

THE UNIVERSITY OF AUCKLAND CAMPAIGN
FOR ALL OUR FUTURES



CAN
WE...

CAN WE CREATE A CRIME-FREE ENVIRONMENT? ... CAN WE PREVENT ADULT DISEASE BEFORE BIRTH? ... CAN WE KNOW HOW THOUGHTS ARE MADE? ... CAN WE PROLONG THE QUALITY OF PEOPLE'S VISION? ... CAN WE REDUCE INEQUALITY THROUGH EDUCATION? ... CAN WE HELP WOMEN IN PRISONS TO GAIN SELF-ESTEEM? ... CAN WE BRING BACK THE DAWN CHORUS TO OUR CITIES? ... CAN WE HAVE THE BEST SCHOOL SYSTEM IN THE WORLD? ... **CAN WE LEARN FROM THE MISTAKES OF HISTORY TO CREATE A BETTER WORLD?** ... CAN WE BUILD A SOCIETY THAT PROTECTS ITS WEAKEST MEMBERS? ... CAN WE BUILD STRONGER COMMUNITIES? ... CAN WE NURTURE CUTTING-EDGE INNOVATION WITH TRADITIONAL INTEGRITY? ... CAN WE USE VISUAL TESTS TO DIAGNOSE AUTISM? ... CAN WE FACILITATE THE CREATION OF AMAZING ARTWORKS? ... CAN WE REDUCE OUR RELIANCE ON FOSSIL FUELS? ... CAN WE DEEPEN OUR UNDERSTANDING OF THE CREATIVE PROCESS? ... **CAN WE BRING UP A GENERATION OF CRITICAL THINKERS?** ... CAN WE STOP WASTING TALENT? ... CAN WE MAKE EVERY BUILDING SAFE FROM EARTHQUAKES? ... CAN WE EMPOWER YOUNG ADVOCATES TO FIGHT INJUSTICE? ... CAN WE TURN OFF THE OBESITY SWITCH? ... CAN WE TAKE MORE GAME-CHANGING IDEAS TO MARKET? ... CAN WE ATTRACT AND RETAIN THE BEST MINDS IN NEW ZEALAND? ... CAN WE MAKE OUR HEALTH SYSTEM MORE EFFICIENT? ... CAN WE BUILD A MODERN ROBUST ECONOMY? ... CAN WE ERADICATE CHILD ABUSE? ... CAN WE PREVENT PROGRESSION OF MYOPIA WITH CONTACT LENSES? ... CAN WE CAPTURE THE FORCE OF LIGHT? ... **CAN WE IMPROVE SOCIETY THROUGH UNDERSTANDING OF INJUSTICES?** ... CAN WE POWER OUR DEVICES WITHOUT WIRES? ... CAN WE DEVELOP THE GO-TO PRODUCTS AND SERVICES OF TOMORROW? ... CAN WE CREATE CHANGE, INVITE INNOVATION AND LEAD THE WAY? ... CAN WE COMBINE CREATIVE FLAIR WITH FUNCTIONALITY? ... CAN WE DEVELOP EFFECTIVE INTERVENTIONS FOR ADDICTION? ... CAN WE TRANSFORM LIVES WITH CREATIVITY? ... **CAN WE IMPROVE THE WELL-BEING OF THE WORLD'S MOST VULNERABLE PEOPLES?** ... CAN WE ENSURE ALL OUR YOUNGSTERS ARE READY FOR SCHOOL? ... CAN WE PREVENT MIGRAINES? ... CAN WE PROVE THE VALUE OF CREATIVITY? ... CAN WE DESIGN CITIES READY FOR A CHANGING WORLD? ... CAN WE OVERCOME ECONOMIC BARRIERS TO BRILLIANT STUDENTS? ... CAN WE SEE INTO A VOLCANO? ... CAN WE FOSTER A SUCCESSFUL ENTERPRISE CULTURE? ... CAN WE HELP THE NEXT GENERATION OF COMPOSERS TO WOW THE WORLD? ... **CAN WE PREPARE YOUNG NEW ZEALANDERS TO BE GLOBAL CITIZENS AND INFLUENCERS?** ... CAN WE USE A SINGLE BLOOD TEST TO DIAGNOSE CANCER? ... CAN WE MAKE OUR WATERS CLEAN? ... CAN WE USE CREATIVITY TO ENHANCE THE WELL-BEING OF PEOPLE WITH DISABILITY? ... CAN WE PREVENT PREMATURE DEATH AMONGST MĀORI? ... CAN WE KEEP ALL OUR CHILDREN SAFE? ... CAN WE BUILD A SPACE INDUSTRY? ... CAN WE REDUCE REOFFENDING? ... CAN WE KNOW WHAT IS IN OUR AIR? ... CAN WE MAXIMISE THE POTENTIAL OF 'BIG DATA' WHILE AVOIDING ITS MISUSE? ... CAN WE GIVE ALL STUDENTS INTERNATIONAL EXPERIENCES? ... CAN WE CREATE TRULY WATER-SENSITIVE CITIES? ... CAN WE MAKE TEACHING A HIGHLY VALUED PROFESSION? ... CAN SCIENCE AND MĀTAURANGA MĀORI WORK HAND IN HAND? ... CAN WE MOVE THE DIAL ON OUR ECONOMIC PERFORMANCE? ... CAN WE MAKE BURN SCARS A DISTANT MEMORY? ... **CAN WE BETTER UNDERSTAND NEW ZEALAND'S UNIQUE IDENTITY?** ... CAN WE BE WORLD LEADERS IN INDIGENOUS HEALTH? ... CAN WE REPLACE LOST BRAIN CELLS? ... CAN WE RESTORE OUR UNIQUE NATURAL ENVIRONMENT? ... CAN WE ACCELERATE LEARNING THROUGH DIGITAL INNOVATION? ... CAN WE USE THE ARTS TO INCREASE PERFORMANCE IN THE SCIENCES? ... CAN WE SLOW DOWN THE PROGRESS OF FRONTOTEMPORAL DEMENTIA? ... CAN WE IGNITE A SPIRIT OF INNOVATION? ... CAN WE UNDERSTAND HOW THE UNIVERSE FORMED? ... CAN WE LEAD THE WORLD ON ENVIRONMENTAL POLICY? ... CAN WE HELP OUR STUDENTS TO MOVE ON TO POSTGRADUATE STUDY? ... **CAN WE CELEBRATE OUR DIVERSITY AND CREATE AN INCLUSIVE SOCIETY?** ... CAN WE HAVE CLEAR RIVERS AND SEAS? ... CAN WE ENRICH INDEPENDENT EVERYDAY LIVING FOR OLDER PEOPLE? ... CAN WE USE SOCIAL DATA MORE EFFECTIVELY? ... CAN WE MAKE OUR COMPUTERS SAFE FROM HACKERS? ... CAN WE IMPROVE THE LIVES OF PEOPLE WITH SEVERE EPILEPSY? ... CAN WE FOSTER THE TALENTS OF OUR YOUNG PERFORMERS? ... CAN WE REDUCE THE HIGH INCIDENCE OF HEART DISEASE AMONGST MĀORI? ... **CAN WE DO JUSTICE TO OUR GLOBAL OPPORTUNITIES?** ... CAN WE MAKE EVERY HOME A GREEN ONE? ... CAN WE EARTHQUAKE-PROOF NEW ZEALAND? ... CAN WE PREPARE STUDENTS TO SUCCEED IN A RAPIDLY CHANGING WORLD? ... CAN WE PROTECT NEW ZEALAND'S CREATIVITY AND INNOVATION? ... **CAN WE LEARN WHAT IS NEEDED FOR AN ETHICAL AND JUST SOCIETY?** ... CAN WE BE A WORLD LEADER IN BIOSECURITY? ... CAN WE POWER NEW ZEALAND WITH THE WIND? ... CAN WE DESIGN ANTI-SKID ROADS? ... CAN WE DELAY THE ONSET OF ALZHEIMER'S? ... CAN WE INNOVATE TO CREATE VALUE FOR ALL? ... CAN WE ACCELERATE BRAIN RECOVERY AFTER A STROKE? ... CAN WE CREATE A SAFER FUTURE? ... **CAN WE IMPROVE NEW ZEALAND'S RELATIONS WITH OTHER COUNTRIES?** ... CAN WE NURTURE THE ABILITY TO THINK AND ACT CREATIVELY? ... CAN WE MITIGATE THE DEBILITATING EFFECTS OF CEREBRAL PALSY? ... CAN WE REIMAGINE BUSINESS SUCCESS? ... CAN WE UNDERSTAND THE VALUE OF MARINE RESERVES? ... CAN WE PREPARE OUR STUDENTS FOR THE 21ST CENTURY OF WORK? ... CAN WE ENSURE ALL PREMATURE BABIES HAVE A NORMAL LIFE? ... **CAN WE CREATE BETTER MUSEUMS?** ... CAN WE ENSURE GOOD GOVERNANCE FOR THE FUTURE OF NEW ZEALAND? ... CAN WE MAKE EXERCISE A PRESCRIPTION FOR HEALTH? ... CAN WE INCREASE EDUCATIONAL ACHIEVEMENT BY TEACHING THROUGH THE ARTS? ... CAN WE USE NON-INVASIVE BRAIN STIMULATION FOR RECOVERY FOR STROKE SURVIVORS? ... CAN WE BE A SUSTAINABLE COMMUNITY? ... CAN WE POWER OUR HOMES WITH ELECTRIC CARS? ... **CAN WE UNCOVER NEW INSIGHTS INTO OUR PAST THROUGH ARCHAEOLOGY?** ... CAN WE DRAMATICALLY IMPROVE CANCER SURVIVAL RATES? ... CAN WE USE THE ARTS TO BUILD OUR SENSE OF NATIONAL IDENTITY? ... CAN WE CREATE WORKPLACES THAT WORK? ... CAN WE PREPARE FOR THE IMPACT OF CLIMATE CHANGE? ... CAN WE OPTIMISE NUTRITION FOR ALL MOTHERS AND BABIES? ... CAN WE INCREASE THE PUBLIC'S UNDERSTANDING OF ADVANCED TECHNOLOGY? ... CAN WE CHANGE THE WAY WE MEASURE SUCCESS IN SCHOOLS? ... **CAN WE BETTER UNDERSTAND THE HUMAN CONDITION THROUGH LITERATURE?** ... CAN WE RADICALLY REDUCE THE INCIDENCE OF HEART DISEASE AND DIABETES? ... CAN WE ENSURE HEART HEALTH FOR FUTURE GENERATIONS? ... CAN WE FUTURE-PROOF OUR FIRMS? ... CAN WE REDEFINE OLD AGE? ... CAN WE CREATE LEGISLATION THAT EFFECTIVELY PROTECTS THE ENVIRONMENT? ... CAN WE CONTROL EPIDEMICS OF SEXUALLY TRANSMITTED INFECTIONS? ... CAN WE MAKE CREATIVITY FUNDAMENTAL TO LEARNING? ... CAN WE CREATE 5G CELLULAR TECHNOLOGY? ... CAN WE LEAD THE WORLD IN PERINATAL RESEARCH? ... CAN WE ENSURE EVERY YOUNG PERSON HAS ACCESS TO GREAT TEACHERS? ... **CAN WE PRODUCE A GENERATION OF AWARD-WINNING FILMMAKERS?** ... CAN WE HELP MORE PATIENTS IN OUR HOSPITALS? ... CAN WE HELP DESERVING STUDENTS TO ACHIEVE THEIR ACADEMIC DREAMS? ... CAN WE HARD-WIRE OUR COMPANIES FOR SUCCESS? ... CAN WE MAKE BETTER USE OF OUR ORGANIC WASTE? ... **CAN WE FOSTER CREATIVE WRITERS AND AUTHORS?** ... CAN WE BRING THE ARTS INTO BUSINESS? ... CAN WE INVEST IN NEW ZEALAND'S LONG-TERM SUCCESS? ... CAN WE MEASURE THE IMPACT OF CULTURAL INSTITUTIONS ON OUR SENSE OF SELF?

An invitation to
join with us,
for all our futures.

Can we change the future together?

We live in a period of unprecedented and rapid change. Disruption, risk and opportunity confront us in equal measure. Such exceptional times call for exceptional responses – radically new ways to think and act.

Research universities have a unique role in meeting this challenge. Only they generate new knowledge *and* provide the highest levels of formal education. They create – immediately, and for the longer term – opportunities for our society to adapt to the technological revolution and the changing nature of work; to respond to explosive new diseases and intractable old ones; to give all our young people access to high quality education; to address the needs of an ageing population; and to limit and adapt to climate change and environmental pressures.

For the University of Auckland, this has special meaning as we prepare future generations, and future leaders, for a very different world.

Through teaching, research and innovation, and especially in areas where we have proven strengths, we seek to advance our levels of achievement and increase our contribution to society.

The generosity, trust and support of past donors has already enabled us to make significant contributions to our community.

Now the University has launched a new campaign to build partnerships and raise funds to support this important work. It will provide the enhanced resources and strengthened capability needed to have a lasting impact on the challenges we face – to ask audacious questions, and to be ambitious in our search for answers.

Only by working together can we answer the challenge. Will you join us?



Understanding people,
society, and cultures is
central to everything
we do in our world.



In the Faculty of Arts we tackle some of the world's most complex and challenging questions. The Arts disciplines – from history and philosophy to politics and modern languages – provide important insights into many of the biggest issues facing humanity.

Through our research and teaching we grapple with social issues that affect people from our own neighbourhood to places on the other side of the globe. We're learning from the past to understand the present and the future. We're working to safeguard New Zealand's unique heritage, while shaping our country's place in the world.

And we're nurturing and inspiring our students, who will go on to lead lives that are very different from our own – in ways that we cannot even imagine. To support their future success, we must develop their skills in critical thinking, problem-solving, and communication, all of which are attained through study in the Faculty of Arts. Indeed, these skills are essential for all University graduates.

We are proud of the achievements of our scholars and students, across the humanities, social sciences, languages and indigenous studies.

The Faculty has consistently ranked among the world's top 40 in the broad areas of humanities and social sciences.

With this recognition comes added responsibility and impetus to lead the way towards implementing positive change for humanity. The Arts subjects provide context and relevance in our complex globalised world. Our question now is: What more can we do today so that we will have an even greater impact tomorrow?

Will you be a part of our vision?

PROFESSOR ROBERT GREENBERG
DEAN OF ARTS



Can we ensure our students are confident global citizens who understand diverse cultures and societies?

Global connectedness is playing an ever-increasing role in determining the fate of nations, corporations and individuals. “To be unconnected is to fall behind,” warns the McKinsey Global Institute. It is predicted that by 2025 global movement of capital, goods and services, and people will double or even triple compared to today’s levels.

Our challenge is to prepare students to be global citizens in a future which will be more interconnected than ever before. One of the most effective ways of enhancing our students’ ability to operate successfully on the global stage is through creating opportunities for cross-cultural dialogue. And integral to this strategy is foreign language acquisition. This is because learning languages is inextricably linked to understanding other cultures and their perspectives. It is enriching and transformative. And it enables adaptability and productivity in our complex global context.

Living and learning in another country is an ideal way to build on studies at our Faculty, where we teach the widest range of Asian, Pacific and European languages in New Zealand. Some of our students in the School of Cultures, Languages and Linguistics have the opportunity to embark on study abroad or experiential programmes in countries across the globe. For example, Italian language students have been immersed in the study of film in Prato, Italy, exploring the theme of intercultural connections in that country. Students of Korean, Chinese, and Japanese are taking part in study programmes in Asia that provide cultural and language immersion. Meanwhile some of our Art History students benefit from internships at the Peggy Guggenheim Collection in Venice. Others, from Classics and Ancient History, participate in study tours to architectural sites in Greece and around the Mediterranean.

Our University is also working hard to support students’ learning through formal study abroad and exchange programmes. Approximately 900 undergraduate students

take part each year, including around 100 from Arts. Making education abroad accessible to more students is vital. International studies and experience show that such programmes make a significant contribution to students, their institutions and society as a whole.

Our Arts graduates have become leading international figures in many fields. Included among our most eminent is Helen Clark, who majored in political studies and went on to become Prime Minister, followed by her appointment as Administrator of the United Nations Development Programme. Arts alumnus Phil O’Reilly headed Business NZ for 11 years, before taking up a role at the International Labour Organisation in Geneva, Switzerland. Rugby great Michael Jones, also one of our graduates, has been honoured for his services to the Pacific Island community as well as his outstanding sporting achievements. And alumna Philippa Boyens, who was co-writer on *King Kong*, *The Lord of the Rings* and *The Hobbit* trilogies, is one of the most successful screenwriters in the world.

Today’s students will participate in a world in which cultural literacy will be essential currency. We must invest now in supporting more of our students to develop their skills in our Faculty and through learning abroad. New Zealand’s future success requires us to invest in our young people so that they make a sustained impact on multiple local and global challenges.

Will you help more of our students become globally connected citizens?

“Prato was the ideal place to immerse ourselves - small enough that you felt like you could become part of the community, yet busy enough to get a real sense of Italian culture. The people were so friendly and helpful during our conversations - it gave me real confidence in my language learning.”

SARAH BRADLEY WHO IS STUDYING FOR A BA(HONS) IN ANTHROPOLOGY AND A DIPLOMA OF LANGUAGES IN ITALIAN

Can we safeguard the cultural heritage of Māori and Pacific people in New Zealand?

Cultural diversity is as necessary for humanity as biodiversity is for nature.

This is the guiding principle behind the work of UNESCO in protecting and promoting cultural rights and heritage around the world.

In New Zealand the cultural heritage of Māori and Pacific people forms an integral part of our identity. This heritage is expressed through language, performing arts, cultural artefacts, and traditional foods – from an All Blacks haka at Eden Park, to the annual Pasifika Festival, which is the largest celebration of Pacific Island culture in the world.

At Te Wānanga o Waipapa, our School of Māori Studies and Pacific Studies, we are actively supporting Māori and Pacific development by promoting and advancing knowledge of Māori and Pacific world views through our teaching and research. Our aim is both to preserve the foundations of our cultures and to develop in new directions.

It is widely acknowledged that Māori is high on the list of endangered languages globally. Staff in Māori Studies and in New Zealand's Māori Centre of Research Excellence (Ngā Pae o Te Maramatanga), which is hosted by the Faculty of Arts, are at the forefront of efforts to revive and revitalise te reo Māori. Māori Studies has recently hired its first Māori academic who has te reo as her first language, was schooled totally in te reo and wrote her PhD in te reo.

There is an increased appreciation of the material and physical cultural objects of indigenous peoples all around the world and in New Zealand. Students in Māori Studies can research and create traditional artefacts – an adze or a weapon, a musical instrument or a fishing net – under expert tutelage. And our courses in Kapa Haka, Māori traditional dance, not only teach dance but add to the holistic knowledge of the culture.

Expertise in Pacific Studies spans Pacific history, society, culture and politics, language, art and performing arts. Recently the New Zealand Institute for Pacific Research was established in the Faculty of Arts. This institute is advancing research on Pacific sustainable development, investment and foreign-policy issues.

Academics in Pacific Studies are global leaders in the preservation of cultural heritage. For example, we offer the world's only university-level course in Cook Island Māori. A PhD student has developed an innovative programme in which students tell their own stories on video, adding to their own skills and to the corpus of the language online. This student's thesis comprises the first-ever full linguistic description of this acutely endangered language. It incorporates recordings which enshrine traditional knowledge and non-verbal aspects of communication, and is helping to retain a precious area of knowledge that would otherwise be lost.



A new Masters in Indigenous Studies, launched in 2016, equips students to have an impact in education, health, media, politics or policy.

To preserve the special place that Māori and Pacific heritage have in New Zealand's cultural tapestry, our goals are two-fold. We must leverage our world-leading expertise through national and international collaborations. And we must equip more students with transformative skills and knowledge that they can take back to their communities and into the future.

Will you help to preserve and develop New Zealand's unique identity?

“There's a proverb in Māori: 'Me hoki whakamuri, kia anga whakamua'. It means 'We need to go back and look at where we've come from in order for us to look forward'.”

MĀKERE SIKISINI PHD STUDENT, MĀORI STUDIES



Can we create more stable, just and ethical societies?

A world free of poverty. It is a goal that has seen marked progress in recent decades. From 1990 to 2015 the poverty rate was cut in half and, for the first time, the World Bank projected that the number of people living in extreme poverty was expected to have fallen below 10 percent.

But in spite of the encouraging statistics, many millions of people continue to live in extreme poverty. Nearly 78 percent are located in South Asia and Sub-Saharan Africa.

While New Zealand's poverty rate is lower than the OECD average, the OECD's *Society at a Glance 2014* report shows that 17 percent of respondents in this country do not have money to buy sufficient food, up substantially from the 2007 figure of 10 percent. And child poverty is of growing concern for our nation.

The financial, social, and psychological disadvantages that come with poverty persist across time and generations. For instance, New Zealand has one of the highest rates of incarceration in the developed world, and 23,000 of our children have a parent or parents in prison. This puts them at significant risk of low educational achievement and a violent or criminal future.

Through the School of Social Sciences in the Faculty of Arts a unique collaboration has been developed between our researchers and some of the most marginalised members of our society – those behind prison bars. This innovative project is transforming lives through enabling prison inmates to undertake study and creative writing. And it is informing national policy through publications – several of which have been co-authored by former prisoners, people who have known nothing but deprivation and violence since early childhood.

On a global level, researchers in Development Studies are working on issues of inequality and injustice such as the loss of land that had sustained the lives of indigenous

peoples over centuries. In Cambodia, for example, more than 50 percent of fertile land has been taken over by foreign investors and the country's elites, causing the displacement of local communities. Research in our Faculty is helping people in the Philippines, Indonesia, Cambodia, Laos, Vietnam and Myanmar in their struggles to retain their customary rights in accordance with international principles of justice.

Meanwhile, research from Politics and International Relations has focused on initiatives in the south-west African country of Namibia, where women have shown their capacity to counter poverty and create sustainable livelihoods through housing collectives. The concept of a Basic Income Grant – debated in many parts of the world – is practised too in Namibia as a solution to poverty. The knowledge gained through these studies is now being communicated to communities and governments in the Pacific region and could be effective in reducing poverty.

Our researchers are working with disadvantaged groups in New Zealand and across the globe to make positive change. They are demonstrating that we *can* help to alleviate even the most challenging problems of our time. Our proposed Centre for Development, Global Change and Social Justice will help to address the urgent need for high-quality, collaborative research that will have a lasting impact on societies.

Will you help to break the cycle of poverty?

“Working together has allowed me the space to imagine a different future, made me realise I can be a force for positive change for myself and for my family.”

QUOTE FROM A PRISON INMATE AFTER WORKING WITH RESEARCHERS FROM THE SCHOOL OF SOCIAL SCIENCES

Can we draw on the humanities to understand and transform our world?

Our world needs the unique skills of those trained in the humanities. They are vital drivers of a modern economy. And they help us to interpret the world in which we live.

Increasingly the world economy has moved into service industries requiring graduates with knowledge and skills derived from the humanities subjects. For instance, in the technology sector in the US, 63 percent of CEOs and company heads in Silicon Valley hold degrees other than in engineering or computer technology, a significant number of them in Arts subjects like English and philosophy. As Apple co-founder Steve Jobs famously said: “Technology alone is not enough. It’s technology married with liberal arts, married with humanities, that yields us the results that make our hearts sing.”

What is it about Arts – and Arts in combination with other degrees – that makes hearts sing? The Arts and humanities create nimble thinkers, people who find new ways to address complex questions.

In his landmark book, *On the Origin of Stories*, Distinguished Professor Brian Boyd in English, Drama and Writing Studies has changed thinking all over the world on what it takes for human beings to survive and thrive. Linking Darwinian evolution with the human need for mental and social play, he argues that storytelling is a necessity for the survival of humankind. *On the Origin of Stories* has been published in four languages, and has influenced thought in more than 30 disciplines from anthropology to economics and from mathematics to neuroscience.

One of the big questions we humans ask is about the origins of life. And as synthetic biologists around the world attempt to create living cells, their research raises ethical dilemmas that can best be addressed within Arts.

We are in the process of establishing an Auckland Research Centre for the Humanities, which will include a group working on the origins of life. This Centre will bring together Arts and Sciences, a combination of perspectives not often seen elsewhere in the world. Already some of our researchers from Philosophy and Biological Sciences are co-authoring articles and are working together to teach a postgraduate course on conceptual and ethical issues in biology.

To encourage critical thinking on complex questions, academic staff in Philosophy launched a “massive open online course”, attracting 57,000 students worldwide. A “large online course” on critical thinking has since been offered to students from across the University to encourage them to ground their beliefs in rational thought, to make decisions in accordance with their beliefs, and to filter information and assess its value. These students are acquiring the tools they will need to navigate and contribute to the challenges of the future.

We must prepare today for a tomorrow that we cannot predict. Our Auckland Research Centre for the Humanities is poised to be a hub for innovative collaborations within Arts and across disciplines. By supporting our academics and students you can help to address humanity’s most complex questions.

Will you help to drive the adaptive thinking that the 21st century is demanding?

“The humanities open a cultural window to understand different human experiences.”

EDEN-MONIQUE LAIKA-MOMOISEA, BA(HONS) STUDENT IN PHILOSOPHY

“Whatever industry we operate in, it is vital that we are able to think critically about the world we live in and the kind of future we want to create.”

SHAWN TAN, BA(HONS) STUDENT IN PHILOSOPHY





Can we work in
partnership?

Achieving the audacious and aspirational requires commitment and continuity, and the security of knowing that support is there – in a shared vision, in advocacy and in philanthropy. There are many ways to assist the University’s people and their work.

Philanthropically supported fellowships, academic positions and chairs attract and sustain academics of international standing, to lead teaching and research that will change society for the better.

Research grants allow those academics and postgraduate researchers to do innovative work that would otherwise not be possible.

Philanthropic funds support innovation and enterprise and provide opportunities for research to be rapidly applied in the community.

Scholarships, internships, international study experiences and enhanced learning environments attract exceptional students, not just from New Zealand but from throughout the world, and allow them to flourish.

All these will help create the leaders of tomorrow and drive the translation of discovery into the revolutionary technologies and innovation that will shape New Zealand’s future.

We are inviting you to join us today for a better tomorrow.

Can we start now...
for all our futures?



Ways to support the Campaign

There are a wide number of ways in which alumni and friends of the University can provide support for its mission – to educate present and future generations and generate transformational research and innovation. They include philanthropic gifts, mentoring, volunteerism and advocacy.

Philanthropic support

Making a financial gift, at whatever level, is valued support and can be carried out in a number of ways:

- A current use gift for immediate use, for example to support a scholarship or research project.
- A pledge to give an agreed amount over a specified number of years, or indefinitely.
- An endowment to provide support in perpetuity (invested with the University of Auckland Foundation, a percentage of the income is used each year while the balance is reinvested to maintain the value of the original gift).
- A gift to the University in your will.
- Donations through annual and specialist appeals.

The University of Auckland Foundation and the University of Auckland are both New Zealand registered charities. We acknowledge with thanks the University of Auckland students who took part in the photography for this booklet.

