantage of studying in a diverse, dynamic, international academic community, and travelling a pathway to future employment world-wide.</p>	<p>Page 7: Continuing enhancement of the University’s Careers Centre and of careers management support offered across the university.</p> <p>Page 7: Enhancement and extension of opportunities for students to engage in international experiences and activities.</p> <p>Page 9: The introduction of a General Education component to undergraduate programmes for new students from 2006.</p> <p>Page 9: The further development of curriculum and learning opportunities to enable students to work toward achieving the University graduate profile for their particular qualifications.</p> <p>Page 9: Improved academic advice for all students.</p> <p>Page 9: Enhanced language support for those students whose chances of success are affected by a lack of English language proficiency.</p>
<p>1.5 Investment in high quality research</p>	<p>Strengthen research, Knowledge Creation and Uptake for our Knowledge Society (Strategy Six).</p>	<p>The University fosters original scholarship and research across established and emerging disciplines and bodies of knowledge, both pure and applied.</p> <p>The University plays a special role in the discovery and transmission of knowledge, and in technology transfer, both fundamental elements of wealth and well-being in the current world.</p> <p>The academic programmes of the University are underpinned by intensive research and scholarly activities and by a resource base that serves members of the University and the external community.</p> <p>In its role as a research institution, the University aims to provide quality independent advice to local and central government and to strengthen its relationship with the professions, the media, business and industry, and encourage their involvement in University activities.</p> <p>Through its commercial arm, UniServices, it engages in research and development contracts with a wide range of business partners, including Crown Research Institutes, the private and public sector.</p> <p>Staff are encouraged and supported in taking research and study leave, attending international conferences and participating in exchanges.</p> <p>The University’s commitment to high-level research,</p>	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 3 – Achieve a PBRF ratio of A:B:C:R rated researchers working at the University of 20:50:22:8 through the development of a high quality research environment.</p> <p>Page 4: Objective 4 – Achieve 800 masters and 500 doctoral completions per annum through the development of an international quality graduate programme.</p> <p>Page 4: Objective 5 – Provide enhanced support for research activities by doubling external research income to \$270M per annum.</p> <p>Page 4: Objective 6 – Develop large-scale research institutes of excellence).</p> <p>Page 4: Objective 15 – Create a culture that encourages academic and general staff to reach their full potential.</p> <p>Page 4: Objective 18: Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.</p> <p><i>Planned changes in activity 2006 – 08:</i></p> <p>Page 7 - The provision of greater support to expand opportunities for a diverse body of high quality students to progress to masters and PhD degrees.</p> <p>Page 9: The introduction in 2006 of stair-cased portfolios of postgraduate qualifications clearly identifying taught and research tracks.</p> <p>Page 9: An increase in the proportion of postgraduate students relative to undergraduate students, both among the domestic and international student body.</p> <p>Page 9: An increase in the proportion of research postgraduate students relative to taught postgraduate students.</p> <p>Page 9: The establishment of an Institute for Innovation in Biotechnology.</p> <p>Page 12: Improvement in research performance of existing staff members and enhanced support for emerging researchers.</p> <p>Page 12: Improvement in research capability through an increased emphasis on research performance in hiring decisions.</p> <p>Page 12: Strong emphasis in improving research resourcing and performance in ‘newer’ disciplines.</p> <p>Page 12: Stronger international research links to give University of Auckland</p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
		<p>and to supporting emerging researchers, increases world knowledge in a range of fields and provides insights into and responses to the needs of the New Zealand community.</p> <p>The University is committed to enhancing education, stimulating innovation and identifying wealth from ideas and knowledge.</p>	<p>researchers improved access to both ideas and facilities off-shore.</p> <p>Page 12: The implementation of improved research project management and support systems to provide enhanced capability for the large, performance oriented, research contracts that are becoming more common.</p> <p>Page 12: The development of policies to enable a better flow of ideas from University research into entrepreneurial ventures while providing optimal benefits to both the University and its partners.</p> <p>Page 12: Development of sophisticated high speed external data links to service research at the University.</p> <p>Page 12: Expansion of external research funding by 25 per cent.</p> <p>Page 13: Chemistry Laboratory refits.</p> <p>Page 13: Continuing refits of Physics, Mathematics, Medical and Engineering precincts.</p> <p>Page 13: Institute for Innovation in Biotechnology (extension of Thomas Building)</p> <p>Page 30: The establishment of an Institute for Health Innovation involving private sector partners in health information and health technology, health care providers, Government and the community.</p> <p>Page 30: The establishment of a Centre for Plastics Innovation and Technology involving Plastics New Zealand, other tertiary institutions, Crown Research Institutes and industry.</p>
<p><b>2. Increasing the relevance of skills and knowledge to meet national goals</b></p>			
<p>2.1 Current and future workforce needs, and skills shortages</p>	<p>Raise foundation skills so that all People can participate in our Knowledge Society (Strategy Three); and Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four).</p>	<p>The University expects its graduates to become leaders in teaching and research throughout the tertiary education system.</p> <p>Through its specialised provision of education in Medical and Health Sciences, Law, Business and Property, Engineering, Education, Architecture and Planning, the University makes a major contribution at a high level to the training of skilled and knowledgeable professionals.</p> <p>The professional faculties are engages in developing high level knowledge and skills that are critical in professional education and professional practice.</p> <p>The Faculty of Medical and Health Sciences has key partnerships with District Health Boards. The Business School has developed an extensive set of connections with national and international businesses and organisations. A number of faculties and schools have external advisory boards made up of representatives from relevant business or professional organisations</p>	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University.</p> <p>Page 4: Objective 11 – Develop effective partnerships with the University's local, national and international communities.</p> <p><i>Planned changes in activity 2006 – 08:</i></p> <p>Page 7: The development of work experience and life skill programmes.</p> <p>Page 7: Continuing enhancement of the University's Careers Centre and of careers management support offered across the university.</p> <p>Page 9: The introduction in 2006 of stair-cased portfolios of postgraduate qualifications clearly identifying taught and research tracks.</p> <p>Page 9: The development of recruitment plans for postgraduate students.</p> <p>Page 9: The further development of curriculum and learning opportunities to enable students to work towards achieving the University graduate profile for their particular qualification.</p> <p>Page 9: The further development of the University's partnership with Manukau Institute of Technology, especially in relationship to the Faculty of Education and a Tertiary Education Centre in the Manukau CBD.</p> <p>Page 9: The establishment of an Institute for Innovation in Biotechnology.</p> <p>Page 12: Development of a research partners precinct on the Tamaki Campus to facilitate closer links between the University, industry, business, government and</p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
		<p>and industry.</p> <p>It relates directly to the national strategy for innovation and to priorities for development and growth in the areas of Creative Arts and Industries, Biotechnology, and Information and Communications Technology.</p>	<p>professional partners.</p> <p>Page 25: Supporting specific initiatives in the Faculty of Engineering including web-based distance mentoring for secondary school students</p>
<p>2.2 Technical and trades skills</p>	<p>Raise foundation skills so that all People can participate in our Knowledge Society (Strategy Three); and Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four).</p>	<p>...a broadening arises from the ability of a comprehensive university to work across knowledge boundaries and establish new knowledge frontiers, as it biotechnology and multi-media.</p> <p>It relates directly to the national strategy for innovation and to priorities for development and growth in the areas of Creative Arts and Industries, Biotechnology, and Information and Communications Technology.</p> <p>Effective linkages with key stakeholders outside the tertiary sector are a key element of the University's mission.</p>	<p><i>Objectives 2005 – 12:</i> Page 4: Objective 11 – Develop effective partnerships with the University's local, national and international communities.</p> <p><i>Planned changes in activity 2006 – 08:</i> Page 9: Improved academic advice for all students. Page 9: The establishment of an Institute for Innovation in Biotechnology. Page 12: Further strengthening links with users of the knowledge created by University researchers, leading to more flexible ways of resourcing the research of the institution, and ensuring maximum integration of new ideas into the innovation system of New Zealand. Page 12: The development of policies to enable a better flow of ideas from University research into entrepreneurial ventures while providing optimal benefits to both the University and its partners. Page 12: Development of a research partners precinct on the Tamaki Campus to facilitate closer links between the University, industry, business, government and professional partners.</p>
<p>2.3 Assessing education and health worker needs</p>	<p>Raise foundation skills so that all People can participate in our Knowledge Society (Strategy Three); and Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four).</p>	<p>Through its specialised provision of education in Medical and Health Sciences, Law, Business and Property, Engineering, Education, Architecture and Planning, the University makes a major contribution at a high level to the training of skilled and knowledgeable professionals.</p> <p>The professional faculties are engaged in developing high level knowledge and skills that are critical in professional education and professional practice.</p> <p>The Faculty of Medical and Health Sciences has key partnerships with District Health Boards.</p> <p>... the provision of pre-entry pathways, such as the Certificate in Health Sciences, are ways in which the needs of these learners are met.</p> <p>A number of faculties and schools have external advisory boards made up of representatives from</p>	<p><i>Objectives 2005 – 12:</i> Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University. Page 4: Objective 11 – Develop effective partnerships with the University's local, national and international communities.</p> <p><i>Planned changes in activity 2006 – 08:</i> Page 8: The integration of the staff of the former Auckland College of Education and the School of Education into the Faculty of Education. Page 8: In 2006 we will introduce ... a Postgraduate Certificate in Academic Practice aimed at the professional development of academic staff in tertiary education institutions. Page 9: The continued phasing out of NZQA qualifications taught through the Faculty of Education at the Epsom Campus and their replacement by CUAP approved qualifications. Page 25: Supporting specific initiatives in the Faculty of Medical and Health Sciences including: the Certificate of Health Sciences which bridges Māori students into health qualifications and generates academic opportunities for significant numbers of Māori (and Pacific) students; the MAPAS (Māori and Pacific Admission Scheme) programme which recruits, supports and graduates Māori and Pacific students in Medicine; and</p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
		<p>relevant business or professional organisations and industry.</p>	<p>postgraduate courses in Māori Health, designed for Māori health professionals, non-Māori health workers and graduates in non-health disciplines who wish to gain a greater understanding of the history of Māori health initiatives and contemporary Māori health issues. Page 30: The establishment of an Institute for Health Innovation involving private sector partners in health information and health technology, health care providers, Government and the community.</p>
<p>2.4 Improving language, literacy and numeracy across the adult population</p>	<p>Raise foundation skills so that all People can participate in our Knowledge Society (Strategy Three); and Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four).</p>	<p>The University aims to provide its graduates with key, high-level generic skills such as the capacity for lifelong critical, conceptual and reflective thinking, and attributes such as creativity and originality.</p> <p>Foundation programmes offered by the University, and in collaboration with other institutions, also promote the importance of adult foundation skill levels.</p> <p>The University is engaged constructively with the pre-University education system throughout the country. In seeking to improve linkages between secondary and tertiary education, it contributes to the national goal of raising the foundation skills of all New Zealanders.</p> <p>It engages students as active participants in the learning process and pursues learning outcomes that create independent and life-long learners.</p> <p>It has a commitment to education in the broader community and provides general studies and community issues courses, short courses in continuing professional education, and bridging programmes for students wishing to enter tertiary education.</p>	<p><i>Objectives 2005 – 12:</i> Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University. Page 4: Objective 9 – Create and maintain an outstanding teaching and learning environment. Page 4: Objective 11 – Develop effective partnerships with the University's local, national and international communities. Page 4: Objective 13 – Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent. Page 4: Objective 14 – Create and promote a student environment that is welcoming, encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence.</p> <p><i>Planned changes in activity 2006 – 08:</i> Page 7: The enhancement of mentoring and orientation programmes. Page 7: The development of work experience and life skill programmes. Page 9: The introduction of a General Education component to undergraduate programmes for new students from 2006. Page 9: The further development of curriculum and learning opportunities to enable students to work towards achieving the University graduate profile for their particular qualification. Page 9: Improved communication with, and information for, prospective students. Page 9: Improved academic advice for all students. Page 9: Enhanced language support for those students whose chances of success are affected by a lack of English language proficiency. Page 26: Continuing to deliver and monitor Starpath, a Partnership for Excellence with the Government and in collaboration with the Faculty of Education and the Manukau Institute of Technology. Page 26: Provision of scholarships, mentoring and tutorial support to enhance the retention and success of enrolled students from under-represented groups.</p>
<p>2.5 A stronger focus on research that is relevant to New Zealand's economic and social priorities</p>	<p>Strengthen research, Knowledge Creation and Uptake for our Knowledge Society</p>	<p>The University contributes in a leadership role to the scientific, cultural, social, environmental and economic debates and life of its communities and of the nation.</p> <p>The research undertaken in the University and disseminated within the wider community has important</p>	<p><i>Objectives 2005 – 12:</i> Page 4: Objective 3 – Achieve a PBRF ratio of A:B:C:R rated researchers working at the University of 20:50:22:8 through the development of a high quality research environment. Page 4: Objective 4 – Achieve 800 masters and 500 doctoral completions per annum through the development of an international quality graduate programme.</p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
	(Strategy Six).	<p>cultural and social outcomes. It impacts on the way New Zealanders view themselves and the society they live in, contributing to New Zealand's identity and cultural development.</p> <p>The University's commitment to high-level research, and to supporting emerging researchers, increase world knowledge in a range of fields and provides insights into and responses to the needs of the New Zealand community.</p> <p>It relates directly to the national strategy for innovation and to priorities for development and growth in the areas of Creative Arts and Industries, Biotechnology, and Information and Communications Technology.</p> <p>The University is committed to enhancing education, stimulating innovation and identifying wealth from ideas and knowledge.</p> <p>The University will continue to advance its strengths in these areas and to make a major contribution to the social, economic, cultural, and intellectual development of the nation.</p>	<p>Page 4: Objective 5 – Provide enhanced support for research activities by doubling external research income to \$270M per annum.</p> <p>Page 4: Objective 6 – Develop large-scale research institutes of excellence.</p> <p>Page 4: Objective 10 - Fulfill the responsibilities and obligations of the University under Te Tiriti o Waitangi.</p> <p>Page 4: Objective 11 – Develop effective partnerships with the University's local, national and international communities.</p> <p>Page 4: Objective 13 – Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent.</p> <p>Page 4: Objective 15 – Create a culture that encourages academic and general staff to reach their full potential.</p> <p>Page 4: Objective 18: Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.</p> <p><i>Planned changes in activity 2006 – 08:</i></p> <p>Page 9: The establishment of an Institute for Innovation in Biotechnology.</p> <p>Page 12: Strong emphasis in improving research resourcing and performance in 'newer' disciplines.</p> <p>Page 12: Further strengthening links with users of the knowledge created by University researchers, leading to more flexible ways of resourcing the research of the institution, and ensuring maximum integration of new ideas into the innovation system of New Zealand.</p> <p>Page 12: Development of a research partners precinct on the Tamaki Campus to facilitate closer links between the University, industry, business, government and professional partners.</p> <p>Page 24: Increasing the number of high quality research publications on issues of relevance to Māori, including in particular, exposing Māori insights to the New Zealand community as a whole.</p> <p>Page 24: Implementing the strategic objectives of the Nga Pae o te Maramatanga (Horizons of Insight), The National Institute for Research Excellence for Māori Development and Advancement, which has the vision of contributing to New Zealand social and economic development through full Māori participation in society and the economy.</p> <p>Page 24: Devising a strategy for promotion of Māori involvement in the National Research Centre for Growth and Development, with three specific elements: an expanded focus on exposing teachers to Biomedical Research; bringing students into the Centre on holiday scholarships; the possibility of developing a Biology classroom within the Centre.</p> <p>Page 24: Supporting the Mira Szaszy Research Centre for Māori and Pacific Economic Development set up in 1998 with the aim of enhancing Māori and Pacific success locally and globally through conducting and disseminating research, and promoting scholarship, debate and education that makes a positive contribution to the economic and business development of Māori, Pacific and other indigenous people.</p> <p>Page 25: Repositioning the James Henare Māori Research Centre, in light of the</p>

STEP 2005 - 07	TES 2002 - 07	The University of Auckland Charter	The University of Auckland Profile 2006 – 2008
			<p>University commitment to Tai Tokerau, to provide enhanced research and academic partnership opportunity in support of Māori.</p> <p>Page 30: The establishment of an Institute for Health Innovation involving private sector partners in health information and health technology, health care providers, Government and the community.</p> <p>Page 30: The establishment of a Centre for Plastics Innovation and Technology involving Plastics New Zealand, other tertiary institutions, Crown Research Institutes and industry.</p>
<p>2.6 Strengthening Māori development</p>	<p>Te Rautaki Mātauranga Māori – Contribute to the Achievement of Māori Development Aspirations (Strategy Two).</p>	<p>The University considers the continued building and maintenance of relationships with local iwi and Māori communities within and external to the University a significant priority. However, although these local relationships are of prime importance, the University takes the whole of New Zealand as its Māori constituency and is committed to Māori academic development in the board sense and in the national interest.</p> <p>The University recognises that the development of portfolios of research that enhance its capacity to carry out research of relevance to Māori is of primary importance.</p>	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 10 - Fulfill the responsibilities and obligations of the University under Te Tiriti o Waitangi.</p> <p><i>Planned changes in activity 2006 – 08:</i></p> <p>Page 9: The further development of the University's partnership with Manukau Institute of Technology, especially in relationship to the Faculty of Education and a Tertiary Education Centre in the Manukau CBD.</p> <p>Page 24: The successful transition of a new Pro Vice-Chancellor (Māori) for the University and the development of annual priorities for his/her office.</p> <p>Page 24: Identifying appropriate partners (e.g. mana whenua, iwi whose students are or could be strongly represented among the body of students and staff, potential research partners, and Māori organisations), and increasing engagement with those partners to identify shared and meaningful aims and aspirations.</p> <p>Page 24: The enhancement of activities under the University's MoU with Ngāti Whatua ki Orakei.</p> <p>Page 24: Encouraging increased participation by Māori in a broader range of disciplines and coordinating these activities within the University through the faculty networks, schools partnership programmes, the office of the Pro Vice-Chancellor (EO), the Scholarship Office, and research centres.</p> <p>Page 24: Implementing the strategic objectives of the Ngā Pae o te Māramatanga (Horizons of Insight), The National Institute for Research Excellence for Māori Development and Advancement, which has the vision of contributing to New Zealand social and economic development through full Māori participation in society and the economy.</p> <p>Page 24: Increasing the number of high quality research publications on issues of relevance to Māori, including in particular, those that share Māori insights with New Zealand and international communities.</p> <p>Page 24: Devising a strategy for promotion of Māori involvement in the National Research Centre for Growth and Development.</p> <p>Page 24: Supporting the Mira Szaszy Research Centre for Māori and Pacific Economic Development set up in 1998 with the aim of enhancing Māori and Pacific success locally and globally through conducting and disseminating research, and promoting scholarship, debate and education that makes a positive contribution to the economic and business development of Māori, Pacific and other indigenous people.</p> <p>Page 25: Repositioning the James Henare Māori Research Centre, in light of the</p>

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			<p>University commitment to Tai Tokerau, to provide enhanced research and academic partnership opportunity in support of Māori.</p> <p>Page 25: Supporting quality programmes that recognise and support the revitalisation of Te Reo Māori. These include the Faculty of Education’s Huarahi Māori specialisation in the Bachelor of Education (Teaching) and Foundation Certificate Education Tohu Tuapapa Matauranga (bridging programme).</p> <p>Page 25: Supporting the Business School in its postgraduate offerings in Māori business development.</p> <p>Page 25: Supporting specific initiatives in the Faculty of Medical and Health Sciences.</p> <p>Page 25: Supporting specific initiatives in the Faculty of Engineering.</p> <p>Page 25: Ensuring adequate facilities and services to meet the needs of the increased number of Māori staff and students in the University following the merger with the former Auckland College of Education.</p> <p>Page 25: Increasing the use by Māori students of all student facilities and services at the university including childcare facilities, Kohanga Reo, Student Counselling, the University Careers Centre, the Student Learning Centre, and the University Health Service.</p> <p>Page 25: Promoting and celebrating achievements with the University’s partners and stakeholders, including awards for excellence in the identification and addressing of barriers to Māori staff and student participation and success.</p>
<p>2.7 Meeting the development aspirations of Pasifica</p>	<p>Educate for Pacific Peoples’ Development and Success (Strategy Five).</p>	<p>The Auckland region is the largest centre for Pacific peoples in the world. This unique demographic situation, in combination with continued under-representation of Pacific peoples in tertiary education, gives the University a special responsibility to partner with Pacific communities to ensure that their educational and development needs and aspirations are met.</p> <p>The University also has a commitment to nurture and support Pacific research and to develop research capability.</p>	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 11 – Develop effective partnerships with the University’s local, national and international communities.</p> <p><i>Planned changes in activity 2006 – 08:</i></p> <p>Page 9: The further development of the University’s partnership with Manukau Institute of Technology, especially in relationship to the Faculty of Education and a Tertiary Education Centre in the Manukau CBD.</p> <p>Page 24: Supporting the Mira Szaszy Research Centre for Māori and Pacific Economic Development set up in 1998 with the aim of enhancing Māori and Pacific success locally and globally through conducting and disseminating research, and promoting scholarship, debate and education that makes a positive contribution to the economic and business development of Māori, Pacific and other indigenous people.</p> <p>Page 26: Continuing to deliver and monitor Starpath, a Partnership for Excellence with the Government and in collaboration with the Faculty of Education and the Manukau Institute of Technology.</p> <p>Page 26: Effective liaison with the communities which are under-represented in the student body.</p> <p>Page 27: Increasing the levels of Pacific staff participation in research and publication and supporting innovative research.</p> <p>Page 27: Increasing the numbers and improve the qualifications of Pacific academic and general staff by targeted recruitment, development and retention plans.</p>

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<b>3. Enabling students and learners to access excellent and relevant tertiary education, and progress to higher levels of study and achievement</b>			
3.1 Improving learner outcomes	All strategies	<p>The University offers a student-focused teaching and learning environment which encourages academic excellence, enjoyment of learning, critical reasoning and inquiry.</p> <p>In meeting the needs of learners, the University aspires to identify the learning needs of under-represented groups of students in ways that uphold the Treaty of Waitangi and equity obligations of the University.</p> <p>Improved access and success rates for students in equity target groups, including students with disabilities, require all parts of the University to place a priority on exploring more diverse curricula, inclusive methods of teaching, and innovative access and retention strategies.</p> <p>The University's outreach to students from target equity groups in schools and the community, and the provision of pre-entry pathways, such as the Certificate in Health Sciences, are ways in which the needs of these learners are met.</p> <p>Once students are enrolled in degree-level education, the University strives to improve the retention and success rates for all learners, but particularly those from target equity groups.</p> <p>Students in under-represented groups are assisted by schemes that provide tutoring and peer group support, dedicated study spaces, facilities and assistance for students with disabilities, and mentoring. The University of Auckland aims to offer students cultural, recreational and support services of the highest quality.</p> <p>It has committed to a continuous improvement of student life, from the time a student expresses an interest in attending the University, through orientation and transition, to the University, to graduation and alumni status.</p>	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University.</p> <p>Page 4: Objective 9 – Create and maintain an outstanding teaching and learning environment.</p> <p>Page 4: Objective 13 – Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent.</p> <p>Page 4: Objective 14 – Create and promote a student environment that is welcoming, encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence.</p> <p>Page 4: Objective 18: Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.</p> <p><i>Planned changes in activity 2006 – 08:</i></p> <p>Page 7: Monitoring and review of admission policies and practices in order to recruit high performing students and to maintain a diverse student body consisting of students with the motivation and potential to succeed in the University.</p> <p>Page 7: The provision of greater support to expand opportunities for a diverse body of high quality students to progress to masters and PhD degrees.</p> <p>Page 7: The enhancement of our mentoring and orientation programmes.</p> <p>Page 7: The development of work experience and life skill programmes.</p> <p>Page 7: Continuing enhancement of the University's Careers Centre and of careers management support offered across the university.</p> <p>Page 9: The introduction in 2006 of restructured qualifications which will provide greater consistency across the sector, facilitate student exchanges and credit recognition, and broaden and deepen the academic engagement of students.</p> <p>Page 9: The introduction of a General Education component to undergraduate programmes for new students from 2006.</p> <p>Page 9: The introduction in 2006 of stair-cased portfolios of postgraduate qualifications clearly identifying taught and research tracks.</p> <p>Page 9: The continued implementation of teaching and learning enhancements arising from the self-review process associated with the Academic Audit of 2004, recommendations arising from the Audit, and Faculty Teaching and Learning Plans.</p> <p>Page 9: The further development of curriculum and learning opportunities to enable students to work towards achieving the University graduate profile for their particular qualification.</p> <p>Page 9: Improved communication with, and information for, prospective students.</p> <p>Page 9: Improved academic advice for all students.</p> <p>Page 9: Enhanced language support for those students whose chances of success are affected by a lack of English language proficiency.</p> <p>Page 9: The continued phasing out of NZQA qualifications taught through the Faculty of Education at the Epsom Campus and their replacement by CUAP approved</p>

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		<p>The University must also meet the learning needs of a student population which is highly diverse ethnically and culturally and which is increasingly internationalised.</p>	<p>qualifications.                      Page 9: Increased support for e-learning embedded in academic programmes delivered primarily as on-campus programmes.                      Page 31: An International Students' Advisory Forum, established in 2004, will continue to meet regularly in 2006 to make recommendations on the international dimension of the student experience at The University of Auckland.</p>
<p>3.2 Māori participation and outcomes</p>	<p>Te Rautaki Mātauranga Māori – Contribute to the Achievement of Māori Development Aspirations (Strategy Two).</p>	<p>The University recognises the importance of engaging Māori and Pacific students in high level degree education that will provide the chance to enhance their potential and life choices and prepare them to participate fully in rewarding professional and knowledge based vocations.</p> <p>The University aspires to improve the participation of Māori students in degree education, by providing relevant programmes and programmes which create new points of entry into higher education.</p> <p>It is committed to developing quality academic structures and programmes, which support Māori language, knowledge and culture. It is also dedicated to increasing the numbers and improving the qualifications of Māori academic and general staff, and to identifying and rewarding excellent Māori academic initiatives.</p> <p>High quality research will provide the University with a sound interdisciplinary understanding of the factors producing current inequalities in educational achievement in New Zealand, and effective ways of addressing these inequalities.</p>	<p><i>Objectives 2005 – 12:</i>                      Page 4: Objective 10 - Fulfill the responsibilities and obligations of the University under Te Tiriti o Waitangi.                      Page 4: Objective 13 – Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent.                      Page 4: Objective 14 – Create and promote a student environment that is welcoming, encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence.</p> <p><i>Planned changes in activity 2006 – 08:</i>                      Page 24: The successful transition of a new Pro Vice-Chancellor (Māori) for the University and the development of annual priorities for his/her office.                      Page 24: Identifying appropriate partners (e.g. mana whenua, iwi whose students are or could be strongly represented among the body of students and staff, potential research partners, and Māori organisations), and increasing engagement with those partners to identify shared and meaningful aims and aspirations.                      Page 24: The enhancement of activities under the University's MoU with Ngāti Whatua ki Orakei.                      Page 24: Encouraging increased participation by Māori in a broader range of disciplines and coordinating these activities within the University through the faculty networks, schools partnership programmes, the office of the Pro Vice-Chancellor (EO), the Scholarship Office, and research centres.                      Page 24: Implementing the strategic objectives of the Ngā Pae o te Māramatanga (Horizons of Insight), The National Institute for Research Excellence for Māori Development and Advancement, which has the vision of contributing to New Zealand social and economic development through full Māori participation in society and the economy.                      Page 24: Increasing the number of high quality research publications on issues of relevance to Māori, including in particular, those that share Māori insights with New Zealand and international communities.                      Page 24: Devising a strategy for promotion of Māori involvement in the National Research Centre for Growth and Development.                      Page 24: Supporting the Mira Szaszy Research Centre for Māori and Pacific Economic Development set up in 1998 with the aim of enhancing Māori and Pacific success locally and globally through conducting and disseminating research, and promoting scholarship, debate and education that makes a positive contribution to the economic and business development of Māori, Pacific and other indigenous people.                      Page 25: Repositioning the James Henare Māori Research Centre, in light of the</p>

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			<p>University commitment to Tai Tokerau, to provide enhanced research and academic partnership opportunity in support of Māori.</p> <p>Page 25: Supporting quality programmes that recognise and support the revitalisation of Te Reo Māori. These include the Faculty of Education’s Huarahi Māori specialisation in the Bachelor of Education (Teaching) and Foundation Certificate Education Tohu Tuapapa Matauranga (bridging programme).</p> <p>Page 25: Supporting the Business School in its postgraduate offerings in Māori business development.</p> <p>Page 25: Supporting specific initiatives in the Faculty of Medical and Health Sciences.</p> <p>Page 25: Supporting specific initiatives in the Faculty of Engineering.</p> <p>Page 25: Ensuring adequate facilities and services to meet the needs of the increased number of Māori staff and students in the University following the merger with the former Auckland College of Education.</p> <p>Page 25: Increasing the use by Māori students of all student facilities and services at the university including childcare facilities, Kohanga Reo, Student Counselling, the University Careers Centre, the Student Learning Centre, and the University Health Service.</p> <p>Page 25: Promoting and celebrating achievements with the University’s partners and stakeholders, including awards for excellence in the identification and addressing of barriers to Māori staff and student participation and success.</p> <p>Page 26: Continuing to deliver and monitor Starpath, a Partnership for Excellence with the Government and in collaboration with the Faculty of Education and the Manukau Institute of Technology.</p> <p>Page 26: Effective liaison with the communities which are under-represented in the student body.</p> <p>Page 26: Financial advice for prospective students from under-represented groups, and comprehensive orientation and induction to aid recruitment.</p> <p>Page 26: Provision of scholarships, mentoring and tutorial support to enhance the retention and success of enrolled students from under-represented groups.</p> <p>Page 26: Professional training, especially in promotion applications and leadership skills, mentoring, and the establishment of effective support networks that will aid staff retention and progression.</p> <p>Page 27: The provision of high quality, evidence-based programmes and initiatives to ensure the effective delivery of equal opportunities to staff and students from under-represented groups.</p> <p>Page 27: Further development of statistical reporting to enable tracking of progress, the identification of trends and the rigorous evaluation of success of all equal opportunity programmes and initiatives.</p>
3.3 Pasifica participation and outcomes	Educate for Pacific Peoples’ Development and Success (Strategy Five).	The University recognises the importance of engaging Māori and Pacific students in high level degree education that will provide the chance to enhance their potential and life choices and prepare them to participate fully in rewarding professional and knowledge based vocations.	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 11 – Develop effective partnerships with the University’s local, national and international communities.</p> <p>Page 4: Objective 13 – Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent.</p> <p>Page 4: Objective 14 – Create and promote a student environment that is welcoming,</p>

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		<p>It has research capability and teaching expertise to assist Pacific people in meeting their educational needs.</p> <p>Special outreach programmes established and run by the University assist Pacific students... to realise their potential to access tertiary-level education.</p> <p>The University aspires to increase the number, and raise the qualification of Pacific staff, and to expand opportunities for Pacific academics in teaching and research.</p>	<p>encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence.</p> <p><i>Planned changes in activity 2006 – 08:</i>            Page 26: Continuing to deliver and monitor Starpath, a Partnership for Excellence with the Government and in collaboration with the Faculty of Education and the Manukau Institute of Technology.            Page 26: Effective liaison with the communities which are under-represented in the student body.            Page 26: Financial advice for prospective students from under-represented groups, and comprehensive orientation and induction to aid recruitment.            Page 26: Provision of scholarships, mentoring and tutorial support to enhance the retention and success of enrolled students from under-represented groups.            Page 26: Professional training, especially in promotion applications and leadership skills, mentoring, and the establishment of effective support networks that will aid staff retention and progression.            Page 27: The provision of high quality, evidence-based programmes and initiatives to ensure the effective delivery of equal opportunities to staff and students from under-represented groups.            Page 27: Further development of statistical reporting to enable tracking of progress, the identification of trends and the rigorous evaluation of success of all equal opportunity programmes and initiatives.</p>
<p>3.4 Improving youth transitions</p>	<p>Develop the Skills New Zealanders need for our Knowledge Society (Strategy Four).</p>	<p>It has committed to a continuous improvement of student life, from the time a student expresses an interest in attending the University, through orientation and transition, to the University, to graduation and alumni status.</p> <p>The University's outreach to students from target equity groups in schools and the community, and the provision of pre-entry pathways, such as the Certificate in Health Sciences, are ways in which the needs of these learners are met.</p> <p>Special outreach programmes established and run by the University assist... students in low-decile schools to realise their potential to access tertiary-level education.</p>	<p><i>Objectives 2005 – 12:</i>            Page 4: Objective 9 – Create and maintain an outstanding teaching and learning environment.            Page 4: Objective 11 – Develop effective partnerships with the University's local, national and international communities.            Page 4: Objective 13 – Recruit and retain a high-quality staff and student body that draws upon the widest possible pool of talent.            Page 4: Objective 14 – Create and promote a student environment that is welcoming, encouraging and stimulating, encouraging students to reach their full potential within a climate of academic excellence.</p> <p><i>Planned changes in activity 2006 – 08:</i>            Page 7: The enhancement of our mentoring and orientation programmes.            Page 7: The development of work experience and life skill programmes.            Page 7: Continuing enhancement of the University's Careers Centre and of careers management support offered across the university.            Page 9: Improved communication with, and information for, prospective students.            Page 9: Improved academic advice for all students.            Page 9: Enhanced language support for those students whose chances of success are affected by a lack of English language proficiency.            Page 26: Effective liaison with the communities which are under-represented in the student body.</p>

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			<p>Page 26: Financial advice for prospective students from under-represented groups, and comprehensive orientation and induction to aid recruitment.</p> <p>Page 26: Provision of scholarships, mentoring and tutorial support to enhance the retention and success of enrolled students from under-represented groups.</p> <p>Page 30: The enhancement of mentoring programmes offered in conjunction with secondary schools in the Auckland region.</p>
<p><b>4. Enhancing capability and information quality in the tertiary system to support learning, teaching and research</b></p>			
<p>4.1 Capability for quality and relevance</p>	<p>Strengthen System Capability and Quality (Strategy One).</p>	<p>The University regularly reviews its academic curriculum, qualifications portfolio, modes of delivery and assessment practices to ensure that it sustains an academic programme or high quality, benchmarked to international standards, responsive to student, community and professional needs, and efficient in its use of resources.</p> <p>The University seeks to sustain positive contacts with universities and other education institutions and research organisations in Auckland, elsewhere in New Zealand, and worldwide which bring benefit to its core activities of teaching and research and assist in meeting equity goals.</p> <p>Effective linkages with key stakeholders outside the tertiary sector are a key element of the University's mission.</p> <p>Engagement with the many communities with which the University has mutual interests, and to which it has responsibilities and obligations, benefits both the University and the future development of these communities by enhancing the knowledge base and contributing to social and economic well-being.</p> <p>An important dimension of the University's contribution to the overall system of tertiary education is its commitment to providing staircased entry into its degree programmes.</p>	<p><i>Objectives 2005 – 12:</i></p> <p>Page 4: Objective 8 - Create a curriculum meeting the highest standards of excellence across the University.</p> <p>Page 4: Objective 9 – Create and maintain an outstanding teaching and learning environment.</p> <p>Page 4: Objective 11 – Develop effective partnerships with the University's local, national and international communities.</p> <p>Page 4: Objective 12 – Engage alumni and friends in mutually supportive and productive relationships.</p> <p>Page 4: Objective 16 – Safeguard the long-term viability and autonomy of The University of Auckland through excellent financial management.</p> <p>Page 4: Objective 17 – Increase and diversify the University's revenue.</p> <p>Page 4: Objective 18: Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.</p> <p>Page 4: Objective 19 – Promote governance and management practices consistent with the mission and values of The University of Auckland.</p> <p>Page 4: Objective 20 – Operate planning and review processes that drive achievement of the University's strategic objectives.</p> <p>Planned changes in activity 2006 – 08:</p> <p>Page 7: During the period 2006-08, the main aim of the University is the enhancement of the quality of teaching, learning, research and the support systems that underpin these activities.</p> <p>Page 7: Improvements to staff recruitment systems.</p> <p>Page 8: Continued review of policies and processes in order to attract and retain outstanding staff.</p> <p>Page 8: Planning of the staff profile necessary to achieve the strategic goals of the University.</p> <p>Page 8: The continued implementation of an extensive programme of professional development for new, current and future Academic Heads.</p> <p>Page 8: The introduction of a leadership programme for general staff.</p> <p>Page 8: The integration of the staff of the former Auckland College of Education and the School of Education into the Faculty of Education.</p> <p>Page 8: The implementation of a revised annual performance review process for academic staff.</p>

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			<p>Page 9: The introduction in 2006 of restructured qualifications which will provide greater consistency across the sector, facilitate student exchanges and credit recognition, and broaden and deepen the academic engagement of students.</p> <p>Page 9: In 2006 we will introduce ... a Postgraduate Certificate in Academic Practice aimed at the professional development of academic staff in tertiary education institutions.</p> <p>Page 9: The continued implementation of teaching and learning enhancements arising from the self-review process associated with the Academic Audit of 2004, recommendations arising from the Audit, and Faculty Teaching and Learning Plans.</p> <p>Page 9: The establishment of base line growth targets for each faculty and programme that will enable the University to meet an EFTS growth target of 1.0 per cent each year consistent with the University's agreed quality standards.</p> <p>Page 9: The further development of the University's partnership with Manukau Institute of Technology, especially in relationship to the Faculty of Education and a Tertiary Education Centre in the Manukau CBD.</p> <p>Page 9: The internal reorganisation of the Faculty of Business and Economics better to position it for the establishment of the new Business School and the bringing together of its constituent parts in a new building.</p> <p>Page 12: Improvement in research capability through an increased emphasis on research performance in hiring decisions.</p> <p>Page 12: Development of a research partners precinct on the Tamaki Campus to facilitate closer links between the University, industry, business, government and professional partners.</p> <p>Page 32: Facilitate cross-faculty and cross-institution learning and explore synergies.</p> <p>Page 32: Embed risk management activities in existing management processes such as the annual planning and budgeting process.</p> <p>Page 32: Strengthen business continuity planning for key information systems across the University.</p> <p>Page 32: Develop and maintain a 'risk based' audit plan, which considers all critical business issues, operational risks, risk management processes, compliance with key legislative requirements and the effectiveness of internal financial and operational controls.</p> <p>Page 34: The extensive use of university-level functional committees with representative membership, and the integration of the work of these committees through the senior management group, Senate and Council. Responsibilities of committees typically include policy development, decision-making and performance monitoring. To ensure further organisational co-ordination, mirror committees for many functional responsibilities exist at academic faculty level.</p> <p>Page 34: The convening of task forces, commissions, and working groups to address specific quality-related issues.</p> <p>Page 34: A greater emphasis on the use of evidence to assess the effectiveness of quality assurance procedures and practices, and their contributions to desired outcomes.</p> <p>Page 34: Encouragement and facilitation of an environment and mechanisms that</p>

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			<p>facilitate the sharing of good practice throughout the institution.                      Page 34: The use of multiple methods of gathering stakeholder input and feedback, including: student representation on committees, task forces and commissions; teaching and course evaluations; surveys and focus groups; and advisory boards.</p>
<p>4.2 Quality information and analysis</p>	<p>Strengthen System Capability and Quality (Strategy One).</p>	<p>University management undertakes to support the mission and activities of the University by high quality, transparent and accountable management and administrative policies, processes and practices.</p> <p>The University acts to ensure that it receives high quality policy advice from members of the University involved in organisation and administration, and promotes effective and appropriate participation and sound and timely processes in University policy and decision-making.</p> <p>The University regards cohesive plans and effective management policies as crucial for achieving excellence. The accurate, timely and efficient collection, reporting and dissemination of information and data assist planning and decision-making.</p>	<p><i>Objectives 2005 – 12:</i>                      Page 4: Objective 16 – Safeguard the long-term viability and autonomy of The University of Auckland through excellent financial management.                      Page 4: Objective 19 – Promote governance and management practices consistent with the mission and values of The University of Auckland.                      Page 4: Objective 20 – Operate planning and review processes that drive achievement of the University’s strategic objectives.</p> <p><i>Planned changes in activity 2006 – 08:</i>                      Page 12: The implementation of improved research management and support systems to provide enhanced capability for the large, performance orientated, research contracts that are becoming more common.                      Page 32: Develop and maintain a ‘risk based’ audit plan, which considers all critical business issues, operational issues, risk management processes, compliance with key legislative requirements and the effectiveness of internal financial and operational controls.                      Page 34: Student evaluations of teaching and courses and University-wide student surveys.                      Page 34: Participation in the cycles of Academic Audits carried out by the New Zealand Universities Academic Audit Unit.                      Page 34: Benchmarking with comparable research-led institutions to provide a source of improvement ideas, and to assist with some aspects of resource allocation.                      Page 34: A greater emphasis on the use of evidence to assess the effectiveness of quality assurance procedures and practices, and their contributions to desired outcomes.                      Page 34: Encouragement and facilitation of an environment and mechanisms that facilitate the sharing of good practice throughout the institution.                      Page 34: The use of multiple methods of gathering stakeholder input and feedback, including: student representation on committees, task forces and commissions; teaching and course evaluations; surveys and focus groups; and advisory boards.</p>