The University of Auckland

Investment Plan 2015-2017

Final approved by Council August 2014

THE UNIVERSITY OF AUCKLAND

NEW ZEALAND

Te Whare Wānanga o Tāmaki Makaurau

The University of Auckland: Investment Plan 2015-2017

Section A: The University's Plan funding

1. This Investment Plan sets out the investment sought from the Tertiary Education Commission through Student Achievement Component (SAC) funding for 2015 to 2016 and provides an indication of the University's expected SAC funding requirements for 2017. It provides for SAC funded EFTS growth between 2014 and 2015 of 402 EFTS (1.4%) and for annual growth from 2015 to 2017 of 1%. A summary of the forecast enrolments for SAC funded students by level is set out below. The University's detailed mix of provision is provided in Appendix 3.

SAC Funded EFTS	2013	2014		2015	2016	2017
	Delivered EFTS	EFTS Allocation	Forecast EFTS	Forecast EFTS	Forecast EFTS	Forecast EFTS
Non-degree	358	425	413	431	450	455
Degree	22,614	22,080	22,792	22,895	23,032	23,086
Taught Postgraduate	3,913	3,910	3,872	3,935	4,005	4,108
Research Postgraduate	2,369	2,544	2,572	2,661	2,728	2,767
Research Postgraduate (Int)	125	123	121	129	142	154
Total	**29,380**	**29,082**	**29,770**	**30,051**	**30,356**	**30,570**

SAC Funding	2013	2014		2015	2016	2017
	Delivered EFTS	EFTS Allocation	Forecast EFTS	Forecast EFTS	Forecast EFTS	Forecast EFTS
Non-degree	2,779,164	3,205,395	3,171,986	3,271,165	3,415,513	3,466,429
Degree	219,706,537	219,317,951	225,334,967	233,411,594	237,059,803	239,157,236
Taught Postgraduate	46,205,537	46,142,357	46,049,131	47,329,823	48,230,173	49,554,338
Research Postgraduate	31,270,658	33,728,793	34,044,794	35,792,483	36,568,749	37,048,284
Research Postgraduate (Int)	763,893	754,465	780,685	837,847	920,105	1,000,993
Total	**300,725,788**	**303,148,961**	**309,381,564**	**320,642,912**	**326,194,344**	**330,227,281**

2. The forecast for the Investment Plan 2015 to 2017 has primarily been guided by the University's Strategic Plan 2013 – 2020 which establishes targets for limited overall growth and sets out the areas in which growth is expected to be achieved. The Strategic Plan places emphasis on postgraduate growth to provide for increased numbers of doctoral and masters graduates, on international student growth, and on attracting students of high academic potential in ways that combine the pursuit of excellence and equity.

3. Since 2011, the University has reviewed its distribution of disciplines and identified areas requiring reduced investment; it has aligned the allocation of resources directly with its Strategic Plan goals. During this period of limited growth in funding the University has continued to fund growth in research postgraduate enrolments, doctoral enrolments have increased by close to 400 EFTS. Within the constraints of the available funding it has increased allocations to science, engineering and technology by 800 EFTS and has increased its provision of foundation programmes which provide opportunities for Māori and Pacific students to better realise their potential by 100 EFTS. In the 2013 to 2014 Investment Plan period the University's

rate of growth exceeded the rate at which the allocation of funding increased with a result that over 2013 and 2014, the value of our unfunded provision for those two years exceeds $10m.

4. The forecast mix of provision for 2015 to 2017 reflects the culmination of the University's internal shifts of funding. The proposed mix is aimed at retaining our comprehensive range of disciplines which allows students access to interdisciplinary programmes and conjoint undergraduate degrees that provide enhanced employment and postgraduate study outcomes. It also maintains the viability of our highly ranked Humanities and Social Sciences subjects that make significant contributions to our overall rankings and to the attractiveness of the University to high quality domestic and international students. The University plans to maintain its profile as a provider of a comprehensive range of high quality programmes to New Zealand and international students; strong research-based offerings in creative arts, humanities and social sciences are necessary features of that profile.

5. Undergraduate places in the University's domestic business programmes are now at an optimum size to meet the employment needs of the business and services sectors. The number of places was reduced between 2011 and 2014 when in response to stakeholder feedback the quality of the intake to the business degrees was lifted. Around 300 EFTS have been re-distributed. In 2011, only 28% of students admitted to a business degree had a GPE of 5 or better (on a nine point scale); in 2014 43% are at that level. Graduates from the programmes achieve exceptionally high rates of employment. In a survey of destinations of business graduates conducted in late 2013, 80% were in full or part-time employment a year after graduating. Further reductions in Business School places would limit our ability to meet industry demands for skilled graduates.

6. Progressively increasing entry standards for all the University's programmes has reduced intakes in some areas. This has resulted in approximately 400 EFTS places being re-allocated from education and humanities to science, engineering and technology subjects. While the University does not expect to grow future undergraduate intakes in teacher education and arts subjects, it does not plan to make further reductions in those areas. Education and Arts degrees provide Māori and Pacific students with the opportunity to improve their own social outcomes by gaining the skills and qualifications they need to become successful and productive citizens. Arts and Education currently enrol 41% of the University's Māori and Pacific students. Māori comprise 10% and Pacific 16% of the overall domestic students in those faculties. Maintaining EFTS places at their current levels is essential for the University's contribution to the TES goals of improving outcomes for Māori and Pacific.

7. The University's undergraduate programmes attract high quality school leavers. The percentage of the undergraduate intake with a GPE of 5 and above has increased from 45% in 2012 to 52% in 2014 with further increases expected over the next Investment Plan period. During the same period the number of school leavers has grown and significant increases

have been achieved in the intakes to Engineering, Science and Technology. During this time the University has regularly reviewed the Guaranteed Entry Standard (GES) for admission to its degrees and considers that its current standards represent an appropriate signal to intending students of the requirements to succeed at this University.

8. The rolls and the achievement levels of the school leaving cohort over the next two to three years have been reviewed. Nationally Year 13 cohorts are expected to fall during this Investment Plan period, but rolls in key Auckland contributing secondary schools and in the Auckland region will remain stable. The University expects to maintain its school leaver intakes over the Investment Plan period but is aware that the competition between universities for this market is intense.

9. The number and proportion of Māori and Pacific students in Auckland schools has increased over the last two years with Māori comprising 10% and Pacific 20% of those in Year 13. This trend is forecast to continue and provides an opportunity for the University to increase its intake of Māori and Pacific students. However, as the proportion of Māori and Pacific who gain University Entrance is well below their proportion in the Year 13 population (Māori comprised 7.2% and Pacific 13.8% of those gaining University Entrance in 2012), the University will continue to offer its foundation and pathway programmes to provide the opportunity for those with high academic potential to enrol. Maintaining current intakes to teacher education programmes, especially those offered from the Tai Tokerau and MIT campuses, contribute to an increased pool of qualified Māori and Pacific teachers and in the long term to improved secondary school outcomes for those students. In maintaining pathway programmes for students with relatively low levels of achievement at school the University faces on-going challenges with regard to pass rates for these cohorts.

10. The University's postgraduate qualifications provide opportunities for students to undertake qualifications that are closely aligned with a range of employment options or to engage in research intensive study contributing to broader research and social objectives. Increased postgraduate EFTS comprise more than 50% of the SAC funded growth in 2015 and that rises to nearly 70% of the growth in 2017. Total taught and research postgraduate EFTS are forecast to grow by 11% between 2014 and 2017. While much of that growth (568 EFTS) is in SAC funded places the University is forecasting significant growth of 260 EFTS (35% growth) in international EFTS between 2014 and 2016.

11. In developing this Investment Plan the University has also taken account of the Government's goals for international education expressed in the Tertiary Education Strategy and the Plan Guidance. The University of Auckland is well placed to make a significant contribution to the Government's goal of increasing the annual economic value of tertiary education. There are some constraints on our ability to make significant improvements in the number and proportion of international students we enrol. There is a high risk that we will continue to slide down the international rankings, the QS Ranking in particular, and that will constrain our ability to recruit top students and

severely limit the premium we can charge international students for their world class education. A continued decline in the ranking increases the risk of a downward spiral developing: it becomes more difficult to attract international students, thus reducing our revenue, limiting our ability to retain and recruit high quality staff, compromising teaching and research outcomes, and precipitating further declines in our ranking.

12. Our ability to increase our international student enrolments is also constrained by the high value of the New Zealand dollar which makes the costs of study in New Zealand comparable to that in leading Australian universities. The Australian post-study visa arrangements provide additional advantages to those completing Australian degrees over their New Zealand counterparts. We plan to expand the excellent model provided by our business-ready conversion masters, introduced in 2013, to other areas but are aware that to be successful we will need to provide a very high-quality teaching and learning experience to those students.

13. New initiatives that will be undertaken as a consequence of the indicative funding allocation being confirmed. The starting point for the calculation of new funding is the SAC funded EFTS allocated in 2014.

Investment Plan Guidance priority	**Initiative**	**New Funding and EFTS in 2015 and incremental EFTS in 2016**	
Increase engineering graduates (See Section C; table 1)	The increased intake to the BE(Hons) degree from the 2012 intake continues to generate pipeline growth. The first graduates from that increased cohort will be completing their degrees and seeking employment from 2016 There was a higher than expected intake to the degree in 2014 that will provide continuing growth in 2015 to 2017	New EFTS 2015: 110 EFTS 2016: 82 EFTS	New funding 2015 $1,376,980 2016 $1,026,476
Meet societal outcomes by providing skilled staff for the health sector (See Section C; table 5)	New places in the medical programme and pipeline growth from new places in previous years that will contribute to an increased supply of doctors.	New EFTS 2015: 165 EFTS 2016: 40 EFTS	New funding 2015 $3,745,354 2016 $1,542,805

14. Initiatives that will be undertaken should funding above the indicative allocation be confirmed

Investment Plan Guidance priority	**Initiative**	**New Funding and EFTS in 2015 and incremental EFTS in 2016**	
Contribute to the pursuit of parity of participation and achievement for Māori and Pacific students (See Section C; table 2)	The Certificate in Academic Preparation is focused on providing pathways to degree study and improving the achievement of Māori and Pacific students. Additional places are required to accommodate increased intakes to the Certificate.	New EFTS 2015 72 2016 19	Additional Funding 2015 $466,100 2016 $144,000
	New places in undergraduate degrees to accommodate increased progression of Māori and Pacific students from foundation certificates to degree study.	New EFTS 2015 75 2016 75	Additional funding 2015 $575,525 2016 $575,525
	Improved retention of Māori and Pacific students within degree programmes as a result of their improved preparation and improved pass rates.	New EFTS Re-assigned from reductions in Arts and Business related courses	
	New places in masters-level exemplary pre-service teacher education to support improved outcomes for Māori and Pacific	New EFTS Re-assigned from Graduate Diploma of Teaching programmes	
Engage more students in science, mathematics information and communications technology (See Section C; table 1)	Pipeline growth in the BSc and related degrees in information and communication technologies (ICT) contributing to increased numbers of graduates with skills aligned to sector employment needs.	New EFTS 2015:82 EFTS 2016: 16 EFTS	New funding 2015 $769,500 2016 $150,150
	Pipeline growth in the BSc (Biological Sciences, Food Science and Nutrition) will address the skills shortage in the science and technology sectors and provide graduates for specialist postgraduate programmes.	New EFTS 2015: 8 EFTS 2016: 6 EFTS	New funding 2015 $95,250 2016 $75,450

Investment Plan Guidance priority	**Initiative**	**New Funding and EFTS in 2015 and incremental EFTS in 2016**	
	New and pipeline growth in STEM and ICT research postgraduate enrolments providing graduates with transferable skills to meet future workforce needs.	New EFTS/Funding See research EFTS and funding below	
Align specialist postgraduate qualifications to employment opportunities and to discipline strengths (See Section C; table 3)	Recently developed focussed postgraduate qualifications aligned to specific technology and employment criteria in areas such as data science, Engineering specialisations and sustainability, and medical devices will generate new and pipeline growth.	New EFTS 2015: 35 EFTS 2016: 35 EFTS	New funding 2015 $463,400 2016 $463,400
	Provide postgraduate study opportunities for students from other tertiary institutions particularly in areas in which we are the only provider.	New EFTS Re-assigned from reductions in areas of lower strategic priority	
Strengthening research focus through research intensive degrees that address the social, economic and environmental challenges of the country (See Section C; table X)	Increase places in research intensive doctoral and masters research qualifications that contribute to both fundamental and applied research with potential commercial and societal outcomes.	New EFTS 2015: 300 EFTS 2016: 88 EFTS	New funding 2015 $3,669,556 2016 $1,078,986
Meet societal outcomes by providing skilled staff for the health	Provide additional places in the undergraduate Nursing programme which provides highly skilled graduates to meet regional workforce needs.	New EFTS 2015: 30 EFTS	New funding 2015 $316,350

Investment Plan Guidance priority	**Initiative**	**New Funding and EFTS in 2015 and incremental EFTS in 2016**	
sector (See Section C; table 5)	Maintain the supply of specialist medical radiology technicians through places in new postgraduate qualifications. Heath Workforce NZ has identified an acute shortage of trained sonographers – new places have been added to the postgraduate radiology technician qualifications to meet this demand.	New EFTS 2015: 8 EFTS 2016: 4 EFTS	New funding 2016 $114,710 2016 $57,360
	The new postgraduate Dietetics qualification was first offered in 2013. It meets demand from public health employers in the Auckland region. Graduates will have the skills to respond to the dietary challenges of the Auckland population, including its high proportion of Māori and Pacific people.	New EFTS 2015: 18 EFTS 2016: 5 EFTS	New funding 2015 $283,450 2016 $78,735

15. Low Performing provision – funding that is within the baseline of the 2014 allocation to be retained.

Courses with Low pass rates A limited number of courses had pass rates below the TEC Board threshold of 60%. They fall into three broad categories:	**Foundation courses** – the students enrolled in these courses do not meet the standard required for degree study. The courses provide such students with the opportunity to understand their potential to succeed at degree-level.	EFTS to be retained 37.5 EFTS	Funding to be retained $286,944
	Courses with fewer than five enrolments. Courses with low student numbers are generally offered to meet particular programme requirements. The failure of one or two students exceeds the threshold	2 EFTS	$28,265

	Other undergraduate courses. The University closely monitors courses where student satisfaction with the teaching and learning outcomes of the course is less than 70% or where the pass rate of the course is below 70%. Departments offering courses that do not reach the University's threshold are required to review the courses and address any identified issues. The courses with low pass rates will be monitored and the course evaluations will be reviewed.	92 EFTS	$815,356

Section B: The University's distinctive contribution

16. The University of Auckland is a 'large, comprehensive public university, grounded in its civic roots in New Zealand's most diverse city. Much of its special character is conferred by the University's and the nation's place in the Pacific, by our acknowledgement of the principles of the Treaty of Waitangi, and by the achievements of our predecessors' (Strategic Plan, 2013-2020). The University enjoys recognition as a peer of the world's leading teaching and research universities through both its international ranking and its membership of leading research university networks. Our high international ranking is increasingly important to the University's and New Zealand's ability to attract talented students, particularly international and postgraduate students, and to engage in cutting-edge research partnerships. Excellence in a comprehensive range of disciplines is a contributing factor to our high ranking, and provides for inter-, cross- and multi-disciplinary approaches to research, learning and teaching such as: Centres of Research Excellence; National Science Challenges; thematic research initiatives; conjoint degrees; the General Education component of undergraduate degrees; and qualifications, particularly at postgraduate level, that draw on the research expertise of more than one of the University's eight faculties. Our outstanding performance in the New Zealand university sector can be seen in comparative graphs in Appendix A.

17. The Strategic Plan 2013-2020 articulates the University's intention to build on its distinctive contribution to date, to maintain its place as peer of the world's best universities, and to continue to increase research activity, postgraduate and international student numbers, high quality education for diverse students with high academic potential and its contributions to the community. Objectives to diversify revenue to fund the significant changes that will be required are embedded in the new Strategic Plan.

18. This Investment Plan 2015-2017 specifies how the University intends to achieve the priorities set out by the Ministry of Education and the Tertiary Education Commission (TEC) for student, research and institutional sustainability outcomes. This document needs to be considered in the wider context of the University's Strategic Plan 2013-2020; its roles and responsibilities as an autonomous, civic university; its obligations under the Treaty of Waitangi; and its obligations to research, learning and teaching, and to New Zealand as a critic and conscience of society.

19. The University's and the government's goals build on earlier priorities and, as a result, the University has a long standing investment in these objectives. The University achieved considerable successes over the life of the Strategic Plan 2005-2012 and previous Investment Plans.

- The University has met targets for increases in Engineering enrolments, and enrolments in other STEM subjects have also increased.
- The numbers of Māori and Pacific students have continued to grow despite increases in the requirements for entry, and course completion rates remain high. We expect initiatives introduced in 2013 (the Certificate in Academic Preparation) and 2014 (Enhanced Transition Programme) to further improve course completion rates during the next Investment Plan period.
- The number of graduates from research postgraduate qualifications has steadily increased. In the PBRF 2012 quality evaluation, the University received 33% of the funding available for research degree completions.
- The University remains New Zealand's biggest export education earner with international students increasing to 13.2% of total enrolments in 2013.
- Continued strong demand in undergraduate and postgraduate programmes (the University of Auckland is the only university with significant unfunded EFTS) provides the best possible evidence of the quality of our programmes.
- The number of PRBF A-rated staff has doubled at the University since 2003 with 288 FTE (35% of all A-rated staff in the country) in the PBRF 2012 quality evaluation.
- UniServices, the University's commercialisation arm, is the largest research and development company of its kind in Australasia.

20. The Tertiary Education Strategy sets out challenging targets for the tertiary sector. The University, as the largest provider of research and education at degree and postgraduate level, will play a leading role in the achievement of most of these targets:
    - Increased enrolments in ICT and STEM qualifications.
    - Increased numbers of Māori and Pacific students as a proportion of all domestic students to reflect the proportion of the New Zealand 15-39 year old population.
    - Enhanced pass rates and qualification completion rates such that Māori and Pacific student rates will match those of all students.
    - Increased number of postgraduate students as a proportion of the student body and increased postgraduate qualification completions.
    - Increased proportion of international students.
    - Other shifts in the composition of the student body to ensure that the University maintains its growth target and manages growth within TEC guidelines.
    - An innovative learning and teaching environment that makes the best use of technology and is responsive to the needs of diverse learners and other stakeholders.
    - An increased contribution of research to addressing the social, economic and environmental challenges of the country.

21. While the University is the biggest research institution and the largest provider of degree and postgraduate education in New Zealand, it sits within a wider Auckland, national and international learning, teaching and research environment. Strong, mutually beneficial relationships with other research and learning and teaching organisations, business and industry, iwi and wider communities underpin the University's ability to achieve the government's and the University's objectives.

22. Stakeholder engagement and consultation is embedded in the University's processes at all levels and informs on-going development of the University's activities. Examples include:
    - Expertise on Council from staff, students, alumni, business and the community.
    - Extensive consultation on the Strategic Plan including with staff, students, local and national government, professional and industry bodies, business, iwi and Auckland communities. Feedback provided was incorporated into the final Strategic Plan 2013-2020.
    - A Community Advisory Group with representation from key stakeholders is part of the University's standard consultation processes. Representation from business, industry, professional bodies and the wider community on other University committees, Boards of Studies and Research Centre Advisory Boards.
    - Programme reviews include consideration of how students, employers, advisory groups and standard-setting bodies are taken into account in curriculum design and improvements. Accreditation processes are a key mechanism for professional and industry input.
    - Demonstrating benefits to stakeholders is part of the usual research funding application processes for public and private funds.
    - The University undertakes a considerable amount of research, for example the Starpath Project and through the Woolf Fisher Research Centre, to understand the needs of students. The findings of this research are available for the whole sector.
    - Considerable engagement with stakeholders including through the Offices of the Vice-Chancellor, Deputy Vice-Chancellors and Pro-Vice Chancellors.
    - Engagement with iwi networks across the country through the Office of the Pro-Vice Chancellor (Māori).
    - The Deans of all faculties engage extensively with the relevant professional and stakeholder groups.
    - Student representation on University Council and committees.
    - Engagement with other TEOs through membership of Universities New Zealand, the Māori into Tertiary Education (MITE) network, the Worldwide Universities Network, Association of Pacific Rim Universities, Universitas 21 and a close relationship with the Group of Eight Australian universities.

Section C: Achievement of specific objectives

23. Over the Investment Plan period 2015-2017, the University will be undertaking a range of initiatives to achieve the objectives set out in Section B:
    - Increase enrolments and completions in ICT and STEM qualifications as a result of pipeline from increased intakes in recent years and increasing intakes for 2015-2017 in selected majors and specialisations.
    - Provide pathways into degree level and higher study for Māori, Pacific and other equity group students; and support students with the potential to succeed. Our ability to achieve this is significantly dependent on funding conditions.
    - Maintain as a strategic priority an increase in capacity and opportunity for postgraduate study. Our ability to achieve this is constrained by funding.
    - Increase international student numbers, particularly in postgraduate qualifications.
    - Maintain current undergraduate numbers and total EFTS growth of 1% per year while achieving objectives to contribute to social, cultural, environmental and economic outcomes of New Zealand.
    - Provide a high quality learning and teaching environment and deliver robust quality assurance processes.
    - Deliver research that makes a contribution to the social, cultural, environmental and economic needs of New Zealand and the world.
    - Maintain and enhance buildings, laboratories, library services, technology and equipment, and support services.
    - Ensure that governance and management structures support the objectives of the University.

The University will measure achievement of these objectives through the performance indicators in the Statement of Service Performance, and by achieving the shifts in the mix of provision as set out in Section A.

1. Increase enrolments and completions in ICT and STEM qualifications as a result of pipeline from increased intakes in recent years and increasing intakes for 2015-2017 in selected majors and specialisations.

Outcomes	**Internal and external factors**	**Our contribution**
An increased number of graduates from diverse academic backgrounds including ICT and STEM qualifications (and an increase in Māori and Pacific graduates in these areas): • contribute to and lead the science and innovation workforce • contribute to New Zealand's infrastructure workforce needs • contribute to New Zealand's teaching workforce needs for talented teachers in STEM subjects • progress to postgraduate study and research careers. Students (especially Māori and from equity groups) who do not meet entrance criteria have the opportunity to acquire the academic skills necessary to succeed in STEM and ICT programmes. Students acquire subject-specific knowledge and more generic transferrable skills, have internship opportunities, and are well prepared for the workforce.	Lower participation in the compulsory education sector in academic pathways to STEM careers, especially among women, Māori and Pacific students. Students at the University have access to internationally renowned researchers and leading edge facilities and research opportunities. To maintain learning and teaching quality with increasing student numbers in these areas, we will need to recruit more academic staff. Attracting and retaining talented staff is difficult in a low funding environment. Teaching space, especially in labs, constrains the number of students that the University is able to recruit in some subjects. Strong demand for high quality graduates in ICT, Engineering and other STEM areas. These positive employment outcomes increase demand at undergraduate level, but reduce the pool of students progressing to research degrees. The University has good relationships with CRIs and industry partners, that provide employment opportunities for graduates, and research opportunities for postgraduate students. For example, joint graduate schools. In the 2013 Teaching and Learning Survey, 36% of second year or higher undergraduate students and 39% of postgraduate students reported participating in such opportunities.	Increase the number of students with the academic preparation to succeed in STEM and ICT qualifications: (a) Continue high levels of engagement with schools through the Schools Partnership Office and Equity Office, promoting STEM pathways to schools, students and families. (b) Maintain and enhance pathways into STEM and ICT qualifications through foundation certificates, the Certificate in Academic Preparation (CTACP) and other pathways to undergraduate qualifications (e.g. BSc pathway to Engineering) (c) Increase provision in STEM and ICT subject areas (see section A) (d) Maintain increased intake of students from schools outside of Auckland, especially high potential Māori and Pacific school leavers. In 2013, the proportion of school leavers from outside of Auckland enrolled at the University was 11% (up from 7% in 2010) of all school leavers enrolled at a NZ university. (e) Building projects in Science and Engineering to accommodate growth and improve the learning and teaching experience Graduates are well-prepared for the workforce: (f) Support Māori and Pacific students in first year mathematics and statistics courses to increase participation and success in the quantitative sciences. (g) Grow work placement, internship and other practical experience opportunities through our Employer Engagement Strategy. For example, working with the Summer in Tech programme. (h) Ensure qualifications meet the needs of business, industry and the community through ongoing engagement with a wide range of stakeholders. (i) Employ learning from our successful taught masters programmes to develop ICT and STEM postgraduate programmes in collaboration with our industry and

1. Increase enrolments and completions in ICT and STEM qualifications as a result of pipeline from increased intakes in recent years and increasing intakes for 2015-2017 in selected majors and specialisations.		
Outcomes	**Internal and external factors**	**Our contribution**
	Government investment in STEM through SAC funding.	higher education partners. Other new qualifications are listed in Appendix B. (j) Increase number of research degree graduates with industry experience through existing and new CoREs hosted by the University. For example, Medical Techologies and Brain Research New Zealand both have internships in their postgraduate education programmes. (k) Increase number of research students who can apply data science to New Zealand's challenges through the Centre for Complex Systems and Networks CoRE. (l) Foster new and emerging academics. The University's strengths in this area is evident in the PBRF 2012 quality evaluation, with the high numbers of both A-rated and New and Emerging staff in most STEM and ICT subjects.

2. Provide pathways into degree level and higher study for Māori and Pacific students and students from equity groups; and support students with the potential to succeed. Our ability to achieve this is significantly dependent on funding.		
Outcomes	**Internal and external factors**	**Our contribution**
More Māori and Pacific and students from other equity groups gain degree level and higher qualifications which in turn allows them, their whānau, families and communities to enjoy improved wellbeing and positively contribute to the economy and society. University research informs best practice in achieving all of these outcomes, and contributes to improved outcomes in the wider education sector, and the University works with other universities, ITPs and wānanga in the Auckland and Northland regions to improve outcomes for priority groups. Students and their communities are aware of opportunities to study and the advantages of studying at the University of Auckland and other tertiary education institutes. The University provides a culturally responsive teaching environment, including increased numbers of Māori and Pacific teaching staff. A well prepared workforce to meet the needs of a diverse population, particularly in the teaching sector.	Low number of Māori and Pacific school leavers achieving university entrance, which may be further reduced with the new UE requirements. Insufficient academic preparation among Māori and Pacific students, particularly in STEM subject areas influences low rates of participation and achievement. The University works closely with the compulsory education sector to increase the number of Maori and Pacific students with UE and the necessary academic preparation, but secondary schools have a focus on the better public service indicator of NCEA level 2 achievement. This target does not increase the number of student who can progress to university study and is, in some ways, an impediment to UE achievement. Foundation programmes at other institutions only provide a small pipeline of students with sufficient academic preparation for degree level study. Competitive environment for students is an impediment to a regional approach. Small number of Māori and Pacific students studying at postgraduate level, and students completing undergraduate degrees are in high demand in the workforce. As a result there are a small number of Māori and Pacific staff qualified for academic careers, and a very competitive environment, including with other sectors, for these graduates.	(a) Pursue relevant actions identified in Learning and Teaching Plan: - Engage with appropriate bodies on NCEA curriculum content and its preparation for University study - Monitor the structure and outcomes of academic preparation programmes through the Board of Foundation Studies and share best practice - Review the initial offering of the Certificate in Academic Preparation - Embed the Certificate in Academic Preparation in our engagement with secondary schools - Explore and develop postgraduate students' preparation programmes - Extend the range of articulation pathway agreements with domestic and international partner institutions - Identify and implement strategies to address students' requirements prior to entry to University and in the early stages of their studies - Identify and disseminate successful faculty-based First Year Experience projects for wider adoption (b) Maintain access of Māori and equity groups through schemes such as the University Targeted Admissions Scheme. The rank scores required to be accepted into UTAS will be increased for Arts in 2015 and Science in 2016. Intakes into the Certificate in Academic Preparation will be increased to ensure that all Māori and Pacific students have access to and the best opportunity to succeed in the University's programmes. (c) The University has ensured access for students who live with a disability through UTAS since the scheme was introduced. From 2015, UTAS will be extended for students from low socio-economic backgrounds and refugee backgrounds. (d) Support Māori and Pacific students in first year mathematics and statistics courses to increase

2. Provide pathways into degree level and higher study for Māori and Pacific students and students from equity groups; and support students with the potential to succeed. Our ability to achieve this is significantly dependent on funding.		
Outcomes	**Internal and external factors**	**Our contribution**
	In the QS evaluation of the University in which we were awarded the highest ranking (five stars plus), maximum points were awarded in the Access category and the report noted:' it is clear the institution focuses on attracting students from diverse backgrounds and builds its outreach through a committed annual reserve for a variety of scholarships offered to its students. Auckland also invests to promote higher education within areas of low socio economic background and there is excellent coverage of disabled- access on-campus enabling visitors to access most of the buildings. Gender representation amongst students is reasonably balanced, while internationalization and diversity remains a strong feature to the University of Auckland's profile.'	participation and success in the quantitative sciences. (e) Extensive support services for Māori and students from equity groups through, for example, the Tuākana Learning Community (approximately 70% of Maori and Pacific students participate in Tuākana), Student Disability Services (in 2013, services were provided services to 750 students with a variety of impairments and disabilities), and networks for other equity groups identified in the University's equity policy. (f) Further explore programmes options that embed inclusive learning and teaching strategies into courses. The University is currently piloting the AVID programme. (g) Contribute to a talented teaching workforce, particularly in STEM subjects, through the new Master of Teaching (Primary) that has a focus on providing skills to achieve positive and equitable outcomes for learners from priority groups, BEd(Huarahi Māori), secondary teaching qualification in partnership with Teach First NZ that has a focus on school-based practice and culturally responsive teaching, and other teacher education programmes. (h) Maintain a research environment, and application of research, that supports successful outcomes. For example, Starpath, Woolf Fisher, LENScience and Ngā Pae o te Māramatanga, particularly the MAI programme. (i) Lead a regional approach to improving outcomes by working with other providers. We intend to build on previous partnerships, for example the Maori into Tertiary Education initiative, and will be discussing the best approach with other Auckland providers later this year.

3. Maintain as a strategic priority the increase in capacity and opportunity for postgraduate study. Our ability to achieve this is constrained by funding.		
Outcomes	**Internal and external factors**	**Our contribution**
A highly qualified, diverse research workforce to meet the needs of business and industry and to contribute to the social, cultural and environmental development of New Zealand. Increased number of enrolments and completions in postgraduate degrees. Students are well-prepared with skills for industry, particularly for the research workforce. Where appropriate, employer-related research is embedded in postgraduate degrees.	Low levels of scholarship support in comparison to international competitors. Students from equity groups may have difficulty funding postgraduate study. Growth in supervision capacity is limited by international competition for high quality academic staff, especially in an environment when contestable research funding in New Zealand is declining. As the economy recovers and employment opportunities expand, there may be lower demand for postgraduate programmes. Resource requirements for postgraduate research students, particularly space and research funding to undertake their research.	(a) Maintain scholarship support ($20.5 million in 2013) and seek to grow philanthropic support, especially for priority groups. (b) Support Māori indigenous postgraduate students, increase research qualification completions and enhance research capability through the Ngā Pae o te Māramatanga's Te Kupenga o Mai (MAI) programme. (c) Fostering new and emerging academics through, for example, the Future Research Leaders programme, Research Insights seminar series, and funding to support staff research career development. The success of these initiatives can be seen the PBRF 2012 quality evaluation in which the number of C(New and Emerging) staff more than doubled from 92 FTE in 2006 to 227 FTE in 2012. (d) Enhance opportunities for students from other institutions to undertake postgraduate study at the University. These pathways are important because the University's comprehensive range of disciplines and size mean that we are able to offer a wide range of postgraduate study options to students. The number of students transferring from other institutions into our postgraduate programmes has increased significantly in recent years. (e) Provide postgraduate programmes (including conversion masters) that appeal to, and meet the needs of, international students. For example, the suite of conversion masters in the Business School and the University's proposed ICT Graduate School programmes. (f) Maintain Joint Graduate Schools with CRIs and relevant industrial partners (g) Prepare doctoral students for employment in academic and other careers through the Doctoral Skills Module that includes a focus on research commercialisation skills and opportunities.

3. Maintain as a strategic priority the increase in capacity and opportunity for postgraduate study. Our ability to achieve this is constrained by funding.		
Outcomes	**Internal and external factors**	**Our contribution**
		(h) Campus development programme in Engineering and Science will increase capacity and enhance the quality of learning and teaching.

4. Increased international student numbers, particularly in postgraduate qualifications.		
Outcomes	**Internal and external factors**	**Our contribution**
By encouraging international students to experience our distinctive learning environment, we bring different insights into our classrooms, drive innovation in learning, teaching and research, and ensure our society remains open to the experience of other countries. Significant contribution to the Auckland and New Zealand economy. International alumni provide strong connections that can benefit the University and New Zealand. High quality academic and research workforce to meet the needs of New Zealand employers. Increased revenue.	The University's position in international rankings systems continues to decline. This decline reduces our attractiveness to international students. Some countries which traditionally relied on the capacity of overseas institutions for training their undergraduates are increasingly becoming competitors as they build their own capacity. Other countries are more actively recruiting (such as the USA and Canada) and will compete in many of the regions we are actively engaged in. External factors, such as global financial circumstances and the value of the New Zealand dollar, can have a significant impact on the attractiveness of the University as an education provider. Local factors such as public transport, internet access, accommodation costs and availability, detract from the attractiveness of Auckland as a study destination. Immigration factors such as limited employment opportunities in New Zealand for international graduates in some areas, and application processing times that allow applicants sufficient time for the logistics of visas and arranging travel and accommodation. International student numbers in the compulsory education sector in New Zealand are declining which means that we need to	(a) Enhance international reputation, particularly through increasing engagement with APRU, U21 and WUN partners, to attract high quality international students. (b) Concentrate international engagement on partnerships with real strategic benefit, which promote the University's standing to attract quality staff and students. (c) Whilst the University engages with more than a hundred countries (from international student recruitment to individual academic links), strategic engagement will focus on a small number of priority countries including emerging markets (e.g. Indonesia). (d) Enhance the brand of 'New Zealand Inc.' and ensure an aligned approach to internationalisation through close engagement with Education New Zealand, Universities New Zealand and the Ministry of Foreign Affairs and Trade. (e) Increase recruitment of international students through agents by the provision of online training, the recent development of a web portal designed to be a one-stop-shop of all relevant web resources, and increased in-country visits and training. (f) Continued engagement with the Auckland Council and participation in various forums including the Futures Group to raise the profile of and issues relating to international students. (g) Improve responsiveness to international applications through projects to further improve application processes and full engagement as a trusted partner in the Streamlined Visa Processing pilot with Immigration NZ. (h) Provide a wide range of options and support for student accommodation through the University's Accommodation Solutions Advisory Service.

4. Increased international student numbers, particularly in postgraduate qualifications.		
Outcomes	**Internal and external factors**	**Our contribution**
	diversity our recruitment efforts. International students need high levels of learning support and pastoral care. Recruitment costs for 1-2 year postgraduate programmes are higher relative to return than recruitment costs for 3-4 year undergraduate programmes. Retention of the international PhD students domestic fees policy is critical to achieve this outcome. Introduction of taught Masters programmes have increased our ability to recruit international students. In the QS evaluation of the University, we received the maximum of five stars in the internationalization category including the maximum number of points for international research collaborations, internationally faculty, international students and international diversity.	(i) Differentiate our programmes from competitors through creating distinctive postgraduate programmes (including conversion masters) that appeal to, and meet the needs of, international students. For example, the suite of conversion masters programmes offered by the Business School. (j) Provide conversion masters have skills modules and learning support embedded (international students consider these to be a strength of the programme). (k) Provide pastoral care and learning support through international student advisors. These staff members are in addition to services embedded in faculty student centres, and other learning and pastoral support services.

5. Maintain current undergraduate numbers and growth at 1% per year while achieving objectives to contribute to social, cultural, environmental and economic outcomes of New Zealand

Outcomes	**Internal and external factors**	**Our contribution**
The comprehensive range of qualifications offered by the University produces graduates who: • meet future workforce needs and are highly sought after by employers • are well prepared to lead and participate in improving economic, social and environmental outcomes • have the skills and the understanding of the past that allows them to understand and critique the present and advise on the future • have the intellectual tools to investigate, research, develop and evaluate innovative solutions in a wide range of public and private sector settings so as to provide for better economic and social outcomes. The University continues to attract and retain students with the academic potential to succeed.	Projections of a stable 19-24 year old population in the Auckland Region. Lack of students leaving secondary school with sufficient academic preparation in STEM and ICT related subjects, especially women, Māori and Pacific students. Government support for ICT and STEM areas may encourage students to pursue these programmes, but increases in STEM and ICT (and postgraduate and international students) will constrain growth in other areas. Increased demand for social sciences and continuing strong demand for breadth in qualifications through conjoint degrees. A range of professionals are needed to address long term planning and infrastructure needs of New Zealand cities, particularly Christchurch and Auckland. Professional workforce needs, such as health and teaching, are communicated through the close relationship between the University and these sectors.	(a) Grow contributions in particular areas (as outlined in Tables 1-4). (b) Ensure that our curricula reflect the relevant graduate profiles and that we deliver high quality programmes that meet national needs and international standards in an efficient manner, particularly through the contributions to a high quality learning and teaching environment (as outlined in Table 6). (c) Maintain undergraduate student numbers through regular review of the effectiveness of admission requirements and academic standing regulations. (d) Increase medical student intake as announced in the Budget 2014. (e) Increase intake in the Certificate in Academic Preparation as a result of changes to guaranteed entry in Arts and Science. (f) Other shifts as set out in Section A.

6. Provide a high quality learning and teaching environment and robust quality assurance processes		
Outcomes	**Internal and external factors**	**Our contribution**
Assurance that learning and teaching and other activities provided by the University achieve the appropriate graduate profile: • Specialist knowledge in their chosen field(s) of study • General intellectual skills and capabilities • Personal qualities including leadership, integrity, and willingness to engage in constructive public discourse. Clear information for students about the outcomes they can expect from their degree at the University. Graduates are highly sought after by employers and well prepared to participate effectively in the work environment. Physical environment supports innovative learning and teaching, and greater use of technology to enhance learning and teaching. External recognition and assurance of the high quality learning and teaching at the University. A culture of continuous, research-informed review and reflective teaching practice that allows academic staff to respond to changing student needs, and improvement of learning and teaching, including culturally responsive provision.	New technology and increasing use of technology means that we can be innovative in our learning and teaching delivery, but we still need to ensure that we are producing high quality outcomes, and high-quality online teaching is expensive to provide. The University's campuses have been designed to meet the needs of our diverse student population with, for example, the Marae (in the City and at Epsom), the Fale, dedicated study spaces, and prayer rooms and accessible buildings and spaces. The University is continuing to invest in developing business intelligence systems. These will provide better tools for departments and faculties to monitor their achievements. Good relationships with industry and professional bodies allow significant input into programme design through formal and informal mechanisms. Considerable research on higher education is undertaken in the Centre for Learning and Research in Higher Education (CLeaR), the Faculty of Education and other faculties. Collaboration and dissemination has been improved as a result of CLeaR. The University has a long history of providing a culturally responsive learning and teaching environment, for example, Marae-based programmes in the curriculum, the Tuakana Learning Community, and support for	Pursue objectives in Learning and Teaching plan that align with TES: (a) Pathway initiatives as set out in Table 2. (b) Faculty initiatives on graduate profiles and sharing of best practice in mapping curricula to profiles. (c) Develop an appropriate set of online learning tools and a framework for applying them. (d) Provide targeted support for pedagogically significant, potentially scalable digital learning innovations. (e) Assess how new models of online instruction might enhance and broaden students on-campus educational experiences. Specific contributions include: (f) Piloting two courses as Massive Open Online Courses (MOOCs) through FutureLearn. (g) Academic standards provide clarity about expectations for high quality teaching and feed into academic performance review processes. (h) Continue to ensure that qualifications meet the needs of students and other stakeholders through regular and ongoing engagement with industry and community partners. Examples of these are provided in paragraph 7. (i) Continued to identify and pursue opportunities to include Mātauranga Māori in learning and teaching. (j) Continue to engage with the Universities New Zealand Graduate Destinations Survey (report expected in 2015) and explore other ways to measure graduate outcomes. (g) Practical requirements embedded in professional degrees, and exploration of ways to include them in other programmes, e.g. internship opportunities for BA students. (k) Embedding entrepreneurship in the curriculum (e.g. the Master of Commercialisation and Entrepreneurship), engaging with organisations such

6. Provide a high quality learning and teaching environment and robust quality assurance processes		
Outcomes	**Internal and external factors**	**Our contribution**
	doctoral students through Ngā Pae o te Māramatanga. The QS commentary on the University in the teaching category (in which five stars were awarded) noted: 'Employability is a key component of Auckland's success ... There are many opportunities for its students to meet a dedicated team of on-campus, and faculty-specific, careers advisors.'	as the NEXT Foundation to foster a culture of innovation and enterprise, an environment which encourages entrepreneurship through opportunities available to students such as SPARK and CHIASMA, and support for developing start-up companies.

7. Research that makes a contribution to the social, cultural, environmental and economic needs of New Zealand and the world		
Outcomes	**Internal and external factors**	**Our contribution**
Research provides solutions to New Zealand challenges, particularly research: • to meet long term planning, building and disaster resilience needs, especially in Christchurch and Auckland • that enhances the quality of life of the communities we serve, especially for those in the very early or later years of life • that protects, manages, and enhances sustainable use of our primary resources • that creates new opportunities for economic growth, particularly through technological innovation. The University is respected internationally as a high quality research partner, addressing issues of global importance. Our international reputation provides opportunities for international research collaboration that brings benefits for the whole country. Leadership and collaboration in CoREs and National Science Challenges promote leading edge research of world-class quality in areas important to New Zealand's future development. An increased economic contribution through commercialisation of fundamental research. Research is disseminated and used to stimulate and inform debate and policy formulation.	Falling rankings may place the University (and therefore New Zealand) at a disadvantage when being considered as a potential research partner or supplier, and in attracting research active staff of international standing. Government is recognising the importance of investing in research, through an increase in MBIE funds and provision of funding for additional CoREs and National Science Challenges. However, public good funding for research is decreasing in real terms, University opportunities to compete for that funding are increasingly restricted, and participation in collaborative research activities such as the National Science Challenges incurs substantial costs. Increasingly diverse research revenue from non-fully costed sources limits ability to support research infrastructure. Gaining international funding requires a high level of investment and engagement with international partners for long term outcomes. The discontinuation of government funding for Ngā Pae o te Māramatanga will impact on the capacity of the University to contribute to Mātauranga Māori. Growth in research is limited by our ability to provide research space, particularly research laboratories. Building projects in Science and Engineering will increase research space in	(a) Lead and participate in national research teams, including the National Science Challenges, particularly those that draw on the multidisciplinary expertise of the University. The University will be considering how to further extend the success of current CoREs, other high performing research centres and thematic research initiatives. (b) Enhance UniServices' role as a leader in the New Zealand commercialisation and innovation system. (c) Enhance the University's global reputation through concentrating effort on a small number of high quality international partners, such as institutions that the University already has high levels of engagement with (in WUN, APRU, U21 and the Group of Eight). (d) Continue to enhance engagement in indigenous research through Ngā Pae o te Māramatanga, the James Henare Māori Research Centre, the Mira Szászy Research Centre for Māori and Pacific Economic Development, the Te Whare Kura thematic research initiative and other research and teaching in the University. (e) Increase research space, particularly for Engineering and Science, and creation of research space that allows for closer interaction between researchers, research students and industry. (f) Enhance quality of research staff through the implementation of academic standards providing clarity about expectations. (g) Regularly monitor and report on research outcomes, and recognise and reward staff and student achievements. (h) Increase focus on researcher development through the Learning and Development Designed for Researchers group. (i) Increase supervision capacity through the Joint Graduate Schools. (j) Actively engage with business, industry and other

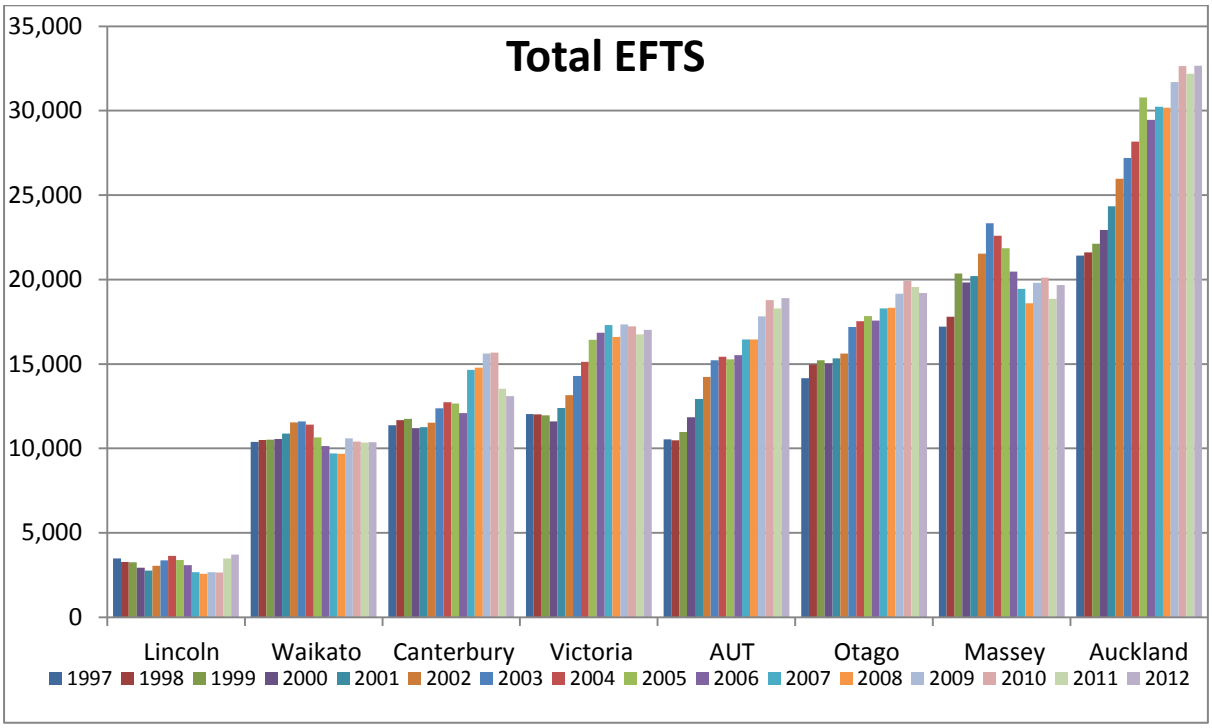
7. Research that makes a contribution to the social, cultural, environmental and economic needs of New Zealand and the world		
Outcomes	**Internal and external factors**	**Our contribution**
Opportunities for staff to engage in fundamental research are maintained. A high quality research workforce for universities, CRIs and other research intensive organisations. The University meets its Treaty of Waitangi responsibilities including research that supports on-going contribution to Māori language revitalisation, effective learning and teaching for Māori students and Mātauranga Māori. University research is used to improve outcomes in all TES priorities.	the medium term. Staff capacity and capability, including capacity to supervise research degrees. The University has an established track record in commercialising research, however seed funding to develop research ideas is limited. Business and industry reluctance to invest in blue skies research (longer term investment), rather than research with more immediate outcomes. Good relationships with CRIs and industry partners provide opportunities to have awareness of, and engagement in, current research needs. The University was award five stars in the Research and Innovation categories in the QS evaluation. Comments included: 'The institution ... has faculty champions who have been internationally recognized as stars in their respective fields. Auckland has been affiliated with a high number of companies, and the fact that the institution has a dedicated team committed to fostering a creative and innovative environment with state-of-the-art facilities has led to the creation of several successful spin-off companies which have become a market presence in their own right.'	stakeholders, and creating opportunities for them to access University research capabilities, for both fundamental and applied research. (k) Increase research degree completions, with a focus on supporting students to complete their qualification in a timely manner. (l) Utilise technology in disseminating research to the community. (m) Provide internal seed-funding for research career development, such as the Faculty Research Development Fund.

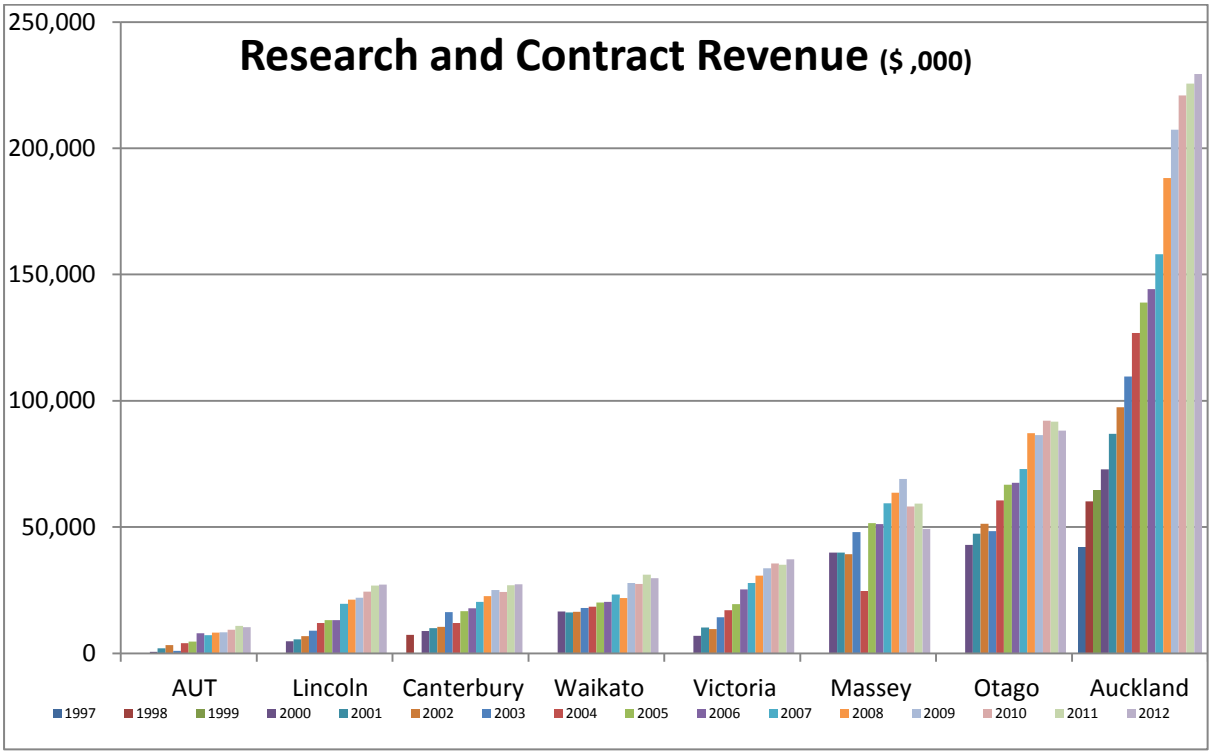
8. Maintain and enhance buildings, labs, library services, technology and equipment, and support services		
Outcomes	**Internal and external factors**	**Our contribution**
The key principles set out in the long term capital plan provide a good summary of the outcomes expected over the life of the Long Term Capital Plan: • As far as possible all undergraduate teaching should be located on the City/Grafton campus, and a department's undergraduate and postgraduate teaching, and its research, should be located together; • It is generally desirable but not always possible to co-locate units according to current faculty boundaries; • The strategy should reflect the University's Strategic Plan objectives, particularly with respect to limited growth in the University, strong growth in postgraduate numbers and externally-funded research, and a high quality environment for learning, teaching and research; • The University should significantly expand and diversify its student accommodation portfolio; • University strategy should drive faculty and campus plans, not vice-versa; and • A campus should have a stable and sustainable level of academic activity; stimulating and productive facilities for learning, teaching and research; a pleasant environment for formal and informal human interactions; and an appropriate level and mix of support services. • Optimise use of the limited land available and each project should make optimum use of its footprint.	Growth in taught and research qualifications and growth in research activity is constrained by space and equipment in some areas, particularly in Engineering and Science. Building standards and requirements set by legislation and by the Auckland Council. Long term under-investment has resulted in aging facilities that do not meet the requirements of modern research, learning and teaching methods. The need to maintain research and learning and teaching activities while construction is underway on a metropolitan campus with limited space. Growing demand for technology in learning and teaching. Growth in international students and students from equity groups requires additional support services and facilities, and a focus on ensuring these support services are well tailored to the diverse needs of these students.	(a) Develop the Engineering sector to allow for: increased annual intake of undergraduate students ; a 30% increase in postgraduate students; relocation of large scale research facilities to the Newmarket Campus; and increasing the ability to collaborate in multidisciplinary research teams with other parts of the University, government agencies, CRIs, local bodies, the engineering community, and business and industry. Work commenced on this project in 2013. (b) Develop the Science sector to provide fit-for-purpose space for an increased number of postgraduate students and staff to attract external research funding and high quality students. The development will provide for better collaboration between multidisciplinary teams and co-location opportunities with external research partners including CRIs. Work commenced in late 2013 and is expected to be completed in early 2016. (c) Manage and maintain the University's risk management framework. (d) Maintain and build on relationships with Auckland Council.

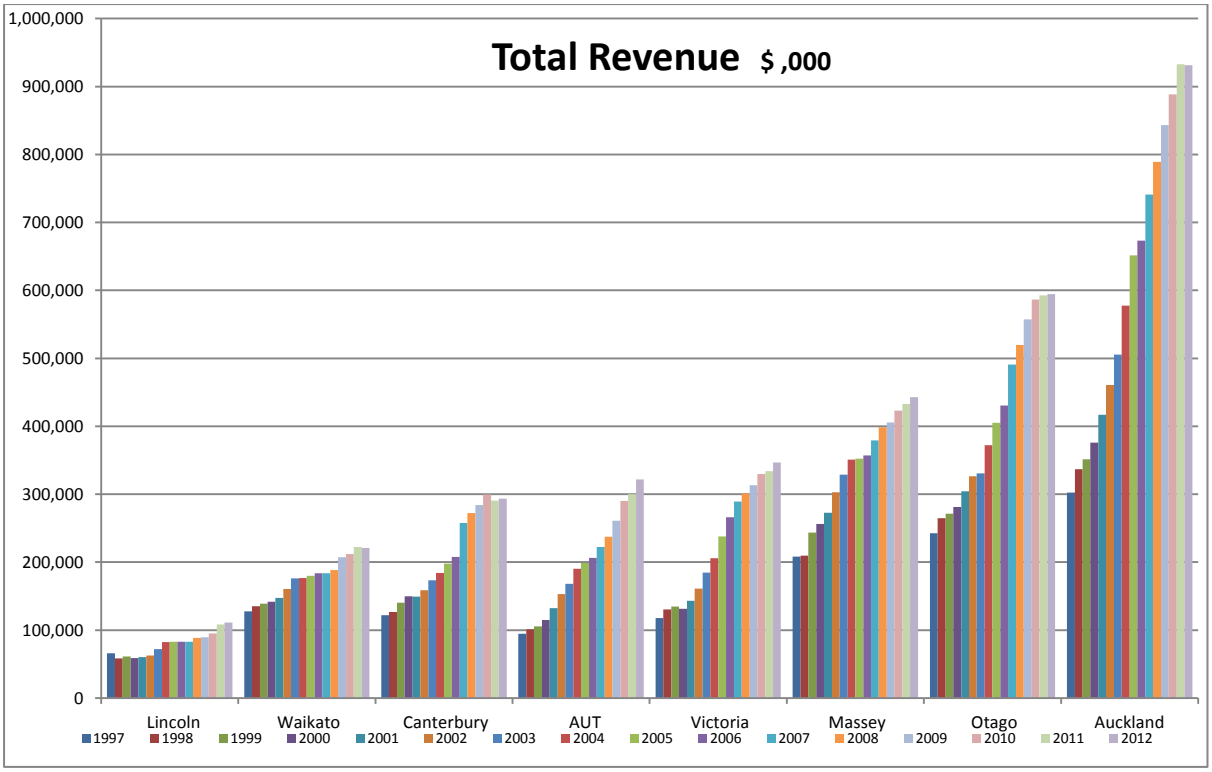
9. Ensuring that the governance and management structures support the objectives of the University		
Outcomes	**Internal and external factors**	**Our contribution**
A sustainable, autonomous institution that complies with University Council and TEC governance and financial goals. A healthy work and social environment for the University so that all members derive maximum benefit from being a part of our community. The University's planning and accountability framework is maintained thereby demonstrating the contribution its activities make to national outcomes. Governance and leadership representation reflects and responds effectively to the diversity of the communities the University serves.	Urban campuses pose challenges (e.g. traffic hazards) and some of our teaching and research activities, often undertaken off-campus in New Zealand and around the world, are potentially dangerous. Government's proposed changes to the composition of university councils threaten autonomy. We are engaged in a massive building and refurbishment programme, often at sites that must continue to be occupied by members of our community. A constrained funding environment where there are few opportunities to increase revenue. Underrepresentation of Māori, Pacific and equity groups in management and governance structures, despite on-going improvement over time.	(a) Review the University's provision of health and safety management to ensure that it is effectively meeting needs. (b) Maintain and enhance the University's risk management framework. (c) Increase and diversify revenue as outlined in sections on international students (Table 4) and research (Table 7), and build an endowment fund. (d) Continue implementation of the Faculty Administration Review to ensure administrative services, processes and supporting structures are efficient, effective and provide the necessary support for the faculties to reach their individual aims as well as those of the University. (e) Enhance development of leadership and management capability and capacity. (f) Ensure policies and structures support on-going increases in management and governance representation from Māori, Pacific and equity groups.

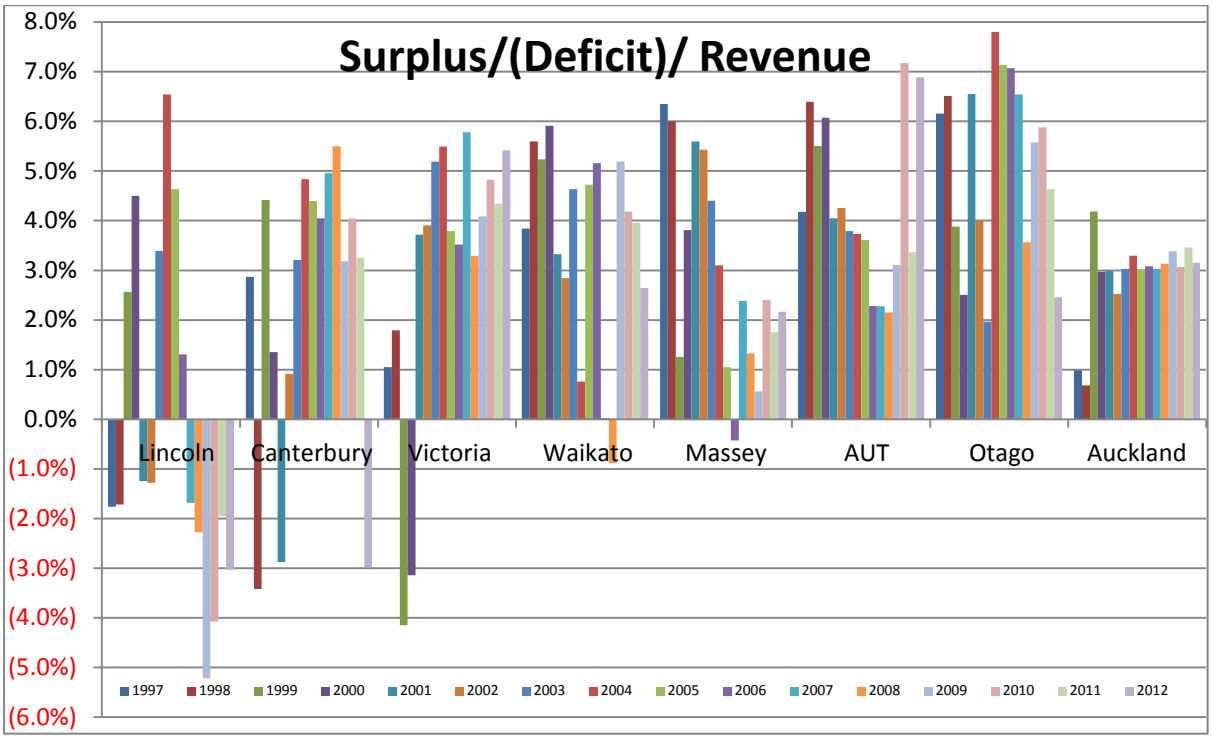
Appendix A: Comparative New Zealand university performance

Source: Tertiary Education Commission summaries of TEI financial performance 1997 - 2012






Total Revenue $,000
1,000,000
900,000
800,000
700,000
600,000
500,000
400,000
300,000
200,000
100,000
0
Lincoln
Waikato
Canterbury
AUT
Victoria
Massey
Otago
Auckland
1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012


Surplus/(Deficit)/ Revenue
8.0%
7.0%
6.0%
5.0%
4.0%
3.0%
2.0%
1.0%
0.0%
(1.0%)
(2.0%)
(3.0%)
(4.0%)
(5.0%)
(6.0%)
Lincoln
Canterbury
Victoria
Waikato
Massey
AUT
Otago
Auckland
1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012