



The University of Auckland Investment Plan 2020-2022

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The University of Auckland Investment Plan 2020–2022

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Introduction

This Investment Plan 2020–2022 outlines the University of Auckland’s distinctive role in the tertiary education sector and how the University intends to achieve the priorities set out by the Ministry of Education and the Tertiary Education Commission (TEC) for improving outcomes for learners, and improving economic, environmental and social outcomes for New Zealand.

The plan also sets out the investment sought from the Tertiary Education Commission through Student Achievement Component (SAC) funding for 2020 to 2022.

The Investment Plan has been informed by:

- The University of Auckland Strategic Plan 2013–2020
- The Tertiary Education Strategy 2014–2019
- The Wellbeing Budget 2019
- The Tertiary Education Commission’s (TEC) Information for Plan Guidance and Supplementary Guidance
- The University’s obligations under the Treaty of Waitangi/Te Tiriti o Waitangi

Mission, role and distinctive character

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

Our mission is to be:

‘A research-led, international university, recognised for excellence in teaching, learning, research, creative work, and administration, for the significance of its contributions to the advancement of knowledge and its commitment to serve its local, national and international communities.’

Our distinctive character comes from our:

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

The University of Auckland was founded in 1883 as a constituent college of the University of New Zealand. Created formally as an independent university by the University of Auckland Act in 1962, the University is now the biggest research institution in New Zealand, and through its eight faculties and two large-scale research institutes, the largest provider of degree and postgraduate education in New Zealand.

The University is the highest-ranked New Zealand University in the main world university rankings systems, which is important to the University’s and New Zealand’s ability to attract talented students, particularly international and postgraduate students. It is also critical to our ability to attract world-class staff and engage in cutting-edge research partnerships. Our ranking also contributes positively to the global reputation of the New Zealand university system.

Excellence in a comprehensive range of disciplines is a contributing factor to our high rankings, and provides for inter-, cross- and multi-disciplinary approaches to research, learning and teaching. These approaches are reflected in: Centres of Research Excellence; National Science Challenges; thematic research initiatives; conjoint degrees; interfaculty programmes; the General Education component of undergraduate degrees; and qualifications, particularly at postgraduate level, that draw on the research expertise of more than one of the University's faculties.

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

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

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

The University's statutory role

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

- They [universities] are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence
- Their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge
- They meet international standards of research and teaching
- They are a repository of knowledge and expertise
- They accept a role as critic and conscience of society

A university, according to the Act, is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates and assists the application of knowledge, develops intellectual independence and promotes community learning.

Strategic plan

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

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

The University will begin the development of a new Strategic Plan, to establish the direction and targets for the next seven years from 2021 once the recently appointed Vice-Chancellor is in place, in March 2020.

The University of Auckland Strategic Plan 2013–2020

The University aspires to:

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

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

Our Strategic Plan on a Page 2013–2020

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



THE UNIVERSITY OF
AUCKLAND
To Whare Wananga o Tamaki Makaurau
NEW ZEALAND

Our Strategic Plan on a Page 2013 - 2020

Ingenio et labore - By natural ability and hard work

WE ARE

CLEVER PEOPLE

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

STRIVING FOR

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

A BETTER WORLD

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

WE ASPIRE TO

EXCELLENCE



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

RESPECT



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

SERVICE



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

WE VALUE

New Zealand's public university of high global standing

Our Key Performance Indicators

Ingenio et labore - By natural ability and hard work

Clever people	2013 Baseline	2018 Actuals	2020 Target
A focus on quality rather than growth: Total equivalent full-time students (EFTS)	33,050	33,805	35,400
Excellent students: School leavers commencing with grade point equivalent ≥ 5	46%	61%	56%
A stronger graduate programme % Research postgraduate EFTS	7.9%	9.0%	9.0%
% Taught postgraduate EFTS	14.1%	16.0%	16.0%
An international student body: International full fee EFTS	3,446	4,993	5,490
Highly engaged staff: Staff Survey engagement score	74	80	≥ 80
High quality researchers: World-class researchers A-rated research quality score FTE (PBRF)	288	289	355

Striving for	2013 Baseline	2018 Actuals	2020 Target
Consistently high course quality: Proportion of courses with an evaluation score of 80% or more	69%	65%	$\geq 75\%$
Greater student satisfaction: Students expressing satisfaction with overall university experience	93%	95%	$\geq 90\%$
A sustainable revenue base: Total revenue	\$973m	\$1,202M	\$1,347m
A safe environment: Number of health and safety incidents	540	515	≤ 650
Improved environmental sustainability: CO ₂ emissions per EFTS	0.8	1.00	0.69
A high performing institution: QS World University ranking	94	85	≤ 50

A better world	2013 Baseline	2018 Actuals	2020 Target
Value added to people's lives: Total qualifications awarded	10,855	11,637	12,000
Improved success for Māori: Qualifications awarded to Māori	706	778	1,000
Improved success for Pasifika: Qualifications awarded to Pasifika	765	895	1,200
Enhanced innovative capability: Doctorates awarded	318	394	492
Contribution to knowledge: Publications and creative works	5,472	7,986	7,200
Research purchased by Industry	\$35.9m	\$53.8M	\$45.0m

New Zealand's public university of high global standing

Internal and external factors

Many factors impact our ability to achieve our strategic objectives and the government's priorities. A range of the most salient factors are outlined below.

Aspiration	Internal factors influencing achievement	External factors influencing achievement
Accomplished and well-supported staff	<ul style="list-style-type: none"> Students at the University have access to internationally-renowned researchers and leading-edge facilities and research opportunities. To maintain learning and teaching quality in areas in which student numbers are increasing, we will need to recruit more academic staff. Māori and Pacific students completing undergraduate degrees are in high demand in the workforce, which contributes to relatively low numbers studying at postgraduate level. This results in a small number of Māori and Pacific staff qualified for academic careers, and they are in high demand. The University manages diverse staffing profiles, and must undertake succession planning to ensure that the retirement of leading academics does not impact on our ability to deliver international standards of learning, teaching and research. 	<ul style="list-style-type: none"> It is difficult to attract and retain talented staff in a low-funding environment when international competition for them is strong. In 2016, the Government announced a \$35 million investment over four years for 'Entrepreneurial Universities'; this is an initiative designed to encourage universities to recruit world-leading entrepreneurial researchers to New Zealand. The University of Auckland currently hosts four, and will soon have a fifth, world-class research laboratories, established as a result of this funding. <p>Although the 2019 Government Budget has not continued this initiative beyond the current phase, these appointments have had major positive impacts and the University anticipates that the research initiatives it has in place will generate sufficient research revenue to be largely self-funding in these areas.</p>
Able students, successful graduates and alumni	<ul style="list-style-type: none"> The University has the highest entry standards for our academic programmes of any New Zealand university. The proportion of high-achieving domestic students (grade point average greater than or equal to 5) entering the University increased in 2018 to 61%, up from 58% in 2016. Continued growth in STEM will be constrained by lower participation in the compulsory education sector in academic pathways to STEM careers, especially among women, and Māori and Pacific students. Government support for ICT and STEM areas may encourage students to pursue these programmes, but increases in STEM and ICT 	<ul style="list-style-type: none"> The majority of New Zealand's population growth is expected to occur in Auckland, and much of it will be of Māori, Pacific and Asian peoples. The student body is also becoming more diverse in other ways, including the increasing profile of students with disabilities, and an increasing disparity in income and social equality. The University seeks to accommodate all students with high academic potential through equitable policies and processes and support programmes based on sound research. School leavers have traditionally made up a significant proportion of the University's students, which means that demographic changes have the potential to impact on our

Aspiration	Internal factors influencing achievement	External factors influencing achievement
	<p>(and postgraduate and international students) will constrain growth in other areas.</p> <ul style="list-style-type: none"> • Our strength in those disciplines that provide graduates with opportunities for employment in health and wellbeing-related areas was recognised by our first place in the THE Impact Ranking, related to the Good Health and Wellbeing SDG. We offer a broad range of health-related disciplines and are well placed to contribute to the Government's priorities in this area. • Retaining our comprehensive range of disciplines provides students with access to interdisciplinary programmes and conjoint undergraduate degrees that provide enhanced employment and postgraduate study outcomes. It also maintains the viability of highly-ranked Humanities and Social Sciences subjects that make significant contributions to our overall rankings. • Teaching space, especially in expensive laboratories, constrains the number of students that the University is able to recruit in some subjects. 	<p>total EFTS. The school leaver population in the Auckland region, which contributes around 80% of our school leaver intake, is expected to drop in 2020 but will recover to current levels during 2021–2022. We will seek to maintain our intake by improved recruitment and student-centric enrolment processes, especially focussing on students from outside the Auckland Region. Our strategic focus on retention, including to postgraduate level, will allow us to maintain our domestic student numbers while our high rankings will contribute to strong recruitment of international students.</p> <ul style="list-style-type: none"> • The number and proportion of Māori and Pacific students in Auckland schools has increased in recent years and this trend is expected to continue. This provides an opportunity for the University to increase its intake of Māori and Pacific students. However, as the proportion of Māori and Pacific school leavers who gain University Entrance is below their proportion in the year 13 population, the University will continue to address the preparation-related gap between achievement and students' aspirations through its foundation and pathway programmes.

Aspiration	Internal factors influencing achievement	External factors influencing achievement
<p>High quality research that benefits society</p>	<ul style="list-style-type: none"> • The University of Auckland has 24% of all research-active staff but 33% of the top A-rated academic researchers in the country, demonstrating 'the greatest depth and breadth of research activity in the New Zealand tertiary sector' (Tertiary Education Commission, <i>2018 Performance Based Research Fund Quality Evaluation report</i>). • Growth in research is limited by our constrained academic staff number and our financial capacity to provide research space, particularly research laboratories and infrastructure. The developments in Newmarket and the continued building programme have increased the available space. The new Engineering building will be a welcome addition, with an expected opening in late 2019. • Gaining international funding is a priority, but requires a high level of investment and engagement with international partners for long term outcomes. • The University has an established track record in commercialising research. However, seed funding to develop research ideas has been limited. UniServices has in place the University of Auckland Inventors Fund (UoAIF), an 'evergreen' open-ended \$20 million investment fund accessible to University researchers and students for the development of technologies for commercialisation. 	<ul style="list-style-type: none"> • The Government is recognising the importance of investing in research, through an increase in MBIE, and HRC funds, provision of funding for additional CoREs and National Science Challenges, and other increases in public good funding. The University will bid for new and existing CoREs in the upcoming 2019 Selection Round. Future funding from this source is uncertain. • Both within New Zealand and internationally, business and industry are increasingly, rather than research with more immediate outcomes. • Increasingly, reliance on diverse research revenue from non-fully-costed sources limits the University's ability to support research infrastructure. • The Government has announced funding will be made available for schemes to speed up the commercialisation of new clever technologies developed by scientists and entrepreneurs around New Zealand.

Aspiration	Internal factors influencing achievement	External factors influencing achievement
Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit	<ul style="list-style-type: none"> • Māori employees' unique skills are recognised in our collective agreements, policies, guidelines, and procedures. These protocols aim to support, recognise and respect Māori contributions and cultural identity. • Māori staff are often called upon to provide service to the University and to their communities. These roles are significant in achieving Te Tiriti o Waitangi/Treaty of Waitangi and equity objectives for the University and in enhancing relationships between the University, iwi, and wider society. However, careful management is needed to ensure that Māori employees are not overextended by service roles. 	<ul style="list-style-type: none"> • The low number of Māori school leavers achieving university entrance remains of concern. Insufficient and ill-balanced academic preparation among Māori students, particularly in STEM subject areas, influences low rates of participation and achievement. • In the Auckland region, almost 50% of all school leavers gain university entrance, over 75% of whom enrol at a university. However, only 24.0% of Māori and 23.6% Pacific school leavers gained university entrance in 2017 (the latest year for which information is available), whereas 66.3% of non-Māori and Pacific school leavers from the Auckland region gained university entrance. Of the group that gained entrance, 64.9% of Māori and 72.6% of Pacific school leavers enrolled at a university in 2018 (compared to 77.9% of all other school leavers).
Strong partnerships with key organisations and communities	<ul style="list-style-type: none"> • The breadth and depth of engagement between the University and its stakeholders is difficult to quantify, yet underpins all aspects of the University's operations. • Extensive engagement of University staff and students with local communities has positive effects on academic performance, values, self-awareness, leadership, and career commitment to public service. As an anchor organisation in Auckland, the University is deepening its strategic partnerships with key stakeholder organisations such as Auckland Council and its Council-Controlled Organisations and the Auckland War Memorial Museum. 	<ul style="list-style-type: none"> • The University's location in Auckland, the largest Polynesian city in the world, both necessitates and provides opportunities for a special relationship with Pacific peoples. • The fast-growing Asian populations also contribute to the diversity and vibrancy of the University and Auckland. The low number of Pacific school leavers achieving university entrance remains of concern. Insufficient and ill-balanced academic preparation among Pacific students, particularly in STEM subject areas, influences low rates of participation and achievement.

Aspiration	Internal factors influencing achievement	External factors influencing achievement
A sustainable, autonomous university	<ul style="list-style-type: none"> • The University must continue to seek revenue sources that are not subject to public policy constraints in order to maintain our quality and rankings. • The sale of the land associated with the Tamaki Campus both provided funds for continued campus development, and required new development to accommodate the activities that had previously been located at Tamaki. The Sports and Exercise Sciences facilities were re-located to Newmarket during 2019, and the remaining activities will be accommodated on the Grafton and City Campuses from 2020. The need to maintain research and learning and teaching activities while construction is underway on a metropolitan campus with limited space remains challenging. • Urban campuses pose challenges and some of our teaching and research activities, often undertaken off-campus in New Zealand and around the world, are potentially hazardous. The University has approved a comprehensive Health and Safety policy for all staff and students, put in place a Health and Safety risk framework, as well as a number of tools to support managers in meeting their Health and Safety obligations. 	<ul style="list-style-type: none"> • The University has had significant growth in international student numbers and has attempted to mitigate the risk associated with dependency on a single market for students by expanding its geographic focus, including to large emerging markets in India. We remain vulnerable to shocks in the international student market. • The adverse financial impact of property valuations that are based on the commercial value of land and buildings, and the depreciation of buildings and infrastructure, has an adverse impact on the financial sustainability of the campus renewal programme.

Aspiration	Internal factors influencing achievement	External factors influencing achievement
<p>A public university of global standing</p>	<ul style="list-style-type: none"> • The University's position in international rankings systems has been a challenge to maintain. The University works arduously to maintain its position. Although we dropped out of the top 200 universities in the Times Higher Education World University Rankings in 2019, we improved our position in the QS Ranking and achieved #1 in the inaugural THE Global Impact Ranking. Our strong position in international rankings has a positive impact on our capacity to deliver outcomes for New Zealand society and our attractiveness to national and international students. • To maintain our international standing in an environment of government constraints on domestic tuition, subsidies, and fees, the University has set ambitious targets to increase international student enrolments to help diversify revenues to support the University's mission. • Growth in the number of international students and students from equity groups requires additional support services and facilities, and a focus on ensuring these support services are well tailored to the diverse needs of these students. • The Faculty of Science has established a number of articulation agreements with Chinese universities (Southwest University, Shanghai Ocean University, Northeast Forestry University, and Beijing Institute of Technology). Students follow programmes which are jointly offered by these universities in China and the University of Auckland. Programmes include data science, marine science, biotechnology, chemistry and computer science. These students will finish their undergraduate programme at the University of Auckland and the majority will continue here with a postgraduate (taught) degree. 	<ul style="list-style-type: none"> • Significant investment, particularly in research-led universities in Asia, has resulted in major movement in the global rankings, with subsequent impacts on the University of Auckland as a research and education destination. • Some countries which traditionally relied on the capacity of overseas institutions for training their graduates are increasingly becoming competitors as they build their own capacity. Other countries are more actively recruiting (such as the USA and Canada) and are competing in many of the regions we are actively engaged. • External factors, such as global financial circumstances and the value of the New Zealand dollar, can have a significant impact on the attractiveness of the University as an education provider. Local factors such as public transport, internet speed, accommodation costs and availability, detract from the attractiveness of Auckland as a study destination. • Immigration factors such as limited employment opportunities in New Zealand for international graduates in some areas, and visa application processing times that do not allow applicants sufficient time for the logistics of arranging travel and accommodation, impact on our ability to attract international students.

Wellbeing budget

The government's Wellbeing Budget of May 2019 is aligned very closely with many of the TES priorities around which the majority of this Investment Plan is structured, and which the University's Strategic Plan and specific initiatives also support.

Our outreach into schools and efforts to better-prepare students for university, including through our foundation courses aims to improve the employability of young people who may find themselves otherwise not in education, employment or training. The active outreach programmes we have established in secondary schools, for Māori and Pacific, students with disabilities, from refugee backgrounds, the rainbow community and low socio economic backgrounds school students, aim to support their future educational attainment at University, which is a strong predictor of higher lifetime incomes and living standards. The University is deeply committed to many ways of making campus spaces welcoming and inclusive for Māori and Pacific students, from altering the ways we name the University (bilingual signage, new Māori names for the campuses), encouraging community spaces to form (Tuākana, student associations, mentoring programmes, study spaces, marae, Fale Pasifika), through to embedding cultural practice in the pedagogies students will encounter and the ways academics undertake their research practice (e.g. Ako Arts, Mātauranga Māori research capacities).

By increasing the number of places available in our flagship Doctor of Clinical Psychology programme, and expanding our accommodation and scholarship offerings over the last three and upcoming five years for students at all levels of enrolment, we demonstrate our commitment to taking mental health and its material influencers seriously.

The University shares the government's concern at the low R&D expenditure in New Zealand, and welcomes any initiatives to bolster this nationally. UniServices Ltd has established the \$20 million University of Auckland Inventors Fund, and the University of Auckland has been very successful in establishing future-facing research labs through the Entrepreneurial Universities initiative. Our researchers are cutting-edge and comprise the largest proportion of A-graded academics in New Zealand (2019 PBRF research quality assessment). Alumni Relations and Development has tied its funding campaigns to some key projects of great local environmental significance. 'Can We Save Our Big Blue Backyard?', researches the marine environment of the Hauraki Gulf, and seeks to halt and reverse the 50% depopulation of sea life which has been recorded over the last hundred years. Environmental concerns motivate research occurring across the faculties of the University.

The University of Auckland has developed a number of policies which seek to improve the wellbeing of staff and students. These include policies on family violence which are based on research and the experiences of on-the-ground support workers and organisations, as well as responding to the needs of victims. Policies have also been developed to support safety during work-based learning experiences such as internships, work placements and practicums, which many of our students undertake during their studies.

The University continues to introduce and redevelop qualifications which both respond to the demands of national skills shortages and the needs of industry. Our forthcoming Bachelor of Design and the qualifications offered by our ICT Graduate School look ahead to a work future quite different to that of the present day. Our graduates also transform the future of work, seeking out international internships and then importing new ideas into New Zealand, establishing their own start-ups, and otherwise bringing fresh ideas into the economy.

Stakeholders

The University's stakeholders include students, staff, alumni, the compulsory education sector, local iwi, Pacific communities, Asian communities, professional organisations, unions, partner universities, international networks, employers, community and business representatives, donors and representatives of local and central government. Stakeholder engagement and consultation is embedded in the University's processes at all levels, and informs ongoing development of the University's activities to meet their needs.

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

Vignette – Addressing the needs of student stakeholders

Responding to the needs of stakeholders is a key part of stakeholder engagement. One of the University's key stakeholder groups is students, and we have embedded a range of processes at top governance levels to ensure that students' input is listened to and reflected in outcomes.

The Student Consultative Group (SGC) is a forum for senior University staff and student representatives to share information and perspectives on strategic issues affecting the student experience at the University. It provides for student input into decision-making on major University issues that are likely to affect students. Each year the University charges a compulsory Student Services Fee to pay for various services available to students, and each year the University consults the Student Consultative Group to determine how the money from the Fee should be spent. Student feedback through this forum has a direct influence on the funding of services, and in the past, for example, has contributed to an increase in clubs' grant funding, and funding for health and counselling.

Student participation also occurs far more broadly across central and senior governance bodies. Student representatives are members of all committees of Senate, and attend Senate. The Equity Office – Te Ara Tautika has institutionalised student engagement throughout their practice. The Equity Leadership Committee, Equity Community of Interest and LGBTQItakatapui+ network includes students alongside staff. The Disability Advisory Group, which the Equity Office convenes, also includes students. The Pro Vice-Chancellor (Māori) has founded a working group called Te Matanga Reo, an advisory group relating to deep knowledge of te reo and tikanga Māori, which serves as a sub-committee of the Rūnanga. Student voices are present at every meeting, via the Māori Students Association.

Vignette – ICT Graduate School

The ICT Graduate School, founded in 2015 and run as a joint project with the University of Waikato, has been particularly successful in integrating the input of industry stakeholders with the demands of students for strong career preparation in a particular industry.

The Governance Board of the ICT Graduate School is comprised of two academic Deans and two senior ICT industry participants, while the Industry Advisory Group continues to expend enthusiastic support, meeting more often than projected in 2017 and 2018, and organising external speakers for networking events and guest presentations to students in vastly greater numbers than expected. In 2018, the ICT Graduate School hoped to offer 16 guest presentations; 54 were offered. These ranged from topics relating to career development (e.g. interview skills, or professional ethics) to content-specific presentations on subjects like the Cloud or artificial intelligence, to workplace visits, to state-of-the-industry presentations, which often reflected on how the ICT industry in New Zealand responds to specific opportunities and challenges resulting from its geographical location. The breadth of topics, as well as the number of companies and practitioners willing to offer their time and expertise, speaks to the high regard with which the ICT industry holds the two degree courses offered by the ICT Graduate School.

The Master of Information Technology involves a 10-week-long internship with an external company; 48 different companies and organisations were involved in offering these internships in 2018, and over a third of the interns were offered ongoing employment with the company at which they completed these internships, also reflecting the regard with which our students are held by industry professionals, as well as confirming the claim that this qualification provides students with the skills they need to succeed professionally in the ICT industry.

The additional Government support for this initiative will be discontinued from 2020 and SAC funding is sought for the programme in subsequent years. The loss of the Outcomes Funding associated with the ICT Graduate School initiative will make the close relationship with industry partners more difficult to sustain.

Contribution to Government priorities

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

TES Priority 1: Delivering skills for industry

As a leading research-led university, we play a pivotal role in providing graduates with the skills and capabilities they need to find employment, contribute to industry, and support and improve social, economic and environmental outcomes. We offer a comprehensive portfolio of programmes, which are developed and refined with assistance from key stakeholders, including industry and professional organisations. We attract students of high academic potential and provide them with an outstanding university experience, helping them to become successful and influential graduates and alumni who meet the needs of the economy and society.

Strategic Plan Alignment

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

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

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>New graduate profiles have been implemented, which clearly outline the desired attributes of graduates and the value that students will obtain from their studies. Processes are in place to ensure that our curricula reflect the graduate profiles and deliver high-quality programmes that meet national needs and international standards. In the 2017 Graduate Destination Survey, the majority of recent graduates indicated that they were proficient in skills identified in our graduate profiles.</p> <p>The University consults with external communities of practice to identify the attributes they are seeking in our graduates, especially as these relate to working with priority learners and in modern learning environments.</p> <p>New and pipeline growth in STEM and ICT subjects will be encouraged, providing graduates with transferable skills to meet future workforce needs. Intake in the faculty of Engineering and in programmes in Science, such as</p>	<p>We seek to fulfil this strategy priority by expanding our intakes into key programmes, and by offering a range of new programmes which allow students to achieve the outcomes that equip them for future-focussed careers, in an environment that is driven by an emphasis on the societal impact of our teaching and research, and robust engagement with student stakeholders.</p> <p>The intake of first year Bachelor of Engineering (Honours) students increased in 2019 to 1000 p.a., to support both the national and learner-driven demand for the acquisition of Engineering skills. A new specialisation within the BE (Hons) in Structural Engineering is proposed for 2020 to meet the increasing demand for earthquake-related engineering skills.</p> <p>To ensure the Engineering workforce better reflects the society in which it is based, the Faculty has set a goal of having 33% women within its student</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Biomedical Science, increased in 2018 and 2019. The employment outcomes for graduates from the faculty of Engineering are very strong with an employment rate of 97.5% for undergraduates one year after graduation¹. Almost 50% of undergraduates from the Faculty of Science continue in further study after completing their degree, their employment rate is 91.8%.</p> <p>Recruitment into postgraduate programmes that are closely aligned with employment options is encouraged. For example, there is currently a strong focus on recruitment into the Master of Information Technology and Master of Data Science.</p> <p>Work placements, internships and other practical experience opportunities are incorporated into programmes. Examples include teaching and social work placements, placements in medicine, nursing, pharmacy, and optometry, engineering practical work requirements, the Arts in Practice internship programme, industry placement in Business and IT, and an internship for doctoral candidates. In addition, the new Work-Based Learning Policy (see the 'Future-facing initiatives' column under TES Priority 2 below: 'Getting at-risk young people into a career') sets out expectations around student safety and behaviour while undertaking internships or other work-based learning.</p> <p>New and existing programmes are tailored to meet workforce needs, both in terms of content and enrolment numbers. For example, the Faculty of Medical and Health Sciences supports a longitudinal tracking project which collects data from students enrolled in Health Sciences and professional health programmes on entry and exit, and matches it with employment data, to assist with long-term workforce planning.</p> <p>The University is committed to developing business-savvy, entrepreneurial graduates to ensure New Zealand's longer-term economic prosperity. One initiative to help achieve this goal is the Centre for Innovation and Entrepreneurship (CIE), in the Faculty of Business and Economics. The University has been identified as one of the world's top five 'emerging leaders in entrepreneurship' through a two-year study conducted by the MIT Skoltech Initiative to find the world's best university-based entrepreneurial ecosystems operating outside the innovation hubs of MIT, Stanford University, and the University of Cambridge.</p>	<p>body by 2020. 26% of Engineering students in 2018 were female – higher numbers than ever before, and higher than the <20% women enrolled in the majority of Engineering faculties globally. The Faculty of Engineering is partnering with various major New Zealand companies to provide scholarships and work opportunities in order to achieve these enhanced ratios.</p> <p>A Bachelor of Design will be offered from 2020 within our Faculty of Creative Arts and Industries. The design industry contributed \$10 billion to New Zealand's GDP in 2016, and demand for designers is forecast by the Ministry of Business, Innovation and Employment to increase annually by 3.7–5% until 2025. This degree, developed in close collaboration with industry, can be studied in conjunction with a wide variety of conjoint enrolment options, including in engineering, advanced science, health sciences, law, business and the arts. See vignette directly below this table for more details.</p> <p>A Bachelor of Medical Imaging (Honours) was launched in 2019. This is a four-year undergraduate qualification, inaugurated in response to concerns of current medical imaging stakeholders (e.g. NZ Institute of Medical Radiations, Medical Radiation Technologists Board, DHBs, private radiology providers) that the existing workplace training model for MRI technologists and sonographers is unsustainable.</p> <p>A Bachelor of Global Studies, an interfaculty undergraduate degree co-taught across the Faculties of Arts, Business and Economics, Creative Arts and Industries, Education and Social Work, Engineering, Law, and Science, was launched in 2018. This degree prepares students for globally-oriented careers. These include work in public and private international companies, foreign affairs and diplomacy, NGOs, non-profit and human services, international media, think tanks and research institutes, teaching and tourism, and the emergent global civil society (this is also discussed below as it relates to TES Priority 6: 'Growing international linkages').</p> <p>The Bachelor of Arts and Bachelor of Science now curate optional 'modules', as distinct from required majors. These modules are collections of three courses offered in a range of disciplines across all undergraduate levels which engage and develop particular skill sets. Modules were created in order to</p>

¹ University of Auckland, Graduate Destination Survey of the 2016/2017 Graduating cohort

Recent and ongoing initiatives and activities	Future-facing initiatives
<ul style="list-style-type: none"> Initiatives include the Centre's flagship academic programme, the Master of Commercialisation and Entrepreneurship, which is designed to provide the core knowledge and skills needed to commercialise and take to market new products, services and processes based on research discoveries, inventions and new ideas. Velocity, the University of Auckland's year-long entrepreneurship programme (formally known as Spark), is student-led and the country's leading entrepreneurial development programme; in 15 years, it has helped forge more than 110 ventures, creating over \$220 million in capital and more than 600 jobs. MIT identified this long-established programme as the 'beating heart' of entrepreneurship at the University. The Centre has also built a strong network of support from the New Zealand start-up community. More than 200 entrepreneurs, business people and industry experts volunteer their time to the ecosystem, speaking to and mentoring the students who want to start businesses and commercialise their IP. The aim is for 10% of the University's c.40,000 student body to be engaged in entrepreneurship activities by 2020. In 2018, 2,557 students were involved with the CIE, and there have been 131 graduates from the Master of Commercialisation and Entrepreneurship since 2012. <p>Graduate profiles compiled by the Auckland Bioengineering Institute demonstrate that many former students found start-ups, in addition to academic or other employment: they are not simply responding to the existing biotechnology industry, they are also creating the future of this industry.</p> <p>The University awarded 3,302 degrees and diplomas in STEM and ICT subjects to its students in 2018. The University also awarded 2,838 degrees and diplomas in health-related subjects, including subjects like psychology, Māori and Pacific health and nursing. In 2018, just over 1,000 students were awarded a degree or diploma with a programme focused on education or social work.</p> <p>In 2018, Career Development and Employability Services (CDES) supported 26,872 student interactions (inclusive of appointments, drop-ins, workshops, presentations, and employer events) with an overall satisfaction rate of 95%.</p>	<p>highlight the acquisition of particular skills which are valuable to the workplace and therefore the future careers of Arts and Science graduates.</p> <p>A new module in the Faculty of Arts is being launched from semester 2, 2019, focussed on career development and employability for Arts students and graduates. This will be called the 'Career' module, and will eventually comprise courses from stages 1 to 3, encouraging students to identify skills acquired during an Arts degree that make Arts graduates valuable employees, drawing on students' existing experiences in the workplace or in the community, as well as expanding opportunities for internships for Arts students. In addition to developing greater awareness of the value of Arts skills in the workplace, this module is also part of a broader strategy of general wellbeing for students in Arts, as are initiatives such as Arts+ and Ako Arts (discussed below under TES Priority 2: 'Getting at-risk young people into careers' and TES Priority 3: 'Boosting achievement for Māori and Pacific' respectively). Teaching on these three courses is projected to involve guest lectures from other faculties, particularly Business and Economics, as well as from industry representatives from outside the University.</p> <p>The ICT Graduate School (see vignette above) has been funded through a separate contract which ends in 2020. Student Achievement Component funding will be sought for the domestic students in the programme from 2021. As part of the current contract, the School attracts additional funding for outcome-focused activities, like the industry presentations and the internships. The University will explore options to continue this targeted funding after the term of the current contract expires.</p> <p>Auckland Online, through which we will offer taught postgraduate degrees, is launching progressively from 2020 with two new programmes per year. These degrees will be taught online and focused on developing industry-specific skills and knowledge in sub-fields within Education Management, Health Management, Engineering Management, Public Policy, Entrepreneurship, and Business Administration.</p> <p>Our School of Nursing intends to expand both its taught postgraduate offerings, and increase intakes into the Bachelor of Nursing from 2021, expanding clinical placements in the Waikato region. This is in response to requests from the Waikato DHB. The new, taught, postgraduate programme provides the opportunity for graduates to gain Nursing registration through a 240-point Master of Nursing Science degree. Providing a pathway to Nursing</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>There were 222 employer visits on campus in 2018 organised by CDES, across 105 employer events.</p> <p>An employment engagement strategy supports enhanced engagement between CDES and employers.</p> <p>Initiatives to assist doctoral candidates with employability and a focus on the transferability of research to employers are supported by CDES, which has also developed employability programmes for Māori, Pacific, and international students.</p> <p>The University's relationships with CRIs and industry partners provide employment opportunities for graduates, and research opportunities for postgraduate students.</p> <p>Individual faculties work with stakeholders to identify needs, and support initiatives to ensure that students are prepared to meet those needs through industry-focussed leadership programmes such as 'Passport to Business', a 10-week career development programme.</p> <p>Outreach activities in faculties provide opportunities for secondary school students to engage with the University and its staff through subject-based events such as New Zealand's Next Top Engineering Scientist, an annual problem-solving competition for teams of Year 12 and 13 secondary school students which is sponsored by Orion Health and Fisher & Paykel Healthcare.</p> <p>54 of the University's programmes were accredited by external bodies in 2018, including:</p> <ul style="list-style-type: none"> • IPENZ (Institute of Professional Engineers New Zealand) accreditation of the BE (Hons) programme; • The Association to Advance Collegiate Schools of Business (AACSB) accreditation for undergraduate, postgraduate and doctoral degrees in business; • The Valuers Registration Board/Property Institute of New Zealand accreditation of the Bachelor of Property; • The New Zealand Planning Institute accreditation of the Master of Urban Planning, and provisional accreditation of the Bachelor of Urban Planning (Honours); 	<p>registration for graduates will contribute to diversity in the Nursing workforce and assist the District Health Boards with their target to achieve a staff profile that reflects the population it serves.</p> <p>We have a high level of collaboration with DHBs in our broader catchment area; they provide clinical placements for students in health-related qualifications.</p> <p>The Faculty of Education and Social Work recently reinvigorated their initial teacher education programmes to respond to changes to the Teaching Council of Aotearoa New Zealand's Standards for Teaching (2017), new programme accreditation requirements (2019), professional practice requirements and research and policy activity since the programmes were approved in 2005. We will increase our intakes to the Secondary Teacher Education programme to 300 students (375 EFTS), in response to the increased demand for secondary teachers.</p> <p>The employment outcomes for initial teacher education are high with 99% of recent graduates being employed. 88% of the employed graduates have indicated that their current job is exactly the job they wanted.</p> <p>As an example of the University forging links between graduates and industry, the MedTech CoRE is developing strong links between industry-focussed research activities and university education and training programmes in biomedical engineering. This is to ensure that students are constantly exposed to the opportunities and challenges of commercialising technological inventions, and to provide a constant stream of talented and well-trained young people into the medical technology companies.</p> <p>We are seeking to offer qualifications which advance the micro-credentials of students, in fields such as Pacific pedagogies, age care, and support for children with disabilities.</p> <p>The School of Graduate Studies is currently administering the Career Destination Survey to University of Auckland doctoral graduates for the first time. This survey, designed by the US Council of Graduate Schools, contacts graduates 3, 8, and 15 years after completion, asking about ways their doctorate has been professionally relevant to their subsequent employment. Our use of the survey will enable us to benchmark against Group of Eight Universities and many major US Universities, as well as providing vital</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<ul style="list-style-type: none"> The Commission on Accreditation of Allied Health Education Programs (CAAHEP) initial accreditation of the Exercise Physiology - Clinical programme; The Australian Medical Council accreditation of the Bachelor of Medicine and Bachelor of Surgery. 	information about the value graduates ascribe to their advanced research degrees.

Vignette – Bachelor of Design

The United Nations predicts that 65% of students currently enrolled in secondary school globally will end up employed in roles that do not currently exist. In the last 5–7 years, we have seen the emergence of advertised roles with new job titles like UX Engineer, Experience Designer, and Systems Designer. The new Bachelor of Design at the University of Auckland will prepare students for these kinds of highly-paid leadership roles, which are based on a new concept of the 'designer' who are in demand across an enormous array of industries globally, including in New Zealand. Unlike previous conceptions of the 'designer' – e.g. fashion designer, graphic designer, industrial designer – which focus nominally on the production outcomes of designers' work, these new design roles engage more with transferrable processes relevant to an enormous range of companies worldwide.

Programme Director, Associate Professor Deb Polson, argues that these new designers of the future are researchers – they *make* the brief now, they do not just work to someone else's brief – and are transdisciplinary, intentional, interventional, and transformative. As students progress through this three-year degree (designed to be easily combined with 11 other existing bachelor degrees from a range of faculties, so that students can develop discipline-specific skills which match their interests), students will undertake studio work, in a custom-designed, industry-modelled lab space. From their second year onwards, their studio projects will be undertaken alongside industry partners, whose executives may act as mentors on the project, providing best-practice research information, and developing relationships with a cohort of students. In their third year, studio projects will become even more engaged with industry needs and more public-facing: students will present their work to Boards as well as to programme staff.

The special character and responsibility of universities will be reflected in the Bachelor of Design: students will be required to reflect on their own values and ethics, as well as issues such as sustainability and workplace relationships and responsibilities, and their engagement with industry will benefit those companies, hospitals, NGOs, banks who partner with them to create live studio projects, bringing fresh insights and new ways of doing things, as well as illuminating business practice and other factors to students.

Vignette – International internships

Work placement, internship and other practical experience opportunities are a core part of many programmes at the University and help prepare students for employment. There is a growing demand among students for international internships, and increasing numbers of students participate in internships abroad during their degree study.

As an example, 46 University of Auckland students spent time over the 2018–2019 summer undertaking international internships fully-funded by the New Zealand government, including internships for doctoral students in Mumbai and Medellín, supported by the Prime Minister’s Scholarships for Asia and Latin America.

Reflecting the University’s leadership and engagement in this area, we hosted the Global Internship Conference July 2–5, 2019, co-sponsored by Education New Zealand, ATEED, and the Academic Internship Council. The conference brought together 340 participants from 31 countries to engage with the merits and challenges posed by international internships and their significance in the future employability of interns.

TES Priority 2: Getting at-risk young people into a career

The University is committed to attracting and supporting students with high academic potential into tertiary study. We recognise that not all potential students have had the same opportunity to fully demonstrate their potential. Our pathway programmes and the pastoral care we provide to individual students, alongside the research we undertake into broader initiatives to support students in education, reflect our commitment to support under-represented groups. The University’s commitment to equitable participation and advancement of students is supported through the position of the Pro Vice-Chancellor (Equity), who leads the Equity Office – Te Ara Tautika, chairs the Equity Leadership Committee, is a member of the University Senior Leadership Team, and advises the Vice-Chancellor and Council on fulfilling the University’s commitment to equity in education and employment.

Strategic Plan Alignment

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

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

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

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

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The University identifies Māori and equity groups as groups for which it will prioritise support to ensure equitable access, participation, engagement and success. Equity groups include Pacific students and staff, students and staff with disabilities, students and staff from the rainbow community, and from refugee backgrounds, students from low socioeconomic backgrounds and men, women and gender diverse people where there are barriers to access and success. An Equity Community of Interest is supported in the University which includes staff and students. It works closely with students – both in their formal roles as leaders in AUSA, Nga Tauira Māori, AUPISA, PGSA and as members of stakeholder groups such as students with disabilities.</p> <p>The Undergraduate Targeted Admission Scheme (UTAS) increases access to the University for Māori students and students from UTAS groups (Pacific students, students with disabilities, students from low socio-economic background and students from refugee backgrounds) who have the potential to participate and succeed at the University. The number of students admitted via UTAS annually has increased from 296 to 904 (headcounts) from 2009 to 2018.</p> <p>Since 2014, the University has funded legal name changes for transgender students.</p> <p>The Equity Office supports a growing number of students with disabilities: between 2015 and 2018, numbers accessing support services rose from 788 students p.a. to 889 students p.a., an increase of 14%. The disabilities themselves are enormously wide-ranging and complex, but cluster predominantly around mental health challenges and various learning disabilities. The increased numbers of students accessing these supports reflects the success of the culture of disclosure fostered by the Equity Office, where students and staff feel comfortable being open about the challenges they can face when navigating university systems with their disabilities.</p> <p>The University's Tuākana programme provides a culturally-relevant, University-wide learning community that enhances the academic success of our Māori and Pacific students through small-group learning, whakawhanaungatanga, wānanga, face-to-face meetings, and workshops.</p> <p>Schools Advisers from the University's Schools Partnership Office (SPO) visit secondary schools throughout New Zealand host parent information evenings, attend careers events, and, offer on-campus appointments for parents and</p>	<p>The University of Auckland has a commitment to ensuring all with potential are able to succeed. A range of initiatives are in place which focus on identifying and supporting future students with potential along the pathway towards and through degree-level study. We also aim to increase our contribution to the professional support available in the community via graduates of our programmes, mitigating some risk factors which might limit young people with potential from enrolling in tertiary study.</p> <p>We launched the South Auckland Project in 2018, aiming to increase transition from secondary to tertiary of Māori and Pacific school leavers from South Auckland, and to improve the success of South Auckland school leavers, encouraging them to study at degree level. This may mean directly enrolling at degree level, or entering tertiary study through our redesigned Tertiary Foundation Certificate.</p> <p>We redesigned the Tertiary Foundation Certificate to more clearly support pathways into particular degree programmes. Five specialist pathways are now provided, preparing learners to subsequently thrive at Bachelor-level study in Arts (including Creative Arts and Law), Business and Economics, Education and Social Work, Engineering, and Science. The courses offered in these pathways have been specifically designed to meet the preparation needs of students. There is also a new accelerated pathway available to high-achieving TFC students. The Certificate of Health Sciences was reviewed separately and remains a separate foundation programme within the Faculty of Medical and Health Sciences.</p> <p>Targeted Admission Schemes, especially those into Medicine and Engineering, aim to ensure the demographic profile of our graduates mirrors the community in which they live. Targeted places are available for all equity groups, including students with disabilities, those from refugee backgrounds, low socio-economic background students, and Māori and Pacific students. Student academic support and advice is available to all students, but is an essential support for those in the targeted admission schemes.</p> <p>The University has been focusing on student retention strategies, to prevent at-risk young people from dropping out of their enrolled programmes. This has taken a range of recent forms, including:</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>students, to ensure students are provided with the information they need to plan and prepare for tertiary study. The Schools Partnership Office has Māori and Pacific Schools Advisers dedicated to increasing the numbers of Māori and Pacific students applying to the University. SPO undertake a range of activities with secondary school students and their families, including delivering presentations in schools and at careers evenings, where families and caregivers are also present.</p> <p>SPO events include special presentations to potential students who are Māori, Pacific, and of refugee backgrounds; presentations pitched at both year 10 and year 12 students, as well as parents; presentations for those interested in studying medicine and finding out more about scholarships at the University.</p> <p>The SPO also hosts an annual LINK conference, with 130+ careers advisors/teachers attending from across New Zealand, and is in regular communication with schools regarding scholarships, entry requirements and course advice.</p> <p>The First Year Experience programme supports undergraduate first year retention with more integrated curriculum and a multifaceted suite of academic support services. Its iteration in the Faculty of Arts, Arts+, for example, provides each first-year student with a mentor who attends students' first tutorials, and is available to support the student throughout the semester. Mentors let students know how to meet the expectations of their courses and how to become active learners, working with them to develop key skills for successful university study.</p> <p>Arts+ Mentors help with:</p> <ul style="list-style-type: none"> • Orientation and transition support • Assignment support and workshops • Study sessions and workshops • Exam preparation sessions <p>Changes to the University's scholarships from 2017 have meant a greater number of students receive financial and other support to study at the University.</p> <p>The University will continue to provide a vibrant and supportive campus experience, including:</p> <ul style="list-style-type: none"> • An increased amount of University-supported accommodation. 	<ul style="list-style-type: none"> • UniBound (discussed under TES Priority 3: 'Boosting achievement for Māori and Pacific' below) to prepare Māori and Pacific students for university-level study and environments, launched 2018. • The Tertiary Foundation Certificate has been redesigned (see above, and TES Priority 3 below) in order to strengthen pathways to particular degrees. • The Student Digital Journey programme seeks to strengthen academic advisement for students online via a new application system, assessing whether they are adequately prepared for their planned course of study, helping them to map their degrees systematically, and align their interests and goals for the future with study pathways. These functionalities will be piloted and developed from 2019 onwards. It is hoped that this will contribute to student retention by directing students to pathways which match their capabilities and future goals. • In order to provide opportunities for a broader range of students, we have commenced an extensive expansion of our halls of residence. We currently offer 3,000 beds in catered and self-catered residences, but we aim to increase this by 150% to accommodate 7,500 students by 2026. Waipārūrū Hall, currently under construction, will open in 2020 and accommodate an additional 786 students: it will be the largest catered school leaver hall of residence in New Zealand. An additional construction project is scheduled to begin in 2020, which will provide another 488 beds. Students in halls of residence are provided with pastoral and academic support that is intended to prevent attrition and promote success. Accommodation on campus also mitigates retention issues stemming from the cost (in time and/or money) of transport to campus. <p>STEM Online (a collaboration between the Faculties of Education and Social Work, Engineering, and Science) aims to increase the pool of science-qualified school leavers. Launched in 2018, it supports teachers working with students to achieve external NCEA credits in STEM subjects. Available to schools at no cost, we are regularly releasing new modules.</p> <p>The University has recently drafted a Work-Based Learning Policy, clearly outlining expectations for students entering workplaces to undertake practicums, internships, or industry-based collaborations as part of their course requirements. The stipulations of this policy ensure that students have</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<ul style="list-style-type: none"> • A range of wellbeing services (health, counselling, etc) that help students overcome personal barriers to success. • A growing range of engagement services (club support, sport and recreation, leadership and volunteering programmes) that provide social structures that support academic engagement and retention, complement academic activities, and contribute to the achievement of the broader characteristics of the graduate profile. <p>Students completing foundation studies programmes have gone on to successful completions in undergraduate and postgraduate degrees. In total, over 500 students have successfully completed an undergraduate programme and over 60 of these students have completed a postgraduate programme between 2010 and 2019. Of those completing since 2010, 126 have completed a Bachelor of Education; three of those students have completed a Bachelor of Education (Honours). In the Faculty of Science, 107 have completed a Bachelor of Science and 12 a Bachelor of Science (Honours). Sixteen students have successfully completed the Bachelor of Engineering (Honours). Eight students have completed their Graduate Diploma in either primary or secondary teaching, after completing their Bachelors' programme in either Education, Arts or Science. Many students are still enrolled in their degree programme, of whom eight are doctoral candidates.</p>	<p>a contact person within the workplace they enter. This person is available to support them in instances where they encounter harassment, bullying or other unhealthy or unsafe behaviours. As a feature of the policy, the University commits to providing students with the opportunities to learn what they should expect of behaviour in the workplace as well as expectations of their own behaviour in the workplace. Work-Based Learning is required to varying extents across degrees in all faculties of the University of Auckland, and we take seriously our responsibility to ensure the safety of our students while they are engaging in these kinds of learning opportunities.</p> <p>We intend to increase the annual intake into our Doctor of Clinical Psychology, and associated postgraduate Psychology qualifications to meet the need for increased numbers of trained allied professional and Clinical Psychologists. The DClinPsy intake, which for many years has been capped at 11 students p.a. will be gradually increased to reflect the country's population growth. We continue to have significant demand for places in the programme, but the numbers of supervised internships available limits our ability to expand and to respond to the demand for mental health services to support New Zealanders' wellbeing. Among the population are potential students who – as a result of untreated trauma – may be at risk of becoming NEETs. Greater available provision of high-quality mental health care is in the national interest.</p>

Vignette – Campus Connections Aotearoa

Campus Connections Aotearoa was launched in 2017. The scheme supports at-risk teenagers in West Auckland who have been excluded from mainstream education. Student mentors, counsellors and social workers from the Faculty of Education and Social Work support the teens through one-on-one mentoring, group activities, and counselling. Each young person is then supported to move into other social services, educational, or employment opportunities, including (potentially) a return to mainstream classrooms. As well as supporting vulnerable young people, the scheme provides opportunities for university students studying counselling, social and youth work to experience authentic youth mentoring, case management and transition support.

The Faculty of Education and Social Work takes assisting these at-risk youth very seriously, and employs a full-time social worker to support them throughout the semester. Two faculty staff members (one in Social Work, and one in Education) conduct research into the efficacy of this programme, and evidence shows

strong positive outcomes for both the secondary-age students and the tertiary-level students who mentor them. Staff at the alternative education providers noted vastly-improved enthusiasm and attendance from participating students, and the experience has been motivating and inspiring for students at the University also, helping them determine their own career objectives and motivating them in practical ways to help people in their communities.

Vignette – Family Violence Programme

The Equity Office took the initiative, several years ago, to work to address New Zealand’s dramatic family violence statistics. With some of the worst rates in the OECD, family violence negatively affects the chances of accessing university study and the wellbeing of both staff and students at the University of Auckland.

In establishing this programme, they have taken on board three key perspectives: the findings of the best available research, the lived experience of those affected by family violence, and the expertise of organisations who work with those affected by family violence. This programme has involved creating a Family Violence policy for the University as a whole (which allowed leave relating to family violence prior to the government’s passing of the Domestic Violence – Victims’ Protection Act) and making family violence a nominated reason for students to be able to apply for compassionate consideration. Staff training led by the Equity Office is now offered regularly to all staff at the University. Student leaders are provided with regular training to support those affected, information is provided to all new students to the University in their orientation materials, and policy and research also feeds into formal teaching programmes. Within the Faculty of Medical and Health Sciences, students enrolled in the Bachelor of Optometry, and the Bachelor of Medicine and Bachelor of Surgery, have integrated awareness and support for families into their curricula, so that graduates will be better able to support the issues faced by their communities.

The University works with outside organisations, including SHINE, and reaches out with this policy to three audiences: those who have been or are affected by violence in the domestic sphere, those who wish to help them; and those who want to stop perpetrating family violence. This initiative ties into the Equity Office’s goal of creating a safe, inclusive, and equitable university.

TES Priority 3: Boosting achievement for Māori and Pacific

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

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

The recent appointment of a Pro Vice-Chancellor (Pacific), whose role is to further the University’s mission with regard to Pacific students, teachers, research and staff, and its engagement with our partners and stakeholders in this mission.

The Pro Vice-Chancellor (Equity), who leads the Equity Office, chairs the Equity Leadership Committee, and advises the Vice-Chancellor and Council on fulfilling the University's commitment to equity in education and employment. The Pro Vice-Chancellors Māori, Pacific and Equity have established a close partnership to enhance progress in each of their portfolios and across the university.

Strategic Plan Alignment

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

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

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

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

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

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

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The University's governance and leadership structures support the delivery of equitable outcomes for Māori and Pacific learners. The composition of the University Council provides for a Māori representative able to advise Council on issues relevant to Māori.</p> <p>The Rūnanga, which is chaired by the Pro Vice-Chancellor (Māori):</p> <ul style="list-style-type: none"> • Advises Council on the progress and achievements of the University towards its strategic objectives for Māori. • Advises management on operational matters relevant to the delivery on strategic objectives for Māori. • Considers and advises appropriate Senate committees, and through them Council, on academic matters that have direct relevance to Māori curriculum content, delivery and research. 	<p>The University recognizes that the limiting factor for increasing the number and proportion of Māori and Pacific students is their attainment of secondary school qualifications. In 2017, 24.0% of Māori and 23.6% of Pacific school leavers in the Auckland region gained University Entrance, compared to 66.3% of non-Māori/Pacific school leavers. Of non-Māori/Pacific school leavers with University Entrance, 77.9% enrol at a New Zealand University; for Māori and Pacific school leavers with University Entrance this is 64.9% and 72.6% respectively. A third of Māori and Pacific 2017 school leavers with University Entrance enrolled at the University of Auckland.² While we have initiatives to boost the number of Māori and Pacific students who gain UE, most of our new initiatives focus on academic preparation and retention. This includes boosting enrolments in academic preparation and support programmes in several key geographical regions.</p>

² Source: Ngā Kete: Secondary to Tertiary Transition dashboard. All percentages presented are based on 2017 school leavers.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Kaiarahi from across the University are brought together by the Office of the Pro Vice-Chancellor (Māori) in a community of interest in order to create peer support and the sharing of best practice throughout the University.</p> <p>Organisation-wide accountability is raised through the setting of performance commitment targets for participation and achievement for the University and faculties, which are monitored at University, Faculty and Department level. Accountability is also raised through the monitoring of pass rates for Māori and Pacific learners through the University's Education Committee, as well as at Faculty and Departmental level.</p> <p>The University has more Māori and Pacific graduates at bachelor level or higher than any other university in New Zealand. There were 793 Māori graduates in 2018. There has been very pleasing increase in the number of Māori graduates at postgraduate level, including doctoral graduates, from 274 in 2015 to 374 in 2018. There were 802 Pacific graduates in 2018; there was also an increase in numbers of Pacific graduates at postgraduate level, from 233 in 2015 to 284 in 2018.</p> <p>The number of domestic EFTS generated by Māori students reached 2,319 in 2018, which comprises 8.1% of our domestic students.</p> <p>The overall course completion rate for Māori students has remained consistently around 85% since 2016. Our retention of first year Maori students has improved since 2016 and is currently 82%.</p> <p>The total number of EFTS generated by Pacific students increased compared to 2015, with 3,129 EFTS in 2018, which comprises 11% of our domestic students.</p> <p>The overall course completion rate achieved by Pacific students has remained stable since 2016 at 75%. The retention rate of first-year Pacific students has been variable at around 84%, with a high of 87% in 2018.</p> <p>The proportion of Māori and Pacific staff employed, and employed in senior roles, is monitored at University and Faculty level and is annually reported in the Statement of Service Performance. The FTE generated by Māori academic staff is slowly growing each year. 5.9% of total academic staff were Māori at the end of 2018. For professional staff the percentage is higher at 6.6%.</p> <p>A Kaitakawaenga Māori – Māori Liaison Officer, supporting prospective Māori students and their whānau, and a Pacific Equity Adviser, who supports Pacific</p>	<p>The Pacific Academy was launched on 29 April 2019. This is a pilot project taught in eight Auckland high schools with significant Pacific enrolments, and aims to provide intense high-quality Maths instruction for Year 12 and Year 13 students, in the form of after-school mass tuition, which is offered by Maths lecturers and additional tutors in a 1:8 teacher-to-student ratio. This programme will also include practice exams and an intensive study camp between terms 3 and 4 on the University of Auckland campus, to prepare students to sit external credits. In its first year, 25–30 students from each of the eight schools will participate; we hope to expand this to other schools in future years, and into other subjects, such as Physics.</p> <p>Level Up, a programme providing mentoring for Pacific students in South Auckland high schools, has existed in various forms for some time. In 2019, the programme expanded to Year 9 students for the first time.</p> <p>UniBound, a programme run over summer for school leavers, continues to expand. Under the aegis of the Pro Vice-Chancellor (Pacific), the programme aims to support the transition of Māori and Pacific school leavers of all abilities into various University of Auckland programmes. UniBound introduces students to the nuances of University life, as well as giving these students a kick-start to their academic journey. Social and academic preparation assistance, including guidance on pathway selection, are strong features of the programme.</p> <p>We have redesigned the Tertiary Foundation Certificate to support pathways into particular degree programmes. Five specialist pathways are now provided, preparing learners to subsequently thrive at Bachelor-level study in Arts (including Creative Arts and Law), Business and Economics, Education and Social Work, Engineering, and Science. The courses offered in these pathways have been specifically designed to meet the preparation needs of students. There is also a new accelerated pathway available to high-achieving TFC students. The Certificate of Health Sciences was reviewed separately and remains a separate foundation programme within the Faculty of Medical and Health Sciences.</p> <p>MedTech CoRE, hosted in the Auckland Bioengineering Institute, has a partnership with Whānau Tahī, aimed at supporting potential Māori students and graduates, and also actively promotes STEM as well as publicising their own research to secondary school students. It aims to expand this</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>students and their families through their journey at the University, are among the Schools Advisers who visit secondary schools throughout New Zealand. The SPO hosts parent information evenings, including an evening in South Auckland particularly targeted at Pacific parents, and offers on-campus appointments for parents and students. A Tauria Māori prospectus, and a Pacific prospectus, are produced for prospective students and their families/whanau/fono. Our Village, Our Kāinga (formerly STEAM Ahead) is an annual recruitment day aimed at Year 13 Māori and Pacific students interested in studying science, technology, engineering, architecture and medicine.</p> <p>University of Auckland Māori and Pacific Academic Excellence Scholarships, redeveloped versions of previously-existing scholarship support for Māori and Pacific students now worth \$20,000 over three years, have been awarded to New Zealand Māori and Pacific students with excellent academic achievement and active participation in community, cultural and other activities since 2017. The number of applicants for these scholarships continues to rise every year.</p> <p>The Undergraduate Targeted Admission Scheme (UTAS) increases access for Māori students and Pacific students who have the potential to participate and succeed at the University. The number of students admitted annually via UTAS has increased from 296 to 904 (headcount) from 2009 to 2018.</p> <p>The University's Tuākana programme provides a University-wide culturally-relevant learning community that enhances the academic success of Māori and Pacific students through small-group learning, whakawhanaungatanga, wānanga, face-to-face meetings and workshops. This programme is currently being evaluated to ensure that Maori students are receiving the best possible support to ensure their academic success at the University.</p> <p>Increasing Mātauranga Māori research and development is supported across all faculties. Examples are provided in the TES Priority 5: 'Strengthening research-based institutions' section.</p> <p>University curricula incorporate content that reflects Māori knowledge and values and is responsive to the needs of Māori. Examples include:</p> <ul style="list-style-type: none"> • The Faculty of Medical and Health Sciences' profile, Te Ara, which articulates the expected graduate learning outcomes in Hauora Māori (Māori health) for FMHS undergraduate programmes. Te Ara was recently used in the redesign of the Pharmacy programme. 	<p>programme into other Māori and (non-Māori) schools over the next three years.</p> <p>The Student Digital Journey research process has included extensive focus-group research specifically with Māori students at university and Year 7–13 school students, and is using the suggestions and information-gathering from those focus groups to develop effective pathways through the SDJ for Māori students and also effect positive change for Māori students across the University. As a result of these focus groups, there is a move to implement bilingual signage across campus, and to centre tikanga and te reo Māori more systematically throughout the institution via initiatives such as expanding mentoring and incorporating Mātauranga Māori into all classrooms.</p> <p>An Ako values-based framework has been embedded into teaching in five courses throughout the Faculty of Arts, with 4–5 new courses being added to the programme per semester. Ako Arts is profiled in a vignette below this table.</p> <p>A pilot programme named Genesis has been launched in the Faculty of Engineering, to support the potential entry of Māori and Pacific students who do not have the NCEA Calculus and Physics credits required for entry into the Bachelor of Engineering (Honours) degree at the University of Auckland. This takes the form of a 4-week intensive course held over summer. We are investigating the potential for this to be expanded into other faculties.</p> <p>The Faculty of Medical and Health Sciences aims to support Māori and Pacific students and patients via several new initiatives. One is developing a word-based Implicit Association Test that explores racism/bias towards Māori among medical students. Another is a research project with Māori and Pacific psychiatric registrars, aiming to explore the prevalence of anxiety and depression among the Māori and Pacific medical student cohort, by contrast with the rates of anxiety and depression among medical students of other ethnicities. This will inform pastoral support for these students in the future.</p> <p>Lalava: Academic Leadership Development is a new initiative for high-achieving Pacific students, launched in 2018 by the Pro Vice-Chancellor (Pacific). Based on GPAs from their first year of university study, Pacific student leaders from across all faculties are selected for participation. Participants form networks – a Pacific student organisation in the Faculty of Medical and Health Sciences organised by students, APHI, has been one</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<ul style="list-style-type: none"> The Master of Indigenous Studies, a cross-disciplinary, integrated programme that aims to develop skills for those working for and with indigenous peoples. The Bachelor of Education (Teaching) – Huarahi Māori prepares students to be Māori medium teachers: 20 to 30 students complete the Huarahi Māori stream each year. Since 2010, 219 students have completed this stream. Five of these students participated in the University of Auckland 2017 Graduate Destination Survey, four of whom were employed as school teachers in Auckland and in Northland. <p>A two-year project, Te Whaihanga: Preparing students to work with Māori (2017–2019), was developed in collaboration with AKO Aotearoa through a national project award. The project developed a range of teaching resources specifically for students studying professionally-accredited programmes in planning, architecture and engineering, or people employed in those fields. Te Whaihanga proceeded as a collaboration of Ngā Aho, the University of Auckland, Auckland University of Technology, Victoria University of Wellington, Unitec Institute of Technology, Papa Pounamu, Whenua Design, The New Zealand Institute of Architects, Victoria University of Wellington and Glasgow University.</p> <p>A full range of programmes in Pacific Studies is offered, allowing students to take an interdisciplinary approach to the study of the Pacific region and its peoples. Students can study Pacific history and politics, language and literature, art and performing arts. Undergraduate students can also study Cook Island Māori, Samoan and Tongan as subjects in their own right.</p> <p>The University of Auckland welcomes the recent expansion of these languages into tertiary institutions around New Zealand, and continues to expand its celebration of these languages, e.g. by hosting an extensive programme in honour of Samoan Language Week/Vaiaso o le Gagana Sāmoa (26 May–1 June 2019), which saw 100 high school students welcomed to campus. We also support other celebrations, ceremonies, and identify language resources.</p> <p>Two Māori Early Childcare Centres are available for use by students and staff with children, and ongoing support for these has recently been confirmed and is incorporated into a new Student Support Services Strategy.</p>	<p>outcome of the first year of the programme – but, more formally, are given a number of professional career development opportunities throughout the year. This programme has been launched in part to celebrate and build upon Pacific students’ successes.</p> <p>Having recognized areas of significant underachievement, we have undertaken a cluster analysis based on NCEA credits in order to unpack and address the challenges which affect some students in first year undergraduate courses. This cluster analysis sought to identify the impacts of students’ NCEA Level 3 choices on their subsequent performance at the University of Auckland. Generally speaking, success at university has been closely correlated with success in achieving external credits. Trials in the BA and BSc programmes have begun in 2019, in order to better support the students whom this cluster analysis indicates might need additional preparation to thrive. The goal of this project is to improve retention and academic successes. Clusters were created based on academic results, and demographic data was overlaid subsequently; the proportion of Māori and Pacific students in clusters of students who struggled in key courses was high.</p> <p>The South Auckland Project, discussed above as it relates to TES Priority 2, was launched in 2018. It aims to minimize the barriers to degree-level study for Māori and Pacific students from South Auckland, and to improve the success of South Auckland school leavers or Foundation students, encouraging them to study at degree level.</p> <p>We have taught the Bachelor of Education (Teaching) and the Tertiary Foundation Certificate on the MIT campus in Otara for some years but will no longer have access to this space from 2020 onwards. A new teaching facility and learning hub in South Auckland has been secured. This will expand our physical presence in this region and reduce barriers to education caused by the costs (in time and money) of travel into the central city campus. The majority of South Auckland students enrolled in the Faculty of Education as undergraduates are Pacific (48%) followed by Māori at 20%, so this initiative will have a positive direct impact on Māori and Pacific students.</p> <p>We propose to establish a revitalized Tai Tokerau campus in Whangarei that will increase university participation rates of Northland school leavers, provide financially- and academically-viable degree-level education, resolve aging campus infrastructure and improve access to student services. We will contribute to economic growth by lifting capability in the region, and maintain</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<ul style="list-style-type: none"> Hineteiwaiwa Te Kohanga Reo is a marae-based Kohanga Reo operating under the auspices of Waipapa Marae, and catering to ngā hau e whā. Te Puna Kohungahunga is based on the Epsom Campus. <p>Faculty-based Pacific student organizations, such as CAPM (Commerce Association of Pacific and Māori students), PILSA (Pacific Island Law Students Association) and SPIES (South Pacific Island Engineering Society), are successfully growing links between professional development/industry engagement and learning.</p> <p>A number of publications in te reo, or containing significant Māori or Pacific content, have been published or are scheduled for publication by Auckland University Press since the last Investment Plan was written:</p> <p><u>2016</u></p> <ul style="list-style-type: none"> Ngarino Ellis, with photography by Natalie Robertson, <i>A Whakapapa of Tradition: One Hundred Years of Ngāti Porou Carving, 1830–1930</i>. Marama Muru-Lanning, <i>Tupuna Awa: People and Politics of the Waikato River</i>. Ngahiraka Mason and Zara Stanhope (eds), <i>Gottfried Lindauer's New Zealand: The Māori Portraits</i>. Jo Smith, <i>Māori Television: The First Ten Years</i>. <p><u>2017</u></p> <ul style="list-style-type: none"> Avril Bell, Vivienne Elizabeth, Tracey McIntosh and Matt Wynyard (eds), <i>A Land of Milk and Honey? Making Sense of Aotearoa New Zealand</i>. Jane McRae, <i>Māori Oral Tradition: He Kōrero nō te Ao Tawhito</i>. Anne Salmond, <i>Tears of Rangi: Experiments Across Worlds</i>. Lachy Paterson and Angela Wanhalla, <i>He Reo Wāhine: Māori Women's Voices from the Nineteenth Century</i>. Selina Tusitala Marsh, <i>Tightrope</i>. Shaunnagh Dorsett, <i>Juridical Encounters: Māori and the Colonial Courts, 1840–1852</i>. Michael Belgrave, <i>Dancing with the King: The Rise and Fall of the King Country, 1864–1885</i>. <p><u>2018</u></p>	<p>the University's history of links to the North. Northland continues to be an important catchment for University of Auckland students.</p> <p>There is substantial and growing interest amongst Māori and Pacific students who wish to participate in Study Abroad programmes during their undergraduate degrees. Māori and Pacific students take up Outbound opportunities in proportionate numbers to any other ethnicity. New initiatives seek to provide culturally-specific exchange and Study Abroad offerings. In an indigenous mobility programme partnered with the University of Victoria in British Columbia, Canada, five Māori and Pacific students will host five First Nations students in Auckland. Next summer, these students will travel to Canada to be hosted in their turn.</p> <p>The University seeks ways to make itself more welcoming to Māori. As part of this strategy, the PVC (Māori) is consulting with our mana whenua iwi (particularly Ngāti Whātua and Ngāti Paoa), as well as Waikato-Tainui and Ngāpuhi, on creating a more meaningful Māori name (or names) for itself. The current Māori name, Te Whare Wānanga o Tāmaki Makaurau, is a direct translation of the English name. There is the potential for different names to be given to different campuses; the South Auckland and Tai Tokerau campuses may be known differently from those in central Auckland, hence the wide consultation. Bilingual signage has been approved and will be implemented throughout the University's campuses.</p> <p>The new Te Reo Māori Policy will be supported with a framework for broader implementation by the end of 2019.</p> <p>Offering initial teacher education programmes on the Tai Tokerau campus in Whangarei, and in South Auckland, supports Māori and Pacific students to undertake teacher education, contributing to an increased pool of qualified Māori and Pacific teachers. In 2018, 188 students were studying through the Tai Tokerau Campus, of whom 59 are Māori.</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<ul style="list-style-type: none"> • Michael Reilly, Suzanne Duncan, Gianna Leoni, Lachy Paterson, Lyn Carter, Matiu Rātima, and Poia Rewi (eds), <i>Te Kōparapara: An Introduction to the Māori World</i>. • Timoti Kāretu and Wharehuia Milroy, <i>He Kupu Tuku Iho: Ko te Reo Māori te Tatau kit e Ao</i>. • Sharon Mazer, with foreword by Witi Ihimaera, <i>I Have Loved Me a Man: The Life and Times of Mika</i>. • Roger Blackley, <i>Galleries of Maoriland: Artists, Collectors and the Māori World, 1880–1910</i>. 	

Vignette – Ako Arts

Ako Arts began in pilot form in 2018 with one Stage 1 History course. In Semester 1, 2019 was delivered in four other Stage 1 courses across different schools in the Faculty of Arts, involving about 1,100 students. It has revolutionary aims: to reshape the mainstream pedagogical culture of course delivery in the Faculty of Arts. It emerged in response to cluster analysis undertaken by the Planning Office, which identified the credits taken at NCEA L3 of students who entered the University without adequate preparation and skills to thrive. Rather than just targeting students with these profiles, however, Ako Arts aims to change course delivery for all students, based on the findings of Te Kotahitanga, a study into Māori values in education undertaken by the University of Waikato. Instead of utilising a deficit discourse (approaching students who are struggling and trying to bring them up to speed individually) or providing a separate pathway for Māori and Pacific students (such programmes already exist), it is a long-term investment in teaching across the Faculty, which aims to benefit all students. In essence, it involves mentoring and supporting course coordinators, lecturers, tutors and mentors to apply key Māori and Pacific values to the classroom. These values find their expression in the following forms: acknowledging and thinking of students as culturally-embedded individuals, encouraging excellence, building ties between students and teachers, engaging students and focussing on providing useful feedback, students and teachers learning together, and promoting, sharing and reflecting on outcomes jointly.

Course convenors and lecturers are given training and support, including wānanga three times per semester, and weekly meetings with the kaitui, who coordinates the programme. Over time, lecturers who have been involved in Ako Arts will form a community of practice, and the effects of the cultural change and reflection on teaching practice will filter from Stage 1 to other courses offered by those same teaching staff. Initial results are encouraging, when considering quantitative results such as grades, attendance, and learning analytics, as well as qualitative feedback from focus groups, including for students in the cluster groups identified by the Planning Office, which included a high proportion of Māori and Pacific students.

Vignette – Lalava

Lalava: Academic Leadership Development is a new initiative for high-achieving Pacific students, launched in 2018 by the Pro Vice-Chancellor (Pacific). This programme seeks to celebrate Pacific successes and promote leadership, but also has the goal of creating networks across the faculties for high-achieving students, many of whom have been repeatedly exposed to the dominant narrative that Pacific students are not achieving success in the same ways as other ethnicities. The Lalava programme seeks to show them that they are not alone in their academic achievements, and to build community across the University.

Based mainly on GPAs from their first year of university study, 50 Pacific student leaders from across all faculties are selected for participation. Students are chosen also with an eye to ethnic diversity, diversity in the schools they attended, gender diversity, and faculty diversity. Participants form their own networks – a Pacific student organisation in the Faculty of Medical and Health Sciences organised by students, APHI, has been one outcome of the first year of the programme. More formally, participants are given a number of professional career development opportunities throughout the year. They meet at least four times during their year in the programme, in a range of contexts. These range from alumni networking events (some participants indicated how helpful it was to experience a cocktail party, as this was not the kind of event they would previously have felt comfortable attending without encouragement, as it was out of keeping with their cultural context to that date), to site visits at one of the government ministries, to academic leadership development.

TES Priority 4: Improving adult literacy and numeracy

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

Strategic Plan Alignment

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

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

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

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

Recent and ongoing initiatives and activities	Future-facing initiatives
The Academic English Language Requirement was introduced in 2016, with the aim of ensuring students have a sufficient level of competence in academic English to support their study. Students who do not meet the	The University of Auckland contributes to improving adult literacy and numeracy through its research, which supports the acquisition of these critical skills, its attention on training the people who will teach literacy and numeracy skills in the community, as well as the high

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>requirement on entry are able to incorporate an academic English language course in their first year programme.</p> <p>DELNA (Diagnostic English Language Needs Assessment) is available to all students (with first year students and doctoral candidates required to complete it). The basic screening and more advanced diagnosis enables students to be provided with individual advice regarding language skills and appropriate enrichment strategies.</p> <p>Research in the Faculty of Education and Social Work explores how educational interventions can improve teaching and learning, particularly for disadvantaged student groups.</p> <p>The Woolf Fisher Research Centre, an internationally-recognised research centre for the development of education and schooling success, promotes research-based educational interventions, as well as providing a vehicle for research expertise for local communities. The Centre contributes to developing teacher education programmes, and promotes tertiary education pathways. It has successfully raised literacy levels in urban decile 1 schools to within the national average, and has improved results in a range of other schools including rural and small town schools.</p> <p>An example of work from the Centre addressing numeracy and literacy is the Learning and Change Network strategy (LCN), which was developed to accelerate achievement for students yet to achieve national expectations for literacy and numeracy through future-focused learning environments.</p> <p>Data from the Learning Change Network suggested that after two years, the LCN strategy was having a significant positive impact upon priority learners across LCN schools and networks. This included cohorts often overrepresented in negative achievement data – males, Māori and Pacific students – and while achievement rates for these groups was less than some others, it still represented a very positive outcome. In addition, the impact was greatest in writing and mathematics, two National Standard areas of particular concern and focus.</p> <p>Initial teacher education programmes enable students to learn effective teaching techniques based on proven educational theories and informed by leading research.</p>	<p>quality of its initial teacher education programmes, which contribute to the early acquisition of these skills.</p> <p>As mentioned in the previous two priority sections, we have redesigned the Tertiary Foundation Certificate to support pathways into particular degree programmes. Five specialist pathways are now provided, preparing learners to subsequently thrive at Bachelor-level study in Arts (including Creative Arts and Law), Business and Economics, Education and Social Work, Engineering, and Science; the courses offered in those pathways have been specifically designed to meet the preparation needs of students. There is also a new accelerated pathway available to high-achieving TFC students. The Certificate of Health Sciences was reviewed separately and remains a separate foundation programme within the Faculty of Medical and Health Sciences.</p> <p>The cluster analysis developed to understand inconsistencies in student performance and referred to in detail in the section on TES Priority 3: 'Boosting achievement for Māori and Pacific' has also identified gaps in students' literacy and numeracy preparation. Trials in the BA and BSc programmes begun in 2019, in order to better support the students whom this cluster analysis indicates might need additional preparation to thrive. The goal of this project is to improve retention and academic successes, and engages with students who are unprepared in terms of both basic literacy (which is the predominant concern for students enrolling in the Faculty of Arts) and numeracy (more commonly a factor for students enrolling in the Faculty of Science).</p> <p>STEM Online (a collaboration between the Faculties of Education and Social Work, Engineering, and Science) aims to increase the pool of science-qualified school leavers. Launched in 2018, it supports teachers working with students to achieve external NCEA credits in STEM subjects. Available to schools at no cost, we are regularly releasing new modules.</p> <p>We propose to streamline the provision of our graduate initial teacher education programmes across the different fields of specialization. Previously, the GradDipTchg in Early Childhood Education consisted of 150 points, whereas the programmes for Primary and Secondary Teaching were 160 points and 120 points respectively. All three will now require the completion of 150 points, preferably full-time across a calendar year.</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The Marie Clay Research Centre—LEAD in Early Literacy has been established in the Faculty of Education and Social work to promote Leadership, Equity, Achievement and Diversity in early literacy. The goal of the centre is to bring research and practice together across four main objectives: early language/s and literacy learning; learning equity through valuing culturally and linguistically diverse whānau/fono/families; teaching innovation; and teacher leadership in literacy.</p> <p>The Master of Professional Studies in Mathematics Education is designed for mathematics teachers and brings together research, mathematical knowledge, and professional experience to develop critical approaches to mathematics teaching and learning.</p> <p>The University's English Language Academy provides English language programmes for students interested in pursuing undergraduate and postgraduate degrees.</p> <p>The number of students successfully completing one of our foundation programmes grows every year. In 2018, 380 students completed foundation programmes, an increase on the 357 completions in 2017.</p> <p>The Starpath Project (2005–2017) launched an online Toolkit to assist New Zealand secondary schools to raise student achievement and aspirations. The Toolkit is still available. The aim of the literacy component was to work in partnership with schools and teachers to build students' capability to meet complex literacy demands. The provided materials support schools to use inquiry to identify students' and teachers' strengths and needs in literacy and literacy teaching and to consider ways of strengthening literacy leadership and literacy teaching.</p>	<p>Through the Faculty of Education and Social Work we offer a number of specialist postgraduate qualifications that prepare participants for community support roles including adult literacy and numeracy support.</p> <p>The Woolf Fisher Research Centre, based in the Faculty of Education and Social Work, has undertaken research into improving literacy. The Pacific Literacy and School Leadership Programme (running 2014–2018) aimed to raise literacy achievement in 45 schools across three countries in the Pacific (the Cook Islands, Solomon Islands and Tonga).</p> <p>The Master of TESOL is growing in popularity with international students. Domestic-funded EFTS have remained stable at around 10 EFTS since 2015. In 2018, EFTS generated by international students grew to 24, more than double compared to 2017, and 2019 looks likely to end up with a higher number again. An increase in graduates from this programme will support improvements in English proficiency of immigrants.</p>

Vignette – The Marie Clay Research Centre and 'Talking Matters'

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

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

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

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

TES Priority 5: Strengthening research-based institutions

The University of Auckland is New Zealand’s largest research organisation, with more than 12,000 staff and postgraduate students involved in fundamental and applied research. We are respected internationally as a high-quality research partner, addressing issues of global importance. Our reputation provides opportunities for international research collaboration that brings benefits for the whole country. Auckland UniServices Limited is our commercial research, knowledge transfer, and custom education company, and is the largest company of its kind in Australasia. For more than 30 years, UniServices has worked alongside researchers, and inventors at the University of Auckland to help deliver the impact of their research in our community, in New Zealand and the rest of the world. Supporting our role as a research-led University, the Deputy Vice-Chancellor (Research) is responsible for assisting and advising the Vice-Chancellor and University Council on research policy, research management, and performance.

Strategic Plan Alignment

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

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

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

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

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

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

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

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

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The University has 24% of all research-active staff but 33% of the top A-rated academic researchers in the country, demonstrating 'the greatest depth and breadth of research activity in the New Zealand tertiary sector' (Tertiary Education Commission, <i>2018 Performance Based Research Fund Quality Evaluation report</i>).</p> <p>There were 7,986 peer-reviewed research and creative outputs in 2018, up from 7,348 in 2017 and well over our 2018 target.</p> <p>The University attracted \$206.9 million of public good research income and \$76.3 million of private good research income in 2018. 11 businesses to commercialise University research were created, across a broad range of industries, and 84 patents were licensed.</p> <p>In 2018, 1,243 students completed a taught masters, 888 a research masters degree, and 394 completed their doctorate. This is a significant increase from 2017, especially for our masters programmes.</p>	<p>The University of Auckland has in place a range of initiatives aimed at strengthening our research capabilities and enhancing our position as New Zealand's leading research university. We use innovative employment practices to attract and retain outstanding academic and professional staff. We also provide staff with an environment that develops and rewards their talents, ensuring they have the best opportunity to succeed. We host or participate in all of New Zealand CoREs, lead several of the National Science Challenges, have made strategic research appointments including through the Entrepreneurial Universities fund, and have increased our doctoral enrolment numbers. The University supports multidisciplinary research, research into emerging fields such as Artificial Intelligence, and doctoral programmes that encourage innovation.</p> <p>We are developing our cutting-edge entrepreneurial outputs via successful applications to the Entrepreneurial Universities fund. Four current appointees specialize in human-computer interaction, virtual reality and augmented reality, 3D printing, and artificial intelligence. One more appointee (whose identity is confidential until later in 2019) will soon transfer their overseas lab</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The University continues to lead and participate in national research teams, including the National Science Challenges, and CoRES, to promote leading-edge research in areas important to New Zealand's future development.</p> <p>The University hosts five CoREs:</p> <ul style="list-style-type: none"> • The Maurice Wilkins Centre • Brain Research New Zealand/ Rangahau Roro Aotearoa • Medical Technologies • Te Pūnaha Matatini • Ngā Pae o te Maramatanga – New Zealand's Indigenous Centre of Research Excellence <p>The University also contributes to four further CoRES:</p> <ul style="list-style-type: none"> • The Dodd-Walls Centre for Photonic and Quantum Technologies, hosted by the University of Otago • MacDiarmid Institute for Advanced Materials and Nontechnology, hosted by Victoria University of Wellington • QuakeCore: Centre for Earthquake Resilience, hosted by the University of Canterbury • Riddet Institute, hosted by Massey University. <p>Research capacity will be enhanced in line with the University's Research Strategy, approved in 2017. The Strategy identifies five global and national challenges that focus our thinking on how we can best advance knowledge to serve local, regional and global society. The challenges relate to the processes that shape our physical, natural and social environments; our place in the Asia-Pacific region and the wider world; the health and wellbeing of people and populations; sustainable physical, social, and economic environments; and future technologies.</p> <p>Strategies to tactically engage and broker relationships with more international funders, institutions and networks will be developed and pursued. As an example of engagement between the University and external institutions, the Joint Centre for Biomedicine inaugurated a collaboration between the Maurice Wilkins Centre and the Chinese Academy of Sciences' Guangzhou Institutes of Biomedicine and Health, in 2015. The centre focuses on leading-edge medical science to seek new treatments for diseases such as cancer.</p>	<p>to the University of Auckland, working on space research. These appointments will raise the international profile of both the University of Auckland and New Zealand as a site for cutting-edge research. See vignette below for further details.</p> <p>We host four CoREs, are co-host of one, and a participant in the remaining CoREs. Preparations are underway to extend these important activities beyond 2020 through the re-bid processes. Bids in other areas of national significance and that reflect our expertise will also be developed.</p> <p>We are hosting two of the 11 National Science Challenges – A Better Start, on the health and success of young New Zealanders, and High Value Nutrition, which aims to develop high-value foods with validated health benefits to drive national economic growth – and collaborate on eight others.</p> <p>We have a range of cooperative research activities between University researchers and DHB staff. The Auckland Academic Health Alliance (AAHA), a partnership between the Faculty of Medical and Health Sciences and the Auckland District Health Board, has launched the Auckland Cancer Trials Centre to provide a new model of care for cancer patients in a world-class facility.</p> <p>We have made considerable investment over the last two years in the support of research. Our IRiS project ('Improving Research Support') has strengthened the processes underlying that support and created networks of technical and project support to ensure researchers are able to focus on high-quality research. We have put specialist business development teams in place whose role is to liaise with industry and other stakeholders, maximizing our research opportunities. The partnership with UniServices aims to:</p> <ul style="list-style-type: none"> • Support researchers and help them grow their research portfolios, increasing the impact of research on society and expanding the value of research outputs. • Develop mutually-beneficial relationships with research funders and commercial clients, bringing the external worldview into the University research environment. • Identify, protect, and develop the intellectual property of the University that arises from world-class research.

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>Mātauranga Māori research capability is supported across all faculties and large scale research institutes. The Kairataki provides advice on Vision Mātauranga to the University's research community ensuring our research has a better impact and responsiveness to Māori. That research includes:</p> <ul style="list-style-type: none"> • Māori Studies – fosters and publishes research that helps promote and enhance understanding of Māori language, culture and society, within the University and New Zealand. • Mira Százy Research Centre for Māori and Pacific Economic Development – New Zealand's first dedicated Māori and Pacific research facility in business and economics, which aims to enhance the quality of life for Māori, Pacific and other indigenous peoples, their communities, small-to-medium enterprises and nations. • Tōmaiora Māori Health Research Group – aims to be a thriving kaupapa Māori research unit seeking to establish and produce results from research which are relevant to the needs of Māori and Pacific communities and therefore to the nation. <p>The James Henare Māori Research Centre focuses on providing excellent research to empower Māori groups living within the northern tribal district of Tai Tokerau. The Centre which aims to be the leading organisation to research the social, cultural and economic well-being and advancement of Tai Tokerau people by contributing to Māori social, cultural and economic well-being and advancement through its research programmes and activities has re-established an advisory group whose membership is drawn from Iwi leaders from Tai Tokerau, resulting in improved alignment between iwi aspirations and the University.</p> <p>The University of Auckland Inventors Fund (UoAIF), developed by UniServices, is an 'evergreen' open-ended \$20 million investment fund, accessible to University researchers and students for the development of technologies for commercialisation. The objective of the fund is to enable researchers and students to transform good research into good businesses and new products. Acquiring early funding is the riskiest stage of the process of launching products and businesses, and typically no other sources of capital are available.</p> <p>Leading research facilities that benefit staff, students and the public are established at the University, including:</p>	<ul style="list-style-type: none"> • Commercialise University-sourced technology and innovations, developing and investing in the commercial potential of new ideas produced by University staff and students. • Deliver social and economic benefits of research outputs to the wider community in New Zealand and beyond. <p>UniServices' initiatives continue to develop, for example:</p> <ul style="list-style-type: none"> • Return On Science is now five committees strong and is the principal national research commercialisation programme that leads the establishment of best practice to deliver new research to market from universities, research institutions, and private companies. • The Momentum Programme provides access to expert advice, connections and access to investment channels through a growing number of regionally based student-led investment committees. It was launched in Auckland in 2018 and is now also in the Wellington and Otago regions. It is a national commercialisation programme that leads to the establishment and use of best practice to deliver new technologies to market from student populations, universities, research institutions, and private companies. <p>Our doctoral student numbers have continued to increase, in both real and proportional terms. In 2017, doctoral candidates had increased by 5.1% from 2016, and increased in 2018 again by another 3.1%. In 2018, doctoral EFTS comprised 6.5% of our total EFTS, up from 6.1% in 2016 and 6.4% in 2017. Our goal is to increase our doctoral intake within our targeted growth of 1% per annum. This increase will be across all our research areas. The doctoral student intake is supported by doctoral scholarships.</p> <p>The University is developing a ResearchHub, which will provide an easily-accessible source for the promotion of, enrolment in, and access to relevant high-quality face-to-face and online opportunities for research being offered across the University. This aligns the University of Auckland with international best practice in researcher development, similar to successful models such as Extend at UNSW. It will also reduce silos, encourage cross-faculty networking and interdisciplinary collaboration, and support effective sharing of common research development resources, as well as allowing for unique disciplinary differences.</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<ul style="list-style-type: none"> • The world-class Centre for Advanced MRI (Magnetic Resonance Imaging) • The National Conservation Laboratory for Wet Organic Archaeological Materials, based in the Department of Anthropology • The Brain Recovery Clinic <p>Career development opportunities for staff are provided, including Research and Study leave, seed-funding for research career development through the Faculty Research Development Fund and through Early Career Research awards.</p> <p>The University is the top-ranked New Zealand University in the three main world university ranking systems. While these rankings use a range of factors to generate their scores, research outputs and reputation are a significant contribution. Auckland was the only New Zealand University ranked among the top 100 universities in the QS World University Rankings 2020, attaining a ranking of 83=.</p> <p>In the Times Higher Education World University Rankings, the University was ranked in the 201–250 band, after dropping out of the Top 200 on the THE league table for the first time since the ranking was first published in 2010.</p> <p>The University was ranked in the 201–300 band in Shanghai Ranking’s Academic Ranking of World Universities 2018.</p> <p>In the inaugural University Impact Rankings by Times Higher Education, the University ranked No.1 globally, recognising our performance against and contribution towards the United Nations’ Sustainable Development Goals (SDGs). The UN SDGs came into force in 2016 and set a 15-year agenda to end poverty, fight inequalities and build peaceful, just and sustainable societies. The University’s performance is as follows:</p> <ul style="list-style-type: none"> • Overall Ranking: 1st • SDG3 Good health and well-being: 1st • SDG 4 Quality education: 15th • SDG 5 Gender equality: =6th • SDG 8 Decent work and economic growth: 15th • SDG 10 Reduced inequalities: 19th • SDG 11 Sustainable cities and communities: 11th • SDG 16 Peace, justice and strong institutions: 7th • SDG 17 Partnerships for the goals: =1st 	

Vignette – Entrepreneurial Universities

The Entrepreneurial Universities fund supported the appointment of five world-class researchers and their labs to the University of Auckland in the two rounds it was available for applications. The University has been a strong advocate for a national imperative to transform New Zealand from a country reliant on the export of natural resources, to a smart nation in the global knowledge economy, and these appointments contribute significantly towards this goal.

In 2018, Dr. Suranga Nanayakkara and his team relocated from Singapore to set up the Augmented Human Lab in the Auckland Bioengineering Institute. His FingerReader concept allows a visually-impaired person to scan text at the tip of their finger and read it aloud; this was touted by *Time* Magazine as opening a new world of independence for the blind. Under his mentorship, students have established two start-ups, one aiming to further develop the FingerReader concept, and the other based on a shoe which is capable of providing feedback on the gait of its wearer (whether that be a high-performance athlete or a person with a mobility challenge).

Professor Mark Billingham also joined the University in 2018. A world leader in Augmented Reality, Professor Billingham joined the ABI, leading a research team focussed on Empathic Computing, and developing telepresence technology which will help remote people to better share their experiences and understand how they are feeling. He is a co-creator of ARToolkit, the first open source library for AR, has more publications than any other AR researcher in the world, has developed a number of world firsts, and also maintains commercial interests internationally.

In the second round of applications, three appointments were made. Professor Olaf Diegel, a world-renowned researcher in 3D printing and product development, was appointed the new head of the Creative Design and Additive Manufacturing Laboratory in the Faculty of Engineering and began his role here at the beginning of 2019. Professor Diegel has developed over 100 new products for companies worldwide, in service of home health monitoring, security, marine, and lighting products, as well as 3D-printing guitars and bass guitars.

The most recently-announced appointment is Professor Michael Witbrock, a leading expert and researcher in Artificial Intelligence, who has just begun his new role as Professor of Computer Science and leader of a Broad AI lab. He has argued for the merits of AI as a force for good, and has been an expert consultant to the European Commission in the areas of reasoning and human-computer collaboration.

The fifth appointment will be confidential until August 2019, but works in the space industry and will set up a space institute in the Faculty of Engineering, contributing to the growing space industry and adjacent industries in New Zealand.

TES Priority 6: Growing international linkages

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

Engagement) we also pursue collaborative arrangements and partnerships that support our goal of being a leading public university of global standing.

Strategic Plan Alignment

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

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

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

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

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>The University had 4,993 EFTS generated by full fee-paying international students in 2018; this represents over 10% growth compared to 2017. The percentage of full fee-paying international students grew from 14.7% in 2015 to over 18% in 2018. Annual growth of at least 6% per annum is targeted.</p> <p>The International Office supports the development, maintenance and strengthening of key international relationships that will enhance and enable our ability to perform as a globally competitive University.</p> <p>Well-established international partnerships facilitate mobility, international student recruitment and research opportunities for staff and students. Our involvement in three networks (APRU, WUN and U21) is important for benchmarking, sharing best practice and is influential for maintaining rankings.</p> <p>The University has formal agreements (Memoranda of Understanding and Student Exchange Agreements) with 179 universities in 39 countries, and we attract high-quality undergraduate and postgraduate international students from over 129 countries to study here.</p> <p>Close engagement is maintained with Education New Zealand, Universities New Zealand, Immigration NZ, the Ministry of Foreign Affairs and Trade, and the Ministry of Education.</p> <p>Distinctive postgraduate programmes that appeal to international students have been developed and offered. The first area in which taught masters</p>	<p>The University of Auckland seeks to move to a student body that better aligns with that typically seen at leading peer research-intensive universities. To achieve that goal, we have developed a suite of qualifications with strong employment outcomes in areas that are attractive to international as well as domestic markets. The University maintains strong international linkages through our memberships of U21, APRU and WUN. These networks provide opportunities for our students to study internationally and our staff to collaborate with international colleagues. The increasing proportion of international students ensures that all of our students, including those who are not able to study overseas, have the opportunity to make international connections.</p> <p>India is now our International Office's top priority: by 2024, international tertiary student numbers from India are projected to overtake those of China (the current largest global source of international students), due to demographic shifts. The University of Auckland led a nationwide marketing strategy towards India, supported by Education New Zealand and Universities New Zealand, and has been directly developing university-to-university strategic partnerships and signing new Memoranda of Understanding with highly-regarded and highly-selective Institutes of Technology (including the number 1 and number 5-ranked institutes in India), enabling dual Masters and joint PhD offerings with these IITs, as well as research collaboration at graduate student and staff levels.</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>programmes were offered were the suite of conversion masters programmes offered by the Business School, but now programmes exist in the faculties of Engineering, Arts, and Science as well. Enrolment in these courses by international students has doubled in this time, and we anticipate further growth. Current strategy in this area involves continuing to expand qualification options, but also enhancing the services which accompany these degrees, such as supporting employment after graduation.</p> <p>The Schools Partnership Office and International Office work together to recruit international students studying in New Zealand schools by ensuring that students are aware of the opportunities available, as well as in promoting our study abroad (Outbound) options to potential domestic and international students. 50% of the students in New Zealand who take up international placements during their studies are enrolled at the University of Auckland.</p> <p>The University's global network of alumni are utilised by the University to support its activities, outreach and international profile.</p> <p>Career development consultants in CDES have specific responsibilities, including for international students. Examples of specific initiatives tailored to international students to encourage and support them to remain in New Zealand, include:</p> <ul style="list-style-type: none"> • The Workplace Insights Programme, which helps selected international students learn about working in the New Zealand marketplace, using their alumni partners as real-life examples. Students are able to visit their workplaces and observe real-life work situations, as well as develop a mentor-like relationship with their partner to learn about the realities of the New Zealand workplace. The programme includes career-specialised workshops. <p>International student successes are profiled on the Career Development and Employment website.</p> <p>Pastoral care and learning support is provided through international student advisers, in addition to services embedded in faculty student centres, and other learning and pastoral support services.</p> <p>A wide range of options and support for student accommodation is provided through the University's Accommodation Solutions Advisory Service. Short-term exchange and Study Abroad students are guaranteed University</p>	<p>We have recently entered into articulation agreements with three Chinese universities, streamlining and encouraging transfers of undergraduates into programmes in Data Science and Marine Science at the University of Auckland, with an eye to these students subsequently enrolling in postgraduate study at the University of Auckland. The most recent articulation agreement with North East Forestry University in Harbin was approved by the Chinese Ministry of Education in April this year. It also establishes a joint college, known as Aulin College. This joint programme at undergraduate, masters, and PhD levels may see up to 1,200 students in the offshore pipeline, with a forecast 45% onshore transfer rate for an estimated potential of 700 cumulative onshore EFTS by mid-2026. It will be formally launched in September 2019.</p> <p>We are in conversation with 4 to 5 prestigious Chinese and 4 Indian tertiary institutions to offer joint PhDs.</p> <p>Our accommodation offerings will further expand to offer accommodation specifically earmarked for international postgraduate students and their families, to better support their experience relocating to Auckland.</p> <p>Responsiveness to international applications will be enhanced by working with Immigration New Zealand on the timing of visa application processing. Currently, 99.7% of our students receive visa approval, the highest in the world, but the timing of these approvals affects the conversion rate between offers of a place and enrolment, something we seek to improve.</p> <p>A Bachelor of Global Studies, an interfaculty undergraduate degree co-taught across the Faculties of Arts, Business and Economics, Creative Arts and Industries, Education and Social Work, Engineering, Law, and Science, was launched in 2019. This degree is the first of its kind in New Zealand, but responds to international trends (six universities in Australia offer similar degrees). This degree not only fosters international linkages in its content and by involving international partners (in the tertiary sector, trade associations, and others), but it prepares students for globally-oriented careers. These include work in public and private international companies, foreign affairs and diplomacy, NGOs, non-profit and human services, international media, think tanks and research institutes, teaching and tourism, and the emergent global civil society. The degree will also prepare students for further graduate study</p>

Recent and ongoing initiatives and activities	Future-facing initiatives
<p>accommodation, which necessitates close engagement between the International Office and Accommodation Services.</p> <p>International topics are integrated into the University's curricula. For example, the curriculum of the recently-developed Master of Indigenous Studies promotes and values diverse international indigenous perspectives in a changing global environment.</p> <p>We have strong collaborations with leading universities and research centres in China – including initiatives such as the New Zealand Centre, established at Peking University in 2007 as a venue for New Zealand-China research engagement; the Three Brothers collaboration with Tsinghua and Qinghai universities in highland ecology and advanced materials; and a model Confucius Institute (the only MCI in Oceania and one of 50 from a total of 550 CIs established worldwide) and run in partnership with Fudan University. The Innovation Institute China launched in 2016 in Hangzhou, a world-class centre for research and innovation.</p> <p>The University of Auckland is the host of the North Asia CAPE, one of three Centres of Asia-Pacific Excellence operating nationally via a consortium of four universities (The University of Auckland, Victoria University of Wellington, the University of Otago, and the University of Waikato). CAPEs were formally launched in April 2018 in Parliament, and each is committed to growing and deepening relationships between New Zealand and their key countries and regions. The North Asia CAPE focusses on Greater China, Japan and Korea. It has been organising business engagement opportunities (including internships, study tours, and short courses), educational opportunities from primary to tertiary level, public engagements (hosting distinguished international experts to present to the public and invited audiences nationwide), and co-hosting and collaborating on programmes with key stakeholders domestically and internationally.</p> <p>Alumni and donor-focused events continue to take place locally and internationally, and include celebration dinners, receptions, reunions and lectures.</p>	<p>in such areas as international affairs, international business, peace studies, area studies, and development studies.</p> <p>From early 2020, the University's agreement with Study Group for the provision of Foundation programmes will see the students enrol with the University while the teaching and pastoral care will be provided by Study Group. The University will retain responsibility for quality assurance.</p> <p>Recent successes in securing offshore funding for University of Auckland research and staff reflect the international significance of work produced here (e.g. the NIH research funding for projects underway in the ABI and Liggins Institute from 2017 and 2018 respectively).</p>

Vignette – International Conferences

The University of Auckland has been successful in its bid to host the APAIE Conference and Exhibition in Auckland in 2021. This will be the largest international education event to be held in New Zealand to date, and it is anticipated that more than 2,500 delegates will attend, and that there will be at least 360 exhibition booths.

This bid was put together by the lead host University of Auckland, with Education New Zealand, Tourism New Zealand, and Auckland Tourism Events and Economic Development (ATEED), and was backed with strong endorsements from the Minister of Education, Universities New Zealand, and all New Zealand universities as co-hosts. The conference will be held in March 2021 at the New Zealand International Conference Centre (NZICC).

The Asia-Pacific Association for International Education (APAIE) was established in 2004 in Seoul, South Korea, by a founding committee of thirteen university representatives from across the region (including the University of Auckland). The Board now comprises 18 university members from 9 countries in the Asia-Pacific region. The APAIE Annual Conference and Exhibition brings together international education policy makers, practitioners, and experts from across the globe to network, improve professional skills, and learn about new developments in international education. The 2019 conference, hosted by the Universiti Teknologi Malaysia (UTM) in Kuala Lumpur saw a record number of delegates: over 2,500 attendees and 337 exhibition booths. The growing attendance at the conference each year reflects the burgeoning interest in the region and recognition of the Asia-Pacific's important role in international education.

Programmes and Activities

Changes in demand

Student demand continues to drive enrolment patterns. The University has recovered its domestic undergraduate intakes, in spite of the intense competition between the Universities for high-quality school leavers, while maintaining growth in full fee-paying international students. The expected 2019, reduction in Auckland school leavers will be off-set by extending the schools from which we draw. Within Auckland, we are looking to the schools in the south and west that are active participants in our outreach programmes, out of Auckland our comprehensive curriculum, international reputation, scholarships and accommodation are key to attracting students with potential to succeed.

STEM subjects remain the main source of growth for new undergraduate intakes. The University has responded to student demand for increased access to Engineering and Science places by increasing the intake into Engineering, Biomedical Science and Computer Science. The Health related disciplines have been extended to include undergraduate Medical Imaging alongside the existing Health Science, Nursing, Optometry and Pharmacy programmes. The re-structure of the Bachelor of Arts and the introduction of the Bachelor of Global studies, an interdisciplinary programme, as well as expanded intakes to Law have contributed to growth in Arts and Humanities, and Social Sciences disciplines. The introduction of the Bachelor of Advanced Science (Honours) and the up-date to the Bachelor of Science to provide clearer pathways for students, including to postgraduate studies, have also contributed to increased intakes across Science disciplines.

We continue to innovate in our curricular development, introducing new qualifications to support student and industry demand, ranging from the forthcoming Bachelor of Design, the Bachelor of Medical Imaging, and a range of conversion Masters programmes which appeal strongly to domestic and international students, allowing students from non-cognate backgrounds access to a wider range of employment options.

We have had a strong focus on improving students' experience of the University. Our admission, enrolment and programme advice processes have been the focus of the Student Digital Journey Project. The development of a Student Services Strategy signals a future focus on students' overall experience of the University, especially on the transition to study and the learning support options we provide. We have continued to invest in University accommodation for first-year students through to postgraduate students and their families, including those from Auckland.

The University has a commitment to the delivery of a comprehensive curriculum, as expected of a highly-ranked research-led institution. Its strengths are recognised across a broad range of disciplines; retaining and, where possible, improving that position is a priority. This includes maintaining our breadth in arts and social sciences, as they make significant contributions to our international rankings, which have a strong impact on our ability to attract international students across the University, as well as research collaborations. Our ongoing commitment to Māori language support is reflected in many initiatives, among them offering the only programme in New Zealand taught entirely in te reo, in the Faculty of Education and Social Work.

Outcomes and Measures

Performance commitments

Refer to template

Previous commitments

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

International student numbers have shown considerable growth between 2016 and 2019³, increasing by 23.6% over that period. A very significant part of that growth has been in taught postgraduate programmes which have grown by close to 50%, with further growth expected in the remainder of 2019. While the growth has been focussed on Science, Engineering and Business, the interdisciplinary nature of our programmes has ensured International growth has been achieved across all faculties.

The University's masters programmes have been especially attractive to international students. In addition to increased enrolments in conversion masters in Information Technology and Business related areas, international students have been attracted to professional programmes in Engineering, Architecture, Urban Planning and English Second Language Teaching, and to interdisciplinary programmes in Conflict and Terrorism, Energy Studies and Disaster Recovery. The conversion masters programmes are very resource intensive with wrap around support, including significant English language and career development support, provided for students.

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

UniServices, the University's commercialisation arm, is the largest research and development company of its kind in Australasia. In 2018 UniServices generated \$169.4m of new research contracts, created 11 businesses to commercialise University research across a broad range of industries, and licensed 84 Patents.

The University of Auckland Inventors Fund (UoAIF), an 'evergreen' open-ended \$20 million investment fund (up from \$10 million), is accessible to University researchers and students for the development of technologies for commercialisation. The objective of the fund is to enable researchers and students to transform good research into good businesses and new products. This early funding acquisition is the riskiest stage of the process of developing research into commercial outputs, and typically no other sources of capital are available.

The Momentum Programme provides access to expert advice, connections and access to investment channels through a growing number of regionally-based student-led investment committees. It was launched in Auckland in 2018 and is now also in the Wellington and Otago regions. It is a national commercialisation programme that leads to the establishment and use of best practice to deliver new technologies to market from student populations, universities, research institutions, and private companies.

Improving outcomes for Māori and Pacific learners

The University of Auckland has a long history of implementing innovative solutions aimed at improving educational outcomes for Māori and Pacific communities, including for those students

³ As at 10 July 2019

enrolled in our programmes, their families and whanau, and in the wider secondary school communities with which we engage. We have detailed many of these initiatives in this Plan.

We are committed to achieving improvements in the performance and participation of Māori and Pacific students enrolled in the programmes we offer, as evidenced in our Performance Commitments. Our commitments bring us close to achieving parity of performance, especially for Maori. Any further improvement is likely to require significant targeted investment in the compulsory sector to address the highly variable preparation available to many Māori and Pacific students applying to study.

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

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

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

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

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

Growing postgraduate enrolments is a key strategic goal of the University. Taught postgraduate EFTS have grown steadily each year, doctoral EFTS have grown at a much slower rate. The proportion of postgraduate enrolments was 23.6% in 2017. We are expecting to reach 25% postgraduate by 2022. We have invested in guaranteed scholarships for doctoral students, summer research scholarships, improvements in the processing of applications, and the development of new undergraduate and postgraduate programmes that provide pathways to research postgraduate degrees. The Bachelor of Advanced Science (Honours) was introduced in 2019, as a pathway to postgraduate study for Science students. Science and Arts Scholars tracks within the existing degrees have been developed to provide an enhanced experience for top achieving students.

The intake into Engineering increased again in 2019, at which point the undergraduate intake will stabilise at 1,000 new students per year. Specialist postgraduate programmes aimed at meeting construction and other engineering employment needs have been successfully introduced.

The Information Technology programmes introduced in 2015 (and offered jointly with the University of Waikato from 2016), and the Master of Data Science introduced in 2019 provide graduates with the skills to meet a wide range of ICT industry employment opportunities.

Employment Outcomes of Tertiary Education

The University introduced a Graduate Destination Survey in 2017. It is a biennial survey of our graduating cohort run 12 months after the final semester of study. At a high-level we found that 70% of our graduates were in employment one year after graduating, 24% were in further study and only 3% were seeking employment.

Of our overall graduates who were not in further study, 95% were in employment, (96% of our domestic and 93% of our International graduates) were in employment. While the results show variation by programme level and area of study, for domestic students completing an undergraduate degree, Arts graduates at 88% had the lowest employment rate and the highest at 99% was for Law graduates. Postgraduate, including Doctoral graduates, consistently have a higher employment rate than that for bachelors degrees, with the average across our postgraduate qualifications of 97%.

Graduates provided salary information as well as their employment status and feedback on their overall study experience, this allowed us to understand the salary variation between part-time and full-time employment and the variance with the EOTE data. The median salary in 2017, for graduates 1 year after completing was 50,000 to 59,999. This is well above that provided by the EOTE data.

The University has used the feedback provided by its graduates to enhance the services it provides and to better embed employment related skills within its curricula. The details of many of these initiatives have been provided in this document.

Universities New Zealand – Te Pūkai Tara has also released data regarding employment outcomes. Their data, released in February 2016, showed that a typical graduate earned around \$1.6 million more over their working life than a non-graduate⁴.

Findings of quality assurance reviews

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

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

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

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

The next full academic audit will take place in 2020.

⁴ 'A degree is a smart investment', Universities New Zealand - Te Pūkai Tara, 16 February 2016, <http://www.universitiesnz.ac.nz/node/854>

Capital asset management

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

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

Current projects include the completion and progressive occupation of the new Engineering facility B405, a new Grafton facility B507 to house both the School of Population Health, which is relocating from the recently-sold Tamaki Campus at the end of 2019, and the School of Medicine, which is relocating from premises owned by the ADHB which are at the end of their lease mid-2020. Seismic strengthening of existing buildings and various asbestos-related projects are underway. Construction of a new Recreation and Wellness Centre on the City Campus has been approved to replace current aged facilities that are not of sufficient scale and are not fit for purpose. Works for the provision of temporary recreation facilities are progressing over the next year to enable demolition of the current Recreation Centre in preparation for construction commencing late 2020. A new fully-catered student accommodation facility, Waipārūrū Hall, is progressing on the City Campus and due for completion in 2020.

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

The University continues to consider opportunities for additional student accommodation in line with its student accommodation strategy.

The University is continuing to progress its consolidated campus strategy. The sale of the Tamaki Campus settled in July 2016 with a short-term lease-back in place for a subset of facilities through to the end of 2019. Activity is also underway with respect to re-locating the Faculty of Education and Social Work from poor-quality facilities on the Epsom Campus to refurbished and repurposed spaces on the City campus.

A major re-planning activity in 2015, involving each of the University's faculties and large-scale research institutes, informed an updated long-term academic and capital plan which was adopted by the University's Council in December 2016, with a further refinement considered and adopted in December 2018.



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