



THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

Profile 2008-10 (Summary)

Approved by the Tertiary Education Commission
14 December 2007

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1 Profile Context

In August 2005, The University of Auckland Council adopted a new Strategic Plan for the period 2005-2012. The Plan forms the basis of the University's internal planning and accountability decision-making and reporting processes. The University's Strategic Plan is consistent with the priorities of the Tertiary Education Strategy (TES) 2007-2012 and with the focus of the current tertiary education reforms on the distinctive contribution made by universities.

1.1 Government Priorities in the Tertiary Education Strategy 2007-12

The tertiary education reforms signalled in 2006 are now well underway. The University has welcomed those priorities most relevant to it:

- the greater emphasis on the distinctive contribution of institutions;
- the prospect of a new tertiary funding system which will recognise such contributions;
- increased attention to quality, particularly in teaching and learning;
- the desire to increase the proportion of 17-25 year olds who gain higher qualifications; and
- recognition of the contribution of research to the nation's economic growth and development.

The University of Auckland sees its distinctive role as being:

- a national and international University;
- research-intensive across a number of disciplines;
- focussed on high quality undergraduate teaching and learning;
- nationally and internationally significant in its provision of postgraduate teaching and research training;
- leading in educational developments and research activities that contribute to national social, intellectual, cultural and economic advancement.

The University of Auckland is **a national and international university**, making a distinctive contribution to global knowledge and innovation and to a harmonious, equitable and prosperous society in New Zealand. Its role is expressed in its mission statement:

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

The University aims to achieve its mission by pursuing international standards of teaching, learning, research and creative work, and service, through engagement

and benchmarking with high quality, comprehensive, research universities based in global cities in Australia, the United Kingdom, Europe, North America and Asia. Its benchmark universities are the top tier of Australian universities and the broad-based, civic universities that make up the international groupings within *Universitas 21* and the *Association of Pacific Rim Universities*. The University of Auckland expects to match the standards of the best of these universities and to uphold the international ideals of academic freedom and institutional autonomy, exercised responsibly and with appropriate accountability to its national and international communities.

The national and international role and status of the University is shown by the following:

- The University is ranked internationally as New Zealand's leading university.
- The University has the most ethnically diverse student body in New Zealand, reflecting both its location in the Auckland region and its international reputation.
- The University has the largest number of academic staff in New Zealand contributing to global knowledge in the broadest range of disciplines.
- The University is New Zealand's largest single international education export earner, and graduates the largest number of international students each year.
- The University is the only New Zealand invited member of *Universitas 21* and the *Association of Pacific Rim Universities*, international networks of research-led universities.

The University of Auckland plays a vital role in **economic transformation** through discovery and creativity, and the development of intellectual and social capital.

- The University has the greatest research strength among the universities, with the largest number and highest concentration of top-ranked researchers.
- The University is home to four of the country's eight Centres of Research Excellence and to more than 50 interdisciplinary research clusters in emerging fields that cross knowledge boundaries.
- The University's researchers secure more than \$75 million each year for externally-sponsored research projects, from nationally and internationally competitive funding sources.
- The University's commercial arm, UniServices, is the largest organisation of its kind in Australasia, generating revenue of over \$70 million each year and employing more than 500 staff through the commercialisation of the University's expertise and research.
- The University graduates the largest number of students each year, in the widest range of professions and fields.
- The University contributes in excess of \$4 billion of output to the Auckland region each year.

The University of Auckland creates **confident and successful citizens**, able to succeed professionally in the global arena and to contribute to the well-being of the international community.

- The University has more than 100,000 alumni working and living in New Zealand and around the world.
- The University offers its students the opportunity to study at one of over 115 university exchange partners around the globe.
- The University's curriculum, including a general education component, affords students a unique opportunity to benefit from expertise across a wide range of disciplines.
- The University has the highest number of students enrolled in conjoint degree programmes in the country, providing graduates and employers with greater flexibility and a broader range of skills and knowledge.
- The University is a leading centre in Māori research, hosting the National Institute of Research Excellence for Māori Development and Advancement.
- The University is a centre for Pacific teaching, research and scholarship, drawing on its location in the city with the most Pacific people in the world.
- The University is a major contributor to the cultural heritage of Auckland and New Zealand, evidenced by a long and proud history of creative work and enabled by partnerships with national performance and arts organisations.

The University of Auckland enhances the **skills of New Zealanders** by providing undergraduate and postgraduate education in a research environment, rich in quality, support and experience.

- The University has the largest number and the highest proportion of graduate students of any tertiary institution in New Zealand.
- The University has the highest annual number of research degree completions.
- The University's students have access to the expertise of the largest number of top-ranked researchers in New Zealand.
- The University's students consistently win more Top Achiever Doctoral Scholarships than those of any other New Zealand university.
- The University's library is the largest in New Zealand, comparable to top university libraries in Australia.

1.2 Stakeholder needs and priorities

The University and its Faculties have many stakeholders with whom it interacts on a regular basis. These interactions and the needs and priorities that are identified through them are the basis for many of the changes and developments that are made in our academic and other activities. The University also builds partnerships and seeks collaborations with individuals, institutions and other bodies throughout

New Zealand and the world and gains valuable input into teaching, learning and research activities through these relationships.

1.2.1 Students

The primary stakeholders of the University are its students. These students spend precious years at the University where the study they undertake is the foundation for their careers, their intellectual independence and lifelong learning. During these years they acquire or enhance the knowledge, understanding and skills they take into their vocations and communities. They form friendships and develop interests which will be with them for life.

Students expect a high quality education delivered by excellent teachers, in a well-resourced environment. They wish to be challenged and excited by their studies and to gain qualifications that will be internationally recognized. Studying at a university that is ranked highly internationally is important to them. They wish to engage with their University in a multitude of ways: through guided academic study, self-directed intellectual work, student affairs, University governance, community projects and social, sporting and cultural activities. Students are both partners and stakeholders in the academic community and the University seeks ways to enhance its consultation with them and their sense of belonging to an academic community.

The period of demographic change that began in 2003 has had significant implications for The University of Auckland. The 17-25 year age group, which had been in decline, began to increase once again in 2003. The majority of students in degree programmes are in this age group. Significant growth in first year undergraduate enrolments, mainly within this demographic group, has been experienced in 2007 and is forecast for the period to 2010. Although participation rates within the sector are expected to grow by over 2 per cent a year during this time, the University wishes to slow its growth to an average of 1% over the planning period 2008-2012.

It is expected that over the next three years most of the growth in demand for University education will occur in Auckland, and much of it will be from Māori, Pacific and Asian peoples whose young populations are still growing significantly. This growing diversity of New Zealand's population presents an opportunity and a challenge to the country and to the University. We need to provide opportunities for these young people to succeed at all levels of education, and particularly tertiary education, to ensure New Zealand's long-term social and economic prosperity.

In 2007 a higher proportion of students achieved University Entrance through the National Certificate of Educational Achievement than in 2006. The number of students who applied for admission on the basis of Cambridge International Examinations increased. This increased intake of school leavers is expected to continue into 2008 and will create an increased student pipeline until at least 2011.

However, studies undertaken at the University and by the Ministry of Education show that relatively few Māori and Pacific secondary school students gain a university entrance qualification, and fewer complete secondary school with the subjects and results required to be admitted to limited-entry Faculties. To increase the enrolment of Māori and Pacific students, the University must engage with improving the educational outcomes of the primary and secondary system and provide pathways for students who have missed out on the necessary preparation for university study in their school years. It must then ensure that these young people are successful in their studies. The most significant factor in such success seems to be a successful first year and the University is putting considerable resources into first year orientation and retention programmes.

The 2002 University Taskforce on admissions into the Medical and Health Sciences, Science and Engineering faculties showed that a declining number of secondary school students take the five or six Year13 approved subjects which signal an intention to enter a university; and that the percentage of school students taking the major science subjects has also declined. There are fewer students locally with the school qualifications to enter science-based programmes. To increase enrolment in science-related areas the University will have to recruit appropriately qualified students nationally and internationally.

The University admits a significant number of students for whom English is a second language. Many of these students have excellent academic records but need to improve their English language and information literacy skills. This change in the student intake has led the University to provide English language needs assessments and to put in place increased language support systems and information literacy programmes.

In recent years overseas universities have been in competition for New Zealand undergraduate students, in the same way that they have always competed for postgraduate students. A number of US and Australian universities actively recruit students from New Zealand. They compete for top New Zealand students to whom they offer scholarship funding and enhanced study opportunities. Increasing numbers of New Zealand citizens now attend overseas universities for undergraduate study. The University must develop its capability to market to and recruit the top domestic students.

In 2007, the University experienced a further decline in the number of international students in some subject areas and from some countries of origin. The University anticipates that the decline in international undergraduate students will continue in the period 2008-10. There is, however, more robust demand at the postgraduate level, which is expected to rise significantly over the next couple of years, supported in part by the introduction of domestic fees for international PhD students and a vigorous recruitment strategy.

The Government policy of allowing universities to enrol international PhD students at domestic rates has improved the ability of New Zealand's research universities to compete globally for the best students and will have a direct impact on the nation's innovation capability and the economy. The University of Auckland's priority to strengthen its postgraduate recruitment as a means of consolidating its leading research areas and building others has been considerably assisted by this policy. As the best postgraduate students are typically offered scholarship support in North America or Australia, the lowering of fees has provided a similar incentive to governments sending scholarship students and to privately-funded students. The University has already admitted increased numbers of international doctoral students from China and Pakistan and is following a policy of diversifying source countries.

Some unintended consequences of the policy remain. For example, the international trend to ensure long-term engagement of research teams has seen the rapid development of joint or dual PhD programmes whereby PhD students spend part of their research time at partner universities. The current PhD funding settings, with a high proportion of the subsidy paid on completion of the degree, militate against collaborative arrangements and, unless funding can be provided for these such exchanges, may exclude New Zealand universities from a key international development.

1.2.2 Staff

The University's staff are an important stakeholder group and this is recognised in the Strategic Plan, particularly objective 15 which states the University's aim to 'create a culture that encourages academic and general staff to reach their full potential', and the Charter which places at the forefront the University's commitment to 'creating a diverse, collegial scholarly community in which individuals are valued and respected, academic freedom is exercised with intellectual rigour and high ethical standards, and critical enquiry is encouraged'.

Collegiality is at the heart of University governance with academic representation at all levels of the University's governance structure. Senate, the University's Academic Board, is comprised of all the professorial staff and additional elected members and advises Council on academic matters. A range of academic committees report to Senate and there is academic representation on Council. General staff also have representation on Council and on appropriate committees. Academic units, Faculties and Service Divisions have a significant degree of autonomy in managing their activities and decision-making.

As stakeholders, staff have a diverse range of needs and priorities to enable them to work effectively and reach their full career potential. Their contribution to the University across teaching, research, administration and service – require a stable and sustainable environment that is intellectually challenging and provides maximum opportunities for advancement. The University provides career and professional development to academic and general staff, support for research and study,

recognition of staff achievements and access to opportunities that come with being part of a university of high international standing.

The University provides career and professional development opportunities through a Centre for Academic Development with responsibility for support of all aspects of academic practice, a Staff and Organisational Development Unit with responsibility for leadership programmes and personal professional development and through the study opportunities it makes available to staff. Academic staff have access to research and study leave which they are encouraged to take at an international university or research institution for a semester every three years or two semesters after six years service. Internal research grants are managed through Faculties. General staff are encouraged to participate in professional associations and attend conferences relevant to their work.

The University has for a number of years provided a leadership programme for women members of the academic and general staff. This programme has two strands, one for early career women and one for women in senior positions. It also provides a leadership programme for academic heads targeted in three strands at future heads, new heads and experienced heads. General staff have recently joined the future leaders' strand of this programme. General staff managers meet regularly in a general staff managers' forum and a conference for general staff is held every eighteen months. Advancement programmes specifically for Māori and Pacific staff are currently under discussion.

The University encourages all staff to participate in their discipline, professional and other organisations. Many have prominent positions nationally and internationally and their engagement with these organisations is supported by the University in a variety of ways, such as providing venues for conferences and meetings.

The University places a high priority on communicating with staff about current organisational issues and policy. It does this through regular publications such as the fortnightly University News, including a Vice-Chancellor's column, a Vice-Chancellor's report to the monthly Senate which is e-mailed to all staff, the staff intranet, staff forums on matters such as the University Strategic Plan, the Budget for the coming year and the Investment Plan, and e-mails on matters of specific and general interest.

Staff are recognised for their achievements through promotion and salary progression. However, the University also makes a number of awards to staff in recognition of special achievement. These include Teaching Excellence Awards, Early Career Research Awards, General Staff Excellence Awards, Equity Awards, and Staff Professional Development Awards. Each year a dinner is held to recognise staff who in that year have achieved significant honours or who have given exceptional service to the University.

1.2.3 Business, the professions, industry and the community

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

The University provides education, research and professional training at a high level, supporting areas targeted for growth in New Zealand, and meeting the needs of industry, business, the scientific community and the professions in a global labour market. The community benefits from the knowledge, skills and attributes that University graduates can contribute to community activities, to community groups and in the informed discussion of community goals and their achievement. In planning its academic programmes and its intake of students, the University assesses the relevance of the programme to specific workforce needs and the size of the demand for the specialist skills involved in addition to the student demand. Faculties proposing new academic programmes are required to consult with relevant professional, industry and community groups.

A large number of the degrees of the University are accredited by external professional bodies so that graduates can gain professional registration or practice certificates.

The strong economic growth experienced over the past decade and the low rate of unemployment currently observed in New Zealand have resulted in generally positive employment outcomes for our graduates. However, changes in recruitment patterns and shifts in the requirements of employers of graduates mean that, in addition to facilitating their academic development, the University must provide students with the resources and support they need for their personal and career development in an increasingly flexible and global workplace.

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

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

personal and professional goals, the willingness to accept civic responsibilities, tolerance and respect for the values of others, awareness of diversity and personal and professional integrity.

Along with the graduate attributes expected of degree holders, transferable skills, workplace experience, IT literacy and career management skills (including networking, negotiation and presentation skills) are now also seen as essential for a successful transition to the workforce. Through the recent re-development of the University's Careers Centre, additional advice and assistance are available to develop graduates' preparedness for employment.

The University has planned on the assumption that the strong labour demand will continue in the short-term, but is likely, along with economic growth and net migration, to slow in the medium term. The University notes that skills shortages have already begun to ease in some sectors and regions but that highly-skilled staff continue to be in demand, particularly in financial services, information technology, construction, property and engineering, professional services, education, health services and government.

To play our part in sustaining New Zealand's economic growth through innovation, it is important for the University to focus on areas identified as key to the country's growth, and to enable our students to manage their careers in changing job markets. Industry representation on Faculty Advisory Boards and on the University's Careers Advisory Committee makes an important contribution to strategic planning.

Examples of our recent academic responses to the needs of the economy include:

- Developments in biotechnology which align with the industry taskforce on biotechnology, including a Partnership for Excellence to develop capability in biotechnology.
- The introduction of a postgraduate programme in Bioscience Enterprise, supported through a Growth and Innovation Pilot Initiative grant to meet a need for graduates trained in both science and business.
- The creation of the Bioengineering Institute for advanced research in bioengineering and postgraduate training.
- The establishment of the National Institute of Creative Arts and Industries to provide a focus on creative and performing arts and industries and to respond better to the needs of the creative arts and industries.
- The development and delivery of the "321 Go Global" executive development programme through The Icehouse in conjunction with New Zealand Trade and Enterprise (NZTE) as a response to the Information and Communications Technology Taskforce.
- Programmes in Māori business development offered by the Faculty of Business and Economics in distant locations where the needs of iwi for

business education have been identified as important for local economic development.

- Postgraduate programmes in Law that are offered flexibly to enhance the research and education of legal practitioners.
- The redevelopment of Faculty of Education programmes to enhance the research and education of teachers and social service professionals.
- Co-operation with FITEC and the Waiariki Institute of Technology in programmes on Wood Engineering to meet the needs of the forestry workforce and the wood industry.
- The introduction of a postgraduate qualification in Speech Language Therapy Practice to meet regional needs for speech therapists.
- The formation of the School of Population Health and the development of postgraduate programmes to address the health workforce implications of the Primary Healthcare strategy.
- Postgraduate courses in Māori Health, designed for Māori health professionals, non-Māori health workers and graduates in non-health disciplines who wish to gain a greater understanding of the history of Māori health initiatives and contemporary Māori health issues.
- Programmes in teaching English as a second language to meet the needs of new immigrants and international students and the education export industry.
- The use of educational technology in support of campus-based teaching and the continued investment in information and communications technology developments on campus to ensure all graduates have the opportunity to make appropriate use of advanced technology.
- Collaboration with other New Zealand universities to establish a national graduate job database.

Within the Faculties, analyses of change in the current and future workforce play a large role in shaping academic and research developments.

There are some areas of educational provision where responsiveness to stakeholder needs will require the University to increase its undergraduate intake over the next few years.

In response to the recommendations of the Health Workforce Taskforce and representations from the University, the Government has recently raised the cap on the medical programme intake from 135 to 155 students. The University signals that it considers that this cap should be progressively lifted in the current planning period.

The University wishes to signal that from 2009 it will seek to increase the intake of its Engineering School.

1.3 Areas for organisational capability development

The University engages in a process of continual improvement of its teaching and learning, research and creative work, and administrative activities through developing the capabilities of its individual staff and of the organisation. It continually looks for ways to enhance its engagement with its local and international communities.

The areas designated as most significant for capability development over the next three years are:

International standing:

- international recruitment of academic staff and postgraduate students
- staff and student partnerships, collaborations and exchanges with peer international universities.

Research:

- recruitment and retention of high quality researchers
- acquisition and maintenance of major items of research equipment
- internal funding for research
- external funding for research
- e-research
- connections and linkages to business, industry and the professions.

Undergraduate students:

- recruitment of high quality students
- Māori and Pacific student achievement
- academic advice to students
- student consultative processes
- engagement with first year students
- teaching facilities and the integration of information and communications technology into the learning environment.

Postgraduate students:

- recruitment of high quality students
- academic and research support
- Māori and Pacific student achievement
- study space and research facilities
- student consultative processes.

Academic staff:

- internationally competitive remuneration
- academic and research career development.

Organisation and infrastructure:

- general staff career development
- administration of research and creative work
- records management
- digital institutional repositories
- digitisation of special collections

- HR management
- campus planning and development.

1.4 Role of The University of Auckland within the tertiary education system

The University has a role within the tertiary education system defined by legislation. Under the Education Act 1989, the University and Government and its agencies are bound to enhance institutional autonomy and academic freedom. The University must:

- have a primary concern with advanced learning and the aim of developing intellectual independence.
- maintain the close interdependence of teaching and research.
- meet international standards of research and teaching.
- be a repository of knowledge and expertise.
- undertake the role of critic and conscience of society.

Under the Education (Tertiary Reform) Amendment Act 2002, the University has these additional roles:

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

These roles are held by the University of Auckland in common with all other universities in New Zealand. The University has defined further its distinctive role within the tertiary education system as:

- national and international in its nature;
- research-intensive across a number of disciplines;
- focussed on high quality undergraduate teaching and learning;

- nationally and internationally significant in its provision of postgraduate teaching and research training;
- leading in educational developments and research activities that contribute to national social, intellectual, cultural and economic advancement.

2.0 Three year outlook

2.1 Commitments 2008-10

The University's strategic goals 2005-2012 are derived from its Charter and are as follows:

1. Establish The University of Auckland, New Zealand's premier research university, as a peer of the world's leading autonomous universities through association and collaboration, and by an active presence in the international academic community.
2. Create a distinctive international educational experience for our students, in Auckland and overseas.
3. Achieve a PBRF ratio of A:B:C:R rated researchers working at the University of 20:50:22:8 through the development of a high quality research environment.
4. Achieve 800 masters and 500 doctoral completions per annum through the development of an international quality graduate programme.
5. Provide enhanced support for research activities by doubling external research income to \$270M per annum.
6. Develop large-scale research institutes of excellence.
7. Achieve a high quality student body with an annual growth rate of equivalent full-time students of 1 %. This student body to be composed as follows: 78 % in undergraduate, 12 % in taught postgraduate and 10 % in research postgraduate programmes.
8. Create a curriculum meeting the highest standards of excellence across the University.
9. Create and maintain an outstanding teaching and learning environment.
10. Fulfill the responsibilities and obligations of the University under Te Tiriti o Waitangi.
11. Develop effective partnerships with the University's local, national and international communities.
12. Engage alumni and friends in mutually supportive and productive relationships.
13. Recruit and retain a high-quality staff and student body, striving to create equal opportunities for all those of ability to succeed in a university of high international standing.
14. Create and promote a student environment that is welcoming, enjoyable and stimulating, encouraging students to reach their full potential within a climate of academic excellence.
15. Create a culture that encourages academic and general staff to reach their full potential.

16. Safeguard the long-term viability and autonomy of The University of Auckland through excellent financial management.
17. Increase and diversify the University's revenue.
18. Provide an infrastructure that supports teaching, learning, research, and community engagement of the highest quality.
19. Promote governance and management practices consistent with the mission and values of The University of Auckland.
20. Operate planning and review processes that drive achievement of the University's strategic objectives.

2.2 Outcomes and initiatives

During the period 2008-10, the main aim of the University is to enhance the quality of teaching, learning, research and the support systems that underpin these activities. All significant changes in the activities of the University relate to this aim.

2.2.1 International standing

It is important that New Zealand supports a university system in which some of its universities have international standing recognised in reputable ranking systems. The University aims to improve its international standing through enhancing the quality of its people and its activities. It does this with a commitment to, and reliance upon, academic freedom and independent decision-making.

Most of the initiatives and outcomes the University plans for the next three years will, by enhancing quality, improve its international standing. Some activities are however specifically aimed to fulfil our international objectives. These include the following:

- The development and promotion of relationships with international universities of high standing so as to expand opportunities for collaborative research, staff and student exchanges and the offering of joint academic programmes. Areas of focus include Europe, China, the USA, South Asia, Latin America and Singapore and models exist with partnerships of the Liggins Institute with the University of Cambridge and the Bioengineering Institute with the University of Oxford.
- Increase the number of high quality international postgraduate students through international academic linkages, targeted recruitment, and expanded research opportunities.
- Increase the numbers and visibility of distinguished international academic visitors.
- Work with agencies such as the Ministry for Foreign Affairs and Trade, Ministry of Education, Tertiary Education Commission, Ministry of Economic Development, Education New Zealand and New Zealand Trade and Enterprise to position the University internationally.

- Increase the number of incoming and outgoing study abroad and exchange students and enhance opportunities for mobility among postgraduate students.
- Full participation by staff and students in international conferences, seminars and workshops.

The TEC has expressed its support for the University's international objectives. The University seeks additional investment from the TEC during the period 2008-10 for strategic initiatives which will enable the University to:

- **Increase the capability of the University's Global Studies Centre through increased collaboration with New Zealand and international universities, strengthening interdisciplinary co-operation, and strengthening research capability in specific regional areas.**
- **Further develop the New Zealand-China project through expansion of the activities of the New Zealand Centre at Peking University, increasing the number of collaborative relationships with Chinese institutions, and development of International Business teaching and research focussing on China.**
- **Increasing and diversifying the number of students participating in exchange and other mobility activities through increased financial support for such activities.**

2.2.2 Research

The University of Auckland aims to undertake high quality research which contributes to social, economic, and cultural development; to build and consolidate areas of research excellence in the wide range of disciplines characteristic of an international, multidisciplinary university; to attract, encourage and retain the best possible researchers; to provide appropriate infrastructure and other resources to support research; and to promote the value of research to the economy, society and community. The research and creative work of the University is international in scope and contributes to, and draws from, the development of knowledge globally.

The success of The University of Auckland in developing an international research profile depends on several key factors, including:

- An uncompromising commitment to excellence in all aspects of research endeavour from fundamental research, through innovation and applied/developmental research, to commercialisation.
- The large scale of the University, which enables the construction of research groups and programmes with sufficient critical mass to compete internationally, particularly in biosciences.
- A strong focus on building high-performance research groups operating in key research areas in each of the broad disciplines undertaken by the University.

- The research linkages which are possible within a multidisciplinary University.
- A commitment to providing necessary equipment, facilities, and infrastructure to support research activities.
- Promotion of a research culture within the University which sees its research as a key driver of social and economic development, strongly linked to the international research community and the needs of New Zealand society.
- Substantially rebuilding and expanding research laboratories and other research facilities.
- Purchasing advanced technology research plant and equipment.

The University pursues a strategy of building and promoting excellence in research and then using its research capability to contribute to national and international agendas for economic, social, and cultural development. In line with government initiatives, the University also seeks to build and maintain internationally ranked capacity in environmental research with particular relevance to New Zealand and its international reputation, particularly in climate change, hydrology, land use, Geographic Information Systems (GIS), and invasive species. It seeks to attract the best possible researchers, invest in the development of their research careers, and provide extensive strategic, infrastructural, and administrative support to enable them to gain both a reputation for excellence and external funding. It aims to respond rapidly and effectively to new opportunities and maintain an appropriate balance between 'blue skies', 'strategic', and 'applied' research, with strong links to the academic community (national and international) and 'end users' within its communities of interest.

Although the University invests its own 'internal' funding in research, the amount available is far less than that required to support the activities of an international research university. It therefore relies extensively on research funding from external sources (almost exclusively competitively-gained research contracts) to provide the resources necessary to achieve its research mission. If Government and private sponsorship of research and development were to falter over the next few years, the capacity of the University to support its researchers would be seriously compromised.

Over the past few years, the University has done particularly well in gaining research contracts from Government in the open contestable environment for the allocation of research funding. This, coupled with the strong performance of the University in the PBRF, indicates that the contestable system has delivered research funding to the best researchers and research teams. Further, the high rate of patenting and commercialisation of intellectual property through its commercial subsidiary, UniServices, indicates that those research teams have been highly successful in developing relevant and exploitable ideas.

The introduction of the 'More Stable Funding Environment' policy by the Ministry of Research, Science, and Technology in 2006 has seen a reduction in the research

funding available from the Foundation for Research, Science and Technology through open contest. The operation of this system curtails the ability of all universities to attract large government research contracts. This, coupled with the flow-on effects from this policy which will inevitably see a downgrading of the importance attached to university research, the loss of research staff positions and increased difficulties in cross-sector collaboration within New Zealand, presents a serious challenge to the University's research contribution.

Following the introduction of the policy, the University became aware of significantly decreased interest in research collaboration on the part of Crown Research Institutes (CRIs). Nonetheless, the University remains committed to national, cross-sector research collaboration with the CRI and Research Association sectors, in addition to other university partners. The University has existing partnerships with AgResearch, Crop and Food Research, Environmental Science and Research, Geological and Nuclear Science, HortResearch, Industrial Research Limited, Landcare, NIWA and FITEC.

The difficulties of cross-sector collaboration have prompted the University to be more active in developing opportunities to work closely with industry, government, and business. For example, the Partnerships for Excellence programme has provided opportunities to develop close relationships with the biotech, plastics, and healthcare industries. However, the University has also been singularly successful in developing research relationships with business through UniServices. These relationships provide much-needed support for research in the University (UniServices contracts provide 50% of total externally funded research revenues coming into the University), and a valuable means by which the research of the University contributes to economic transformation and raises its profile within key stakeholder communities.

The assessment exercises undertaken in 2003 and 2006 for the Performance Based Research Fund have provided a rich source of information regarding research capability both within the University and across the country. Together with teaching performance measures, the PBRF provides a means of balancing research and teaching activities and optimizing the educational results that are available from the unique teaching-research nexus available in our universities.

The University has aligned its internal research performance measurement systems with those of the PBRF so that the changes in the research capability profile can be accurately monitored between PBRF rounds.

The University seeks to enhance its research capability in areas of strategic importance for New Zealand by:

- Building on areas of relevance and strength determined by using the Tertiary Education Strategy, the Growth and Innovation Framework, and the PBRF results, to improve capability and contribution.
- Building critical mass where research strengths at the University of Auckland complement those at other research institutions.
- Developing large scale research institutes where it has appropriate strength and research capacity.
- Building cross-institutional research alliances where these will maximise research synergies and national contribution.

Over the period 2008-10, the University aims to:

- Improve research performance of existing staff members, enhance support for emerging researchers, and increase emphasis on research performance in hiring decisions.
- Strengthen links with business end-users of the knowledge created by University researchers to ensure that research capability and outcomes contribute to economic development and lead to increased external funding for research.
- Continue to develop the existing Tertiary Education Commission Partnerships for Excellence Centres in Plastics Innovation and Health Innovation at the Tamaki Campus.
- Strengthen international research links to give University of Auckland researchers improved access to ideas and facilities off-shore. In particular, the development of linkages and structures which enable participation in the European Union 'Framework Programme' projects and better access to research collaboration and resourcing opportunities in North America and in major growth economies (China, Korea, India and Singapore).
- Improve research infrastructure, project management and support systems to provide enhanced capability for large, performance oriented, research contracts.
- Further development of sophisticated high speed external data links (KAREN) to service research at the University.
- Increase emphasis on research aimed at understanding and protecting New Zealand's unique environmental resources in the context of developments internationally, for example climate change, peak oil, and depletion of marine resources.

The TEC has expressed its support for the University's research objectives. The University seeks additional investment from the TEC during the period 2008-10 for strategic initiatives which will enable the University to:

- **Expand UniServices's open innovation programme in order to create breakthroughs with existing businesses based upon research.**
- **Undertake research to measure the impact of universities on national and regional growth.**
- **Implement a programme to encourage innovation and entrepreneurship in New Zealand universities.**
- **Increase the University's contribution to the research costs of postgraduate students through the Postgraduate Research Student Support scheme.**
- **Work with business and industry to promote joint research projects undertaken by staff and research postgraduate students.**
- **Develop an international unit within the University research office to increase access to international research funding.**

2.2.3 Teaching and learning and academic programmes

The University aims to offer well designed, high quality academic programmes that match in range and intellectual challenge those offered by benchmark international universities. The University expects that its academic programmes and qualifications will be at the leading edge of their disciplines, be taught by strong scholars and researchers who bring their scholarship and research to bear on their teaching, will attract excellent students and be recognised internationally for their quality.

The quality of academic programmes is assured through the internal approval processes of the University and through the external approval and review processes of the Committee on University Academic Programmes and the New Zealand Universities Academic Audit Unit. In addition, the University regularly carries out external reviews of its academic units, including their programme design and delivery. Each Faculty maintains a Teaching and Learning Plan and students are surveyed annually in respect of teaching and learning. Students evaluate individual courses and teachers according to Course and Teaching Evaluation Plans.

Central support of teaching and learning is provided through the Centre for Academic Development. The Centre provides professional development to academic and other staff engaged in teaching activities and support to student learning through a dedicated Student Learning Centre. The University maintains an on-line learning management system for course delivery and supports e-learning through an e-learning design and development group within the Centre for Academic Development. Computer-aided English language support is available through an English Language Self Access Centre. The University Library, which has an outstanding collection of books, periodicals and on-line resources, provides instruction and workshops to develop information literacy.

The University has upgraded its lecture theatres with e-lecterns to provide staff with an integrated base for lecture presentation. A programme to address deferred maintenance and upgrades of lecture theatre is in process to ensure that the physical environment maximises teaching and learning.

The University restructured its qualifications in 2006 to conform to the requirements of the New Zealand Register of Quality Assured Qualifications and the Committee on University Academic Programmes. These qualifications provide students with more flexibility and facilitate credit transfers between institutions. In the process of restructuring, some qualifications that had attracted few student enrolments were withdrawn. Postgraduate qualifications were restructured to provide clear pathways for students from the first postgraduate qualification to doctoral programmes.

The University offers a comprehensive portfolio of academic qualifications, within which it has the flexibility to respond to the emergence of new areas of academic endeavour and the need for new programmes related to work force and student demands.

A list of qualifications that the University intends to offer over the period 2008-2010 is included in section 3. The following new qualifications have been approved or are being considered for offer in 2008:

- Bachelor of Fine Arts (Honours): enhances the current four-year Bachelor of Fine Arts by providing a route for high-achieving students to graduate with Honours through undertaking a final year research project.
- Postgraduate Certificate and Postgraduate Diploma in Professional Supervision: these qualifications replace the University's Graduate Certificate in Professional Supervision.
- Graduate Certificate and Graduate Diploma in Law to provide an opportunity for law graduates to acquire specialist knowledge in courses they were unable to take during their degree study.
- Bachelor of Engineering (Honours) to provide a formal pathway for students in the four year BE programme to graduate with a Bachelors (Honours) degree. This replaces the current system where students may graduate with honours but the degree is not a formal Honours degree.
- Master of Public Administration: this qualification will provide well-qualified graduates for careers as policy analysts, advisors, advocates, decision makers and leaders in government, local government and other public organisations.

The following changes will be submitted to CUAP for approval for introduction in 2009:

- Bachelor of Health Sciences (Honours): this qualification will provide a postgraduate qualification for students who complete the three year

undergraduate programme in Health Sciences and who wish to continue on a research track.

- Master of Architecture (Professional): this qualification will replace the Bachelor of Architecture and align professional accreditation for architects with international trends.
- Master of Legal Studies: this qualification is intended to provide training in legal areas for allied practitioners, such as planners, accountants and administrators, who do not have a qualifying law degree.

The University is committed to creating and maintaining an outstanding teaching and learning environment which encourages academic excellence, enjoyment of learning, critical reasoning and inquiry. It is a key planning assumption that high quality facilities and services are essential to student learning and to attract and retain excellent students. The University will continue to enhance the student environment and promote a welcoming, enjoyable and stimulating campus experience.

Infrastructure developments related to teaching and learning are referred to in **2.2.7**.

Student engagement is a challenge widely recognised among western countries. Through its Student Survey programme, which annually seeks the views of students on their University experience, the University tries to ensure that it understands the issues faced by, and the needs of students both inside and outside the classroom.

Outcomes over the period 2008-10 include:

- A shift towards the University's targeted student profile with proportionately fewer undergraduate students and more postgraduate research students.
- The consolidation of restructured qualifications which provide greater consistency across the sector, facilitate student exchanges and credit recognition, and broaden and deepen the academic engagement of students.
- The consolidation of a General Education component which adds breadth to undergraduate programmes.
- Improved academic advice for all students.
- A successful Academic Audit in 2009.

Initiatives to achieve these outcomes include:

- Active recruitment of a representative body of top school leavers nationally, through the University's expanded portfolio of undergraduate entrance scholarships including scholarships targeted at Māori and Pacific students, the offering of accommodation places to targeted students outside of Auckland, and the improvement of communications with prospective and enrolling students throughout the enquiry and application process.
- The implementation of a recruitment plan for postgraduate students to increase the retention of University of Auckland undergraduate students into postgraduate programmes, and the number of postgraduate students who staircase from other New Zealand institutions into the University.

- Promotion of the University as a destination for postgraduate study for high quality international students.
- The enhancement of language support for those students whose chances of success are affected by a lack of English language proficiency.
- Development of a robust e-learning strategy and structured support of teaching and learning technologies.
- Refurbishment of out-dated lecture theatres including the installation of appropriate and high quality teaching and learning technology, improved desking and seating, and the enhancement of acoustics, ventilation and heating.

The TEC has expressed its support for the University's teaching and learning objectives, particularly those aimed at increasing postgraduate provision. The TEC has also indicated that it supports the University's activities to clarify its role within the network of provision in Auckland. The University seeks additional investment from the TEC during the period 2008-10 for strategic initiatives which will enable the University to:

- **Implement a co-ordinated programme of support for students with degrees from other institutions**
- **Develop a register and website to further support credit recognition and pathways to the University of Auckland.**

The University has proposed to the Tertiary Education Commission that additional funding is essential if the study of languages that are of national and strategic importance is to continue.

2.2.4 People

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

To enhance the recruitment, retention and success of students in the period 2008-10, the University aims to:

- Maintain admission policies and practices which recruit high performing students from a range of contributing schools and promote a diverse student body consisting of students with the motivation and potential to succeed in the University.
- Increase the scholarship funding for entry level undergraduate students.

- Enhance advice to students through mentoring and orientation programmes for first year students.
- Increase the number of work experience and life skill programmes.
- Expand the opportunities for a diverse body of high quality students to progress to postgraduate qualifications, especially PhD degrees.
- Implement an initiative to provide enhanced support to the direct research costs of postgraduate students to remove barriers to research, to enhance research training and assist research students to complete their qualifications in a timely way.
- Provide effective careers management support across the University and through the University's Careers Centre.
- Increase and diversify the opportunities for students to engage in international experiences and activities.
- Expand student accommodation.
- Develop enhanced channels of communication and consultation with students.

To support the selection, development and recognition of staff in the period 2008-10, the University aims to:

- Improve staff administrative systems through the reimplementation of the HR information system.
- Action planning on the results of the staff survey.
- Further develop strategies to attract, retain and reward outstanding staff.
- Implement an enhanced staff orientation programme.
- Continue development of an extensive programme of professional development for new, current and future Academic Heads.
- Further develop leadership and management programmes for general staff.
- Develop structured career planning for general staff
- Introduce a professional development programme for Māori staff.
- Implement a programme of integrated support for the career development of academic staff.
- Continue to support University and faculty programmes that recognise and celebrate academic and general staff achievements
- Enhance succession planning.

The University maintains a close relationship with its alumni through regular communications and events on campus throughout New Zealand and offshore. Each year a number of alumni are honoured by the presentation of Distinguished Alumni Awards and Honorary degrees. Alumni of over fifty years standing are invited annually to a Golden Alumni function. In 2008, the University's 125th Anniversary will provide a focus for the University's alumni activities.

2.2.5 Te Tiriti o Waitangi/The Treaty of Waitangi

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

Māori engagement in academic life confers much of the distinctive and special character of this University. The University wishes to improve the recruitment, retention and success rates of Māori students and to expand further the opportunities for all Māori staff. During the period 2008-10 it will pursue productive and mutually supportive relationships with mana whenua, iwi Māori, and Māori organisations. The University will collaboratively identify shared aims and aspirations and develop, implement, and monitor programmes to achieve those aims and aspirations.

The University has a wide range of initiatives in place to support the aspirations and achievements of Māori staff and students. These include:

- Quality programmes that recognise and support the revitalisation of Te Reo Māori, including programmes in the Department of Māori Studies and the Faculty of Education's Huarahi Māori specialisation in the Bachelor of Education (Teaching).
- Enhanced support for training of Māori health professionals through
 - the Certificate of Health Sciences which bridges Māori students into health qualifications and generates academic opportunities for significant numbers of Māori (and Pacific) students;
 - the MAPAS (Māori and Pacific Admission Scheme) programme which recruits, supports and graduates Māori (and Pacific) students in Medicine;
 - postgraduate courses in Māori Health, designed for Māori health professionals, non-Māori health workers and graduates in non-health disciplines who wish to gain a greater understanding of the history of Māori health initiatives and contemporary Māori health issues.
- Enhanced support for training of Māori engineers through
 - web-based distance mentoring for secondary school students;
 - Māori (and Pacific) targeted entry scheme;
 - cohort support through the South Pacific Indigenous Engineering Students (SPIES) programme; and
 - the South Pacific Professional Engineers for Excellence role model programme.
- The Whakapiki Ake programme run by the Liggins Institute which targets Māori secondary school students for summer scholarships and enables them to experience hands-on science.

- The Tuakana tutoring and mentoring programme run in most Faculties for first year students.
- Awards for excellence in the identification and addressing of barriers to Māori staff and student participation and success.
- The Starpath research project for identifying barriers to participation and success in education.

To further develop support for staff and students in this area during the period 2008-10, the University aims to:

- Engage with appropriate partners (e.g. mana whenua, iwi whose students are or could be strongly represented among the body of students and staff, potential research partners, and Māori organisations) to identify shared and meaningful aims and aspirations.
- Enhance activities under the University's Memorandum of Understanding with Ngāti Whatua ki Orakei.
- Increase participation by Māori in a broad range of disciplines coordinated through Faculty networks, Schools Partnership Office Programmes, the Office of the Pro Vice-Chancellor (EO), the Scholarship Office, and research centres.
- Increase the participation of Māori students in postgraduate programmes.
- Develop a programme of professional development and advancement for Māori staff.
- Achieve the strategic objectives of Ngā Pae o te Māramatanga, the National Institute for Research Excellence for Māori Development and Advancement, which contributes to New Zealand's social and economic development through promoting full Māori participation in society and the economy.
- Increase the number of high quality research publications on issues of relevance to Māori including, in particular, those that share Māori insights with New Zealand and international communities.
- Promote Māori involvement in the National Research Centre for Growth and Development, through three specific elements:
 - an expanded focus on exposing teachers to Biomedical Research;
 - bringing students into the Centre on summer scholarships; and
 - development of the Biology classroom within the Centre.
- Enhance Māori economic and business success locally and globally by conducting and disseminating research, and promoting scholarship, debate and education through the Mira Szaszy Centre for Māori and Pacific Economic Development.
- Enhance the relationship with Tai Tokerau by support of the James Hēnare Māori Research Centre.
- Increase the use by Māori students of all student facilities and services at the University including childcare facilities, Kohanga Reo, Student

Counselling, Careers Centre, Student Learning Centre, and the University Health Service.

2.2.6 Equity: equal employment opportunities and equal education opportunities

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

Core equal opportunities objectives involve increasing the recruitment, retention and success of staff and students belonging to the groups noted above. Other objectives include ensuring that general staff are not disadvantaged and that family responsibilities of all staff are recognised.

A particular challenge for Equal Opportunities in the next three years will be the development of policies and procedures that enable access and achievement of equity groups in a system of capped enrolments with a focus on postgraduate growth and research specialisation. Strategies will also be pursued to enable staff from equity groups to reach their research potential.

Guided by expectations in the Māori Education Strategy (*Ka Hikitia – Managing for Success*), the *Pasifika Education Plan* and *Kia Ōrite: Achieving Equity. New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments*, the University will continue to invest Equity Funding in achieving strategic objectives of recruitment, retention, success and progression in a student body drawing from the widest possible pool of talent. It will be used to support and encourage Māori and Pacific student achievement and where appropriate, progression into postgraduate study. Such funds will also be used to enable students with disabilities to access University study and reach their academic potential.

In 2007 the Pacific Reference Group was established. It will provide strategic and policy advice on Pasifika advancement, contribute to internal and external submissions, and report on achievement of strategic objectives. The group will

maintain community engagement and enhance the profile of Pasifika staff and students.

The University has a wide range of initiatives in place to support the University's equal education and equal employment objectives. Examples include:

- University-wide high levels of management accountability and planning for quality outcomes in equal opportunities.
- Support for appropriate foundation programmes to achieve increased participation for equity groups.
- Tuākana tutoring and mentoring programmes to provide academic support and pastoral care for Māori and Pacific students.
- Mentoring programmes to raise aspirations and achievement among Māori and Pacific students in a range of secondary schools.
- A wide range of services, support, advice and advocacy to increase access and improve outcomes for students with disabilities.
- Research into the advancement of equity groups including the activities of Starpath, a Partnership for Excellence with the Government, in collaboration with the Manukau Institute of Technology. (Starpath programmes seek to identify barriers to educational progress and by interventions ensure that students from equity groups in higher education can fulfil their educational potential.) The research outcomes from Starpath will inform the University's activities in reducing barriers for equity groups, including students from low decile schools.
- Activities and information for potential, new and returning students that signal an inclusive, welcoming environment for those from a wide range of backgrounds, particularly equity groups.
- Comprehensive orientation and induction for students from equity groups.
- Provision of scholarships, mentoring and tutorial support to enhance the retention and success of enrolled students from equity groups in undergraduate and postgraduate study.
- High quality statistical reporting to enable tracking of progress, the identification of trends and the rigorous evaluation of all equal opportunity programmes and initiatives.
- Effective engagement with Māori and Pacific staff, staff with disabilities, women, ethnic minority group staff members, iwi, communities of interest and stakeholders.
- Recruitment strategies and employment provisions that will attract high quality staff from equity groups.
- Monitoring of employment processes for equity, fairness and impartiality.

To further these objectives during the period 2008-10, the University aims to:

- Further develop capability to encourage and support transition from undergraduate to postgraduate study for students from equity groups.

- Engage in student outreach activities to recruit high quality students from equity groups
- Provide professional training, especially in promotion and grant applications, leadership skills, mentoring, and establish effective support networks that will aid retention and progression of staff in equity groups.
- Engage in effective consultation processes to ensure all new buildings are suitable for disability access.
- Participate in collaborative international benchmarking of equity initiatives.
- Ongoing review of equity needs of staff and students, and evaluation of the groups defined as under-represented and disadvantaged in their ability to have access to the organisation.

As part of its commitment to providing equal opportunities and in alignment with Government priorities, the University has developed strategies to increase participation and achievement by Pacific people in all of its activities. Pacific student numbers have increased but still fall short of their representation in the Auckland population. They have a high retention but low success rate. A number of the University's equity programmes, such as Tuakana, and Foundation Certificates assist Pacific students. The University's Fale Pasifika and Pacific Studies teaching block provide a vibrant base for Pacific staff, students, teaching and community activities on the City Campus.

Outcomes for the period 2008-10 include:

- Improved student numbers in disciplines where Pacific students are under-represented and particularly in Science, Engineering and Health programmes.
- Improved retention and success of Pacific students where these are below the average in their area.
- Increased numbers of and support for Pacific students in postgraduate programmes.
- Increased levels of Pacific staff participation in research and publication and innovative research.
- Increased numbers and improved qualifications of Pacific academic and general staff by targeted recruitment, development and retention plans.

The TEC has expressed its support for the University's activities to increase the achievement of Māori and Pacific students. The University seeks additional investment from the TEC during the period 2008-10 for strategic initiatives which will enable the University to:

- **Offer accommodation and mentoring scholarships to first year Māori and Pacific students in engineering, medicine and the sciences.**
- **Initiate a project to increase the number and achievement of students staircasing into degree level programmes at the University from Level 4 qualifications at other tertiary education providers.**

2.2.7 Infrastructure

The University is currently engaged in a medium to long-term programme of enhancing the physical environment and infrastructure for its teaching, learning, research and administration in an environmentally responsible manner. The aim of this programme is to provide teaching and research facilities, plant and equipment, library materials and an IT infrastructure that are comparable with benchmark Australian universities. The University has invested significantly in these areas in recent years, and must continue doing so.

Many of the University's buildings are 20-40 years old, have not been refitted at any stage during their life so far, suffer from ageing and failing plant and services and no longer offer facilities suitable for modern and changing teaching and research activities. Carrying out refits of these buildings will require very significant levels of expenditure over several years (many millions of dollars). The result, however, will be more pleasant and productive working environments for staff and students alike, and more efficient and flexible layouts.

In particular, the Grafton Campus, which is the main home of the Faculty of Medical and Health Sciences, has a vital role in learning and research. However, it is old and out-dated. The University has almost completed planning for its total refurbishment and small expansion. Reflecting the age of the existing infrastructure, the expected expenditure over the next five years exceeds \$200 million.

The University will seek additional funding from the Crown in partnership with the University and private donors to assist in developing the Grafton Campus, the highest priority amongst the University's capital requirements.

In order to achieve its strategic objectives, the University will also need to acquire, most likely through new construction, a significant amount of new floor space. The areas in which the Strategic Plan forecasts high levels of growth, research postgraduate students and externally-funded research, particularly in the sciences, engineering and medical disciplines, are very space-intensive.

Significantly expanding and also diversifying its portfolio of student accommodation has been identified as another very high priority for the University.

The University's 10 year Capital Plan is being reviewed extensively in 2007, with a view to determining the future space needs and optimum location for each part of the University, and the most appropriate utilisation of each of its campuses. This will provide a long-term, strategic framework for the development and implementation of accommodation plans for each faculty, which in turn will lead to the identification and prioritisation of a schedule of future refit and construction projects. The total cost of this programme will be in the hundreds of millions of dollars, requiring the University to consider its policy on debt and other funding options. It is also important that the Crown, in determining its financial support, recognize that while the University may

have substantial existing buildings, inadequate funding over many decades has prevented the University from carrying out an appropriate and necessary programme of urgent maintenance, demolition and modernisation.

The University looks forward to engaging with the TEC as it develops its new capital funding regime which will assist in addressing this situation.