



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

Investment Plan 2023–2024

ABRIDGED VERSION

Note: This abridged version of the Plan is as approved 2022, *excluding* the draft versions of our Learner Success Plan and Disability Inclusion Action Plan.

Final approved versions of these accompanying documents are now available on the University's website alongside this Investment Plan.

<https://www.wgtn.ac.nz/learning-teaching>

<https://www.wgtn.ac.nz/about/governance/equity-diversity-and-inclusion/disability-inclusion>

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1. Mission and role

1.1 Our role within the tertiary education system

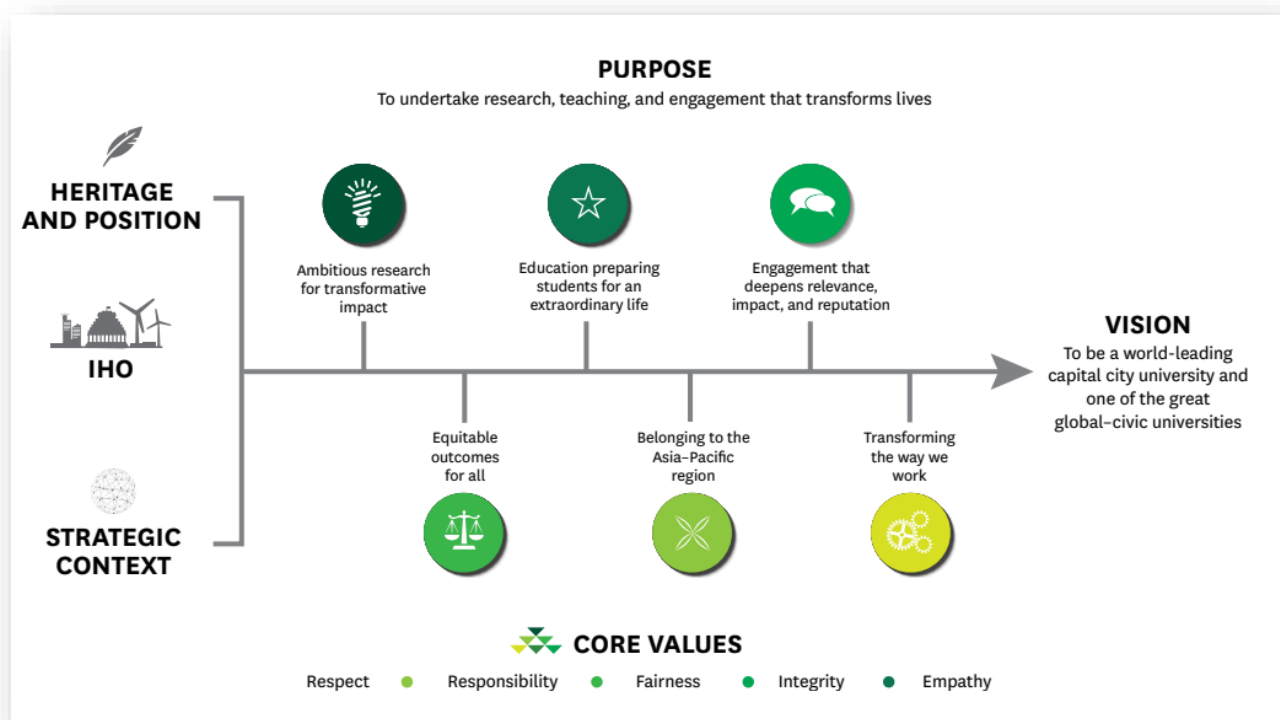
Te Herenga Waka—Victoria University of Wellington is a global–civic university with our marae at our heart. This iho draws off our heritage and is further defined by our tūrangawaewae—in particular, Wellington, Aotearoa, and the Asia–Pacific—all of which are expressed in our position as Aotearoa New Zealand’s globally ranked capital city university.

We are further differentiated by aspects of the way we work, including our commitment to being a values-based, research-intensive university that works in partnership with its students. We are an engaged institution aspiring to learn, adapt, and develop with agility, using processes that empower our people.

And finally, our distinctiveness is defined by a number of attributes that matter to our staff, students, and communities. These attributes include governing for the future, living and making the Wellington vibe, being Asia–Pacific globally minded, thriving through creativity, honouring Te Tiriti o Waitangi, and committing to sustainability and wellbeing.

Our shared purpose is research, teaching, and engagement that transforms lives. This is our collective mission in the service of our communities.

Figure 1: Our strategic plan



Within the broader New Zealand tertiary education system, we are a university with 125 years of service to our communities. We are New Zealand’s top-ranked university for intensity of high-quality research—the only university to twice top the country’s main measure of research excellence. We educate approximately 22,000 students each year from pre-degree to doctorate level, employ 2,500 full-time equivalent academic, research, and professional staff, and have alumni around the world. As a global–civic university, we ensure that our research and teaching are both locally relevant and internationally significant. We rank within the top 1 percent of the world’s universities.

Consistent with the civic university tradition, we engage closely with New Zealand’s capital city and the wider Wellington region. In so doing, we engage critically with government, business, communities, and others in an independent and non-partisan manner. Our presence in the capital affords staff and students ready access to political, public sector, legal, diplomatic, cultural, creative, scientific, corporate, community, media, and non-governmental organisations, as well as to the nation’s archived and living heritage—its cultural taonga. We lead thinking on the major issues that affect the environmental, societal, cultural, and economic wellbeing of Aotearoa New Zealand, the Asia–Pacific, and the wider world.

Central to this vision is our commitment to being a values-based university, to sustainability, and to honouring Te Tiriti o Waitangi, te reo Māori, mātauranga Māori, and our relationships with iwi and iwi-related organisations.

1.2 Significant changes since last Investment Plan

The three years since our last Investment Plan was prepared have been significant ones for the University. In late 2019, we [finalised a new Strategic Plan](#) articulating our vision to be a world-leading capital city university and one of the great global–civic universities, and a series of six strategies to achieve this. This plan continues to guide our development and prioritisation.

In early 2020, COVID-19 made its presence felt, first impacting on the arrival of international students in February 2020, and then causing ongoing disruption from March 2020. The COVID-19 restrictions continue to have an impact on our teaching, learning, research, and engagement activities in 2022. Border closures have meant reduced volumes of international students on campus and increased reliance on articulation arrangements and innovative international agreements. Our successful response to COVID-19 has been heavily reliant on the hard work of staff to put in place dual-mode delivery, which is continuing in 2022. Increased demand for online delivery has triggered the urgent updating of our learning management system (LMS) in response. A new LMS is currently under development and should be in place for 2023. Alongside this, we have a new curriculum management system (CMS) under development to create a single authoritative source of information about our programmes and courses. The LMS and CMS are part of the Digital Roadmap, which is the University’s commitment, over time, of people, technology, and resources to transform the learning and teaching, research, student experience, and the infrastructural environment at Te Herenga Waka.

Titoko, our Centre for Student Success, was established in 2021, which encompasses a new holistic advisory model, a multichannel student service centre, a new admissions and enrolment process, and modern enabling technologies. The establishment of Titoko will transform the way students connect and engage with the University. This starts with nurturing students from admission through to enrolment, providing personalised advice that will follow them throughout their journey; the early identification of, and intervention for, students who require complex support; and the delivery of services that students value. This will create an environment from which students can achieve their educational aspirations, particularly for Māori and Pasifika learners, students with disabilities, and those with learning support needs. *See our Learner Success Plan for further details: <https://www.wgtn.ac.nz/learning-teaching>.*

We also established a new Student Experience and Wellbeing Directorate, bringing together Mauri Ora—Student Health and Counselling; wellbeing and health promotion services; rainbow and inclusion services; refugee-background services; Te Amaru—Disability Services; Te Taiako—Student Learning; Te Ratonga Rapu Mahi—Wellington Careers and Employment; Tauria—Student Interest and Conflict Resolution; international student support; and international development scholarships. This directorate is crucial in ensuring we fulfil our obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Kāpuhipuhi—Wellington Uni-Professional was established on 1 February 2021 to grow non-degree teaching to meet changing workforce capability needs and contribute revenue to the University.

On campus, and again guided by our Strategic Plan that places our marae at its heart, we broke ground in late-2021 in development of the [Living Pā](#), the redevelopment of our marae precinct, which will be one of

the world's most environmentally responsible buildings and a new icon for Wellington and Aotearoa. The University's Council has prioritised support for this project.

In March 2022, Professor Grant Guilford retired from the University after eight years as Vice-Chancellor. At the time of preparing this Investment Plan, Professor Jennifer Windsor is Acting Vice-Chancellor. In June 2022, the University Council announced the appointment of Professor Nic Smith as the next Vice-Chancellor of Te Herenga Waka. Professor Smith will take up his appointment on 16 January 2023.

1.3 Governance

The University is fortunate to have a [highly capable group of Councillors](#) to govern the institution. The Council consists of 12 members, of whom four are appointed by the Minister of Education and eight are appointed by Council in accordance with its statutes. The composition of Council is determined by the [Education and Training Act 2020](#), [Council's Constitution](#) (gazetted on 24 September 2015) and the [Council Membership Statute \(PDF\)](#). The Nominations Panel oversees the appointments process for the eight positions appointed by Council, which includes election of two staff members and two students and selection of the remaining members. The Vice-Chancellor is appointed ex officio for the duration of their contract.

More information about the roles and functions of Council is [available from our website](#).

Council operates according to a Council manual that outlines its duties, composition, procedures, and powers. Council operates the following committees:

- The Audit and Risk Committee assists Council in relation to oversight of strategic and operational risk management, health and safety management, internal and external audit, statutory financial reporting, and legislative compliance.
- The Finance Committee assists Council in relation to the University's budget, long-term capital plan, funding strategy, treasury management, and financial performance.
- The Nominations Panel ensures Council has the skills, knowledge, diversity, and experience for the University to meet the challenges ahead and to achieve its strategic goals. It also oversees the appointment and election of Council members.
- The People and Culture Committee assists Council to meet its responsibility to monitor and evaluate the Vice-Chancellor's performance and undertake the Vice-Chancellor's annual remuneration review as well as develop a culture at the University that supports the delivery of its strategy and ensures the wellbeing and achievement of staff and students.
- Te Aka Matua provides Council with timely advice on the University's relations with Māori communities as they support the development and implementation of the Strategic Plan.
- Vice-Chancellor Appointment Committee.
- The Victoria Honours Committee makes recommendations to Council regarding the criteria, conferment, or award for/of an honorary degree, Hunter Fellowship, or any other honorary award Council may wish to bestow.

The Education and Training Act 2020 also requires Council to establish an academic board to advise Council on matters relating to courses of study or training, awards, and other academic matters. The Academic Board is not a committee of Council, although, for convenience, it is deemed to be one for the purposes of receiving and exercising delegated authority from Council.

Council oversees a robust planning process leading to approval of the Annual Management Plan. The Annual Management Plan identifies the initiatives and funding required to deliver on the Strategic Plan and operational activities of the University for the following year. The initiatives and priority projects that are part of the Annual Management Plan are tracked and monitored centrally through a register of key projects. Council approves the Annual Management Plan and receives regular updates on progress based on the agreed metrics used to monitor progress; these metrics and their targets include all those in the Statement of Service Performance and additional measures agreed with the Vice-Chancellor.

Council ensures that its own capabilities develop through a comprehensive induction for new Council members to ensure they have a good understanding of the University and its environment and the markets

in which it operates. As part of the programme, members receive essential Council and university information, meet key management, and visit the University's facilities. Each year, Council critically evaluates its own performance, including its processes and procedures. The performance of individual members is also evaluated by self-assessment. Council has a board-wide membership of the Institute of Directors and this provides all Council members with full membership rights (apart from voting rights). Members are expected to attend basic governance training.

Our [Annual Reports](#) provide evidence of the efficacy and success of the governance and management processes at the University.

1.4 Management and leadership

The University is managed by an experienced [senior leadership team \(SLT\)](#) of 12, led by the Acting Vice-Chancellor, Professor Jennifer Windsor. Further details about the University's [senior leadership team and their roles](#) are available from the University's website.

The University has embedded strong academic leadership in its structures and appointments to ensure we will progress our strategic ambitions. From the SLT roles of Vice-Chancellor, Provost, Deputy Vice-Chancellor (Māori), Vice-Provosts (Academic and Research), and three Pro-Vice-Chancellors, the academic voice is well represented. These roles are supported in their decision-making by our Academic Board (the membership of which includes all professors and heads of schools, and elected, non-professorial members and student representatives) and by academic and research committees at both university and faculty levels. Our recently prepared Academic Audit Self Review report has, in our view, highlighted how well this structure works and the opportunities for further improvements.

Leaders' forums (including the SLT, deans, associate deans, directors, and heads of schools) are held at various points during the year and provide additional opportunities to review progress against Annual Management Plan measures and strategic projects, and to engage with critical issues.

To ensure major projects are well planned, governed, and implemented successfully, a strategic projects office provides support for development and reporting on key initiatives. Progress is regularly reported to the SLT. A project register identifies those projects at various stages in the pipeline, from initial scoping and exploration to implementation and, finally, benefits realisation.

In addition, a series of long-term plans (for example, Campus Master Plan, Accommodation Long-Term Plan, Digital Roadmap) are also approved by Council, which sets the long-term strategy, funding, and projects in place for specific areas of focus. They ensure that the capital-intense infrastructure of the University is well thought out, implemented coherently with future priorities in mind, and adequately funded. These plans support the Strategic Plan enabling strategies. Such plans, combined with regular monthly financial reporting, ensure that the SLT and the Council are well informed and able to prudently steer the University to meet its vision and mission.

The University has a risk-management toolkit that includes a step-by-step process to follow when managing risks. The toolkit helps risk assessors to identify, assess, and rank risks so that appropriate controls can be identified. This is underpinned by advice and training in risk management and use of the toolkit provided by the University's Safety, Risk and Assurance Unit. The Audit and Risk Committee of Council receives reports that track the risks and hazards identified to ensure adequate mitigations are in place.

1.5 Te Tiriti o Waitangi

The University's Vision Statement shares our commitment to honouring Te Tiriti o Waitangi. This is elaborated in our Te Tiriti o Waitangi Statute, which sits at the highest level of our policy framework. Te Herenga Waka—Victoria University of Wellington adopted Te Tiriti o Waitangi Statute in February 2019, replacing the earlier Treaty of Waitangi Statute. We were the first university in New Zealand to have a Treaty of Waitangi Statute and this new version further reinforces that commitment. The Tiriti Statute centres around eight principles that are drawn from Te Tiriti o Waitangi, New Zealand case law, Waitangi Tribunal reports, Crown policy documents, the University's governance documents, and mātauranga Māori.

As with any University statute, Te Tiriti o Waitangi Statute is on a regular review cycle with the Council and will be revised as required.

Within this context, and aligned with the Strategic Plan 2020–2024, [Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework 2020–2040](#) is a strategic outcomes framework developed by the Office of the Deputy Vice-Chancellor (Māori) that helps the whole University link what we do (activities) with what we want to achieve (outcomes) as it relates to growing Māori opportunities and success.

There is an expectation that faculties, schools, and central service units will be able to use this document in the formulation of their own strategic and operational plans to enhance outcomes not only for Māori but also for the wider University. The integration of these key strategic documents in this framework builds on our identity as Te Herenga Waka—Victoria University of Wellington. It is premised on the Māori values identified in our Strategic Plan to promote a university community that enables a collective impact approach. We will build on our iho (essence), as Māori at the University, and extend beyond the pae.

The framework signals our desire to achieve a significant increase in research at the University that engages constructively with mātauranga Māori and/or Māori communities; respond to the diverse needs of Māori to succeed as Māori; target engagement opportunities to connect iwi and other Māori communities with wider university activities; ensure that the experience of Māori students while at this University is inclusive, place-based, and reflective of their Māori cultural values and practices; promote the application of Māori knowledge and experiences in the leadership shown by its staff within the Asia–Pacific region and beyond; ensure Māori interests are an integral part of the University’s organisation, processes, and use of resources; create dedicated Māori spaces across all campuses; and see the University as the first choice waharoa (gateway) to higher education and employment opportunities for Māori.

Incorporating te reo Māori and tikanga Māori

A [Tiriti guide](#) identifies practical and useful ways that staff and students can give effect to the Tiriti principles, and our Te Hāpai programme supports staff to build their capacity in te reo and tikanga Māori, Māori research, Māori learning and teaching, and in their understanding of Te Tiriti. In addition, our Māori strategic outcomes framework, [Mai i te Iho ki te Pae](#), articulates the kind of university we aim to be and the Māori student and staff outcomes that we hope to achieve by following our Tiriti-based principles, values, and vision.

Our Strategic Plan (p.1) notes that ‘Te Herenga Waka—Victoria University of Wellington is a global–civic university with our marae at our heart’. Central to this vision is our commitment to honouring Te Tiriti o Waitangi, te reo Māori, mātauranga Māori, and our relationships with iwi and Māori-related organisations. One example of this is Te Herenga Waka marae, which provides a tūrangawaewae (a Māori place to belong) for the students and staff of the University to promote, disseminate, and maintain the use of te reo Māori and tikanga Māori. Another is the formal establishment in 1981 of the Māori Studies unit with the goal of revitalising the Māori culture and language for future generations.

The increased use of te reo in our naming of buildings, projects, strategies, organisational units, positions, and plans is an example of the University’s commitment to incorporating te reo Māori into the everyday life of our place of learning.

Staff have access to Te Hāpai, a staff development programme designed to increase understanding and use of Māori culture, language, and Te Tiriti o Waitangi. Courses are available for introduction to te reo Māori and to tikanga Māori. More than 600 staff members have attended these courses. Teaching and research staff who have completed introductory courses can go on to workshops covering ako Māori and rangahau Māori. *See Section 2 for further details regarding te reo Māori and tikanga Māori, and mātauranga Māori.*

1.6 Response to regional, national, and global trends

The annual planning process assesses global and national trends so that the University’s plans are responsive to changes. Council and SLT workshops, run as part of the process, considered a comprehensive pack of analyses and material covering all areas of performance: rankings, student and staff satisfaction and expectations, enrolment patterns and forecast trends, research performance, and trends in technology and industry. Examples of trends considered include:

- demands from students and employers for new skills to keep up with a changing workforce and improved engagement from universities, in line with other modern experiences
- utilising online education, flipped classrooms, and blended learning to complement and enrich classroom-based education
- changing demographics in both domestic and international students, in terms of volumes and characteristics, with forecasts and analyses suggesting where growth or declines are likely to occur
- social trends such as growing expectations around sustainability, social responsibility, decolonisation, and remote working
- economic trends such as rising housing prices, increasing costs of insurance and maintenance of buildings, managing inflation, and the shortfall in regional and national infrastructure
- greater uncertainty and funding risk resulting from government policy and COVID-19 disruption
- increased competition for students and research funding
- investment from other countries, especially China, in their own tertiary education sectors
- global pressure on university funding
- demands to see impact from research funding.

Assessment of where the University has opportunities, or must address threats, is a critical part of planning for its strategic approach. These SWOT analyses and scans inform developments such as our Student Accommodation Plan, which relied on a research report of the developments internationally and nationally and used extensive case studies to highlight key trends for consideration as part of the plan. Similarly, the Digital Roadmap includes consideration of leaders in tertiary education digitisation, site visits, and input from experts in other universities in its development.

The impact of COVID-19 led to a reconsideration of the University's position and future and how we could respond to the challenges posed by the pandemic. [He moana pukepuke e ekengia e te waka—Navigating choppy waters: Te Herenga Waka to 2025](#) was the result. Involving a substantial number of staff and sources for information and consultation, including literature scans, workshops, and surveying of staff and students, more than 120 societal, political, technological, economic, environmental, and legislative/regulatory drivers of change were identified. Clustering and review of this long list identified a common set of nine high-impact—and highly uncertain—clusters of drivers:

- the social contract and intergenerational differences
- future technologies
- structure of the tertiary sector
- health and wellbeing
- natural disasters (including the effects of climate change)
- the future of work, including academic work
- competition
- government priorities
- geopolitics.

These clusters covered a broad span of opportunities, challenges, trends, persistent problems, emerging issues, risks, and threats locally, nationally, and globally. They largely reinforced the direction that the University has taken with its Strategic Plan but also provided guidance for how the University could think about the difficult issues that exist. Growing expectations around sustainability, social responsibility, decolonisation, and remote working have led to the University advancing, with 'distinctiveness', projects such as:

- completing the Living Pā project to provide a physical place that brings together our commitment to Te Tiriti and sustainability, giving intent to our aspiration to have the marae at our heart. The iho project will further reorient the University to our commitment to Te Tiriti
- building our relationships with government, iwi, business, and communities through governing for the future, and shaping the future of the New Zealand research system will consider how to enhance collaboration between universities and Crown research institutes. The Creative Fields

- project will facilitate development of new programmes and research at the interface between the creative disciplines and support deeper connections with the creative industries in Wellington
- developing the Wellington vibe as we progress work on the development of the National Music Centre and Fale Malae. We will improve our connection to the city through investment in our Campus Plan, particularly through development of the Te Aro campus, and work to unlock connections from the Kelburn campus into the heart of the city through the 320 Terrace development. We will put in train work for a further 500 beds at Weir House as we contribute to the growing demand for quality accommodation in Wellington
- deepening relationships with institutions in the Asia–Pacific through three new teaching partnerships. Two started at the end of 2021 and we are working on a third for 2022 with a leading Chinese University
- continuing to widen participation by creating new student pathways and giving additional attention to the wellbeing of our students as we respond to the new Pastoral Care Code. We will promote equity, diversity, and inclusion action plans, which give effect to our commitment to being a values-based university
- increasing our level of ambition under our zero-carbon plan as we find ways to lock in the positive reduction in carbon emissions as a result of COVID-19.

Relevant local and national economic trends are closely considered, including rising housing prices, increasing costs of insurance and maintenance of buildings, managing inflation, and shortfall in regional and national infrastructure. At a regional level, growth of the creative digital sector in the capital, alongside significant growth in the size of the public sector, are key factors for consideration for a Wellington-based university. The Regional Skills Leadership Group ‘Wellington Regional Workforce Plan: Draft for consultation’ (March 2022) supports such a view and is another useful source of information on regional trends and requirements for the University. The publication of the Wellington draft plan suggests that much of the provision the University has in science, technology, engineering, and mathematics (STEM) (especially digital technology), public administration, and health (especially nursing and midwifery) is well positioned to address the region’s workforce needs. The University continues to monitor the work of the newly established Workforce Development Councils and Regional Sector Leadership groups and will be pleased to increase engagement as these develop.

Consideration of such trends also help inform our development of qualifications and courses following consultation with stakeholders that included students, staff, and employers. Consideration of the broader market nationally and internationally is used to develop new programmes; for example, new innovative undergraduate majors have developed in industry-focused areas such as Data Science, Computer Graphics, Cybersecurity, Science Communication, and Animation and Visual Effects. Many postgraduate taught Master’s degree programmes have also been added, focusing on relevant opportunities in sectors such as Drug Discovery and Development, Health Psychology, and Nursing Practice. *See Section 2.3.1 Innovative and flexible programmes.*

The Regional Skills Leadership Group’s broader identified need for “non-technical soft skills ... [including] problem solving, thinking critically, being innovative, effective communication, and being able to deal with ambiguity” is consistent with the University’s current [graduate profile](#) (the University prepares its graduates to, inter alia, exhibit well-developed skills in critical and creative thinking; communicate complex ideas effectively and accurately in a range of contexts; and demonstrate intellectual autonomy).

The importance of technology use by our students, as evidenced by the disruption due to COVID-19, has further informed the development of the Digital Roadmap to respond to technological innovations and opportunities and to ensure technology supports teaching-related activities. The global trend to more online learning has resulted in a sequence of projects that will focus our efforts for several years and includes, for example, a new learning management system and curriculum management system, in addition to continuing work on a new Student Record Management System to facilitate enrolment, student support, and case management.

Responding to future trends includes the design of new and refurbished buildings as part of our Campus Master Plan. The plan provides a long-term view of the University’s requirements for space and prioritises

such capital-intensive activity. As shown in the development of the Living Pā, the layout and fit-out of the building will be focused on the needs of staff and students, and include innovative sustainable and green design.

1.7 Skills and employability

A robust development process of concept proposals for new programmes is supported via our quality assurance processes; both internal through academic committees and Board, and external through the Committee on University Academic Programmes (CUAP) process. Requests for approval from CUAP require evidence of consultation with a range of external stakeholders. This includes relevant professional registration or licensing bodies. Where the programme is (or is intended to be) professionally accredited, comments from the professional body, or notice of approval, must be provided to CUAP as part of the proposal; 19 external accrediting bodies provide input to such decisions to ensure relevance to industry and attributes required of graduates to succeed in the workplace. Many schools and programmes have boards that include sector representatives to ensure that they remain relevant to external stakeholders such as employers.

The University has continued to grow and establish new programmes in response to various industry developments and requirements. The Faculty of Health, established in 2017, focuses on the goal to improve health and wellbeing in our communities through innovative multidisciplinary programmes, scholarship, and extensive sector engagement. The introduction of a suite of undergraduate and postgraduate programmes including a Bachelor of Health and Bachelor of Midwifery were introduced to address the challenges facing the workforce by increasing numbers of Māori and Pasifika graduates in health management, policy, and advisory roles. This has been very successful, with 21 percent Māori and 11 percent Pasifika students among the new intake to the Bachelor of Health qualification in 2022. Nearly a quarter (24 percent) of new students admitted to the Bachelor of Midwifery in 2022 identified as Māori.

New undergraduate majors have developed in industry-focused areas such as Data Science, Computer Graphics, Cybersecurity, Science Communication, and Animation and Visual Effects. Many new qualifications (both undergraduate and postgraduate) are interdisciplinary and industry aligned, including the Bachelor of Communication, introduced in 2020, and the newly developed Bachelor of Global Studies (pending CUAP approval) that capitalise on the University's strong interdisciplinary expertise while providing students with the graduate attributes they need for employment. There has been considerable growth in the number of Master's degrees, with more than 70 now available. Most of our new Master's degrees are 180-point taught degrees. At postgraduate level, interdisciplinary programmes include the Master of International Trade and the Master of Climate Change Science and Policy.

The University also offers a number of professional degree qualifications, with the Bachelor of Midwifery, Master of Health Psychology, and Master of Nursing Practice being added in recent years alongside longstanding programmes in Engineering, Architecture, Accounting, Business, Public Policy, and Teaching. These programmes are underpinned and enhanced through the University's relationship with professional and accrediting bodies to ensure the ongoing relevance of such qualifications, including support for placements and work experience. In 2020, the Professional Programmes Office in the Wellington School of Business and Government was established to provide tailored support in Commerce for these students.

Reviews of programmes occur regularly and use internal measures such as participation and course and programme completion rates for various student groups such as different genders, ethnicities, and ages. Follow-up data on students obtaining employment post study, as reported in our annual Graduate Destination Survey, is also used to help inform recommendations for the improvement of these qualifications.

Our modes of delivery have been stretched by COVID-19 but a significantly enhanced dual-mode delivery of face-to-face and online is now in place. The lessons learned will help shape options for staff going forward. A new Learning Management Platform will also enhance our capability in ensuring multi-modal capabilities are available to support students in future (*see our Learner Success Plan for further details*). Our hardship fund supports students who require additional technology to participate online.

Our internship programme is increasing the opportunities for students to get work experience while they study. Students can complete an [internship programme](#) that helps consolidate their academic learning, enhance their ability to transition into the workforce, and make connections and networks to support their careers. [Summer research scholarships](#) offer a unique opportunity for external organisations, academics, and students to work together in research. Working with globally recognised researchers in a local setting gives students valuable real-world experience as well as an insight into what research is all about. Our careers team also provides [information](#) and links to employers for the development of internships as well as broader [support](#) for students to obtain employment.

1.8 Putting learners at the centre

The University has a long tradition of student participation in quality-assurance processes and has, more recently, extended its commitment in the Strategic Plan 2020–2024 to students as partners. The University values the student perspective as well as the philosophy of learner-centred learning. The learning partnership demonstrates how the University works with students to make sure their voices are heard on campus and they have access to learning opportunities and support that meets their needs.

The Council, Academic Board, and its sub-committees (such as the Academic Committee and faculty boards) all include students. Student membership has increased over time to include the addition of an international student representative to the Academic Board in 2020 and a Ngāi Taurira (Māori Students' Association) representative to the Academic Committee in 2021. Ngāi Taurira also has representatives on Te Aka Matua (subcommittee of the Council), Toihuarewa (Māori academic forum) and the Marae Committee, where it can raise learning- and teaching-related matters. Orientation for new student representatives was introduced in 2019.

Various policies across the University ensure opportunities for student input across a range of important processes. These include the Student Feedback on Teaching and Courses Policy, the Academic Grievance Policy, and the Academic Reviews and Monitoring Policy. Student feedback on courses and teaching is mandated across the University. As a result of our Cycle 5 Academic Audit, all course outlines now include a section in which staff can indicate changes that have been made to courses after student feedback. A link to a webpage is also provided so students can see average response ratings and are able to compare with other courses.

Students are also often involved in strategic initiatives as they arise; this can be through membership on working groups or consultation through student representatives. Some examples that have had student involvement include the development of the Learning and Teaching Plan, the Assessment Handbook Working Group and the Academic Integrity Steering Group.

The Victoria University of Wellington Students' Association (VUWSA) executive works alongside a diverse group of students and associations including Māori and Pasifika students, students from our rainbow and refugee background communities, students with disabilities, international students, class representatives, and faculty delegates, to ensure student voices and opinions are raised at all levels of the University. [The Class Representative Policy](#) provides a framework for the management of class representation to support a learning–teaching partnership between staff and students. Many issues raised by the students on faculty boards are first brought to VUWSA's attention by class representatives, who act as liaisons between the lecturer and students. Class representatives were also heavily involved in workshops that fed into faculty board discussions in the redevelopment of the Bachelor of Design Innovation, for example.

The student representative coordinator and student advocate (both employed by VUWSA) support class reps and students with academic advice and advocacy services. The University sees both roles as an important link between students and the University, providing continuity within the student body as representatives change.

Regular meetings of associate deans, managers (Student Success) and CSU directors, convened by the Vice-Provost (Academic), include VUWSA's student representative coordinator and student group representatives. These meetings were extremely valuable during the pandemic, ensuring a strong connection with students.

The University systematically uses a range of student surveys to gather feedback from students on their experiences and the services offered by the University. The University is careful to balance survey fatigue with optimising the student voice. Surveys include:

- **Student Voice—Getting Started**—for all students new to the University
- **YOU Wellbeing**—a longitudinal research study that was established with students to better understand mental health and wellbeing, for all new undergraduate students who are re-engaged twice a year to track their journey (began 2019)
- **SERU-I survey**—an international consortium of research universities’ survey for all undergraduate students in alternate years that enables some benchmarking with United States universities
- **GradSERU survey**—an international consortium of research universities’ survey for all postgraduate students in alternate years that enables some benchmarking with US universities
- **Postgraduate experience survey**—for all postgraduate students
- **Student Voice—Have Your Say**—for all undergraduate students, which has now become the standard for all undergraduate and postgraduate students
- **International Student Barometer**—an international consortium of universities’ survey for all international students that enables some benchmarking with New Zealand and international universities.

From 2017, annual surveys have expanded their focus from student services to cover some aspects of the academic experience (classroom, research, supervision, teaching), social experience, extracurricular activities, support services, sustainability, technology and communication, and health and wellbeing.

These surveys help improve service provision throughout the University. For example, the University actively uses the information to help guide improvements to publications and orientation programmes. International orientation has become more coordinated, streamlined, and modified to cater for international students offshore. Survey summary reports are available on the staff intranet and the ‘current students’ section of our [website](#).

Smaller surveys have also been run by the Planning and Information Management unit, and other service units, to provide additional supporting information in areas such as accommodation, scholarships, faculty services, and leadership programmes.

The COVID-19 pandemic significantly lifted student participation in areas such as the redesign of assessments that became necessary as teaching went online. The pandemic also highlighted the need to communicate with students more effectively and to respond to feedback in a way that creates tangible improvements. While students appreciated being involved, there was disagreement over the extent to which their concerns had been addressed.

In mid-2020, the University took action to assess the effectiveness of its routine mechanisms such as membership of committees and working groups and surveys to evaluate student input. The Provost then prepared a paper for the Council on student engagement, and this was responded to by the Student Assembly, a forum of student leaders at the University. In July 2020, the student assembly presented the paper ‘Feedback on Student Communication, Representation, and Partnership’ to the Council. This outlined student views of where the structure and processes to facilitate the student voice worked well and how they could be improved.

As a result, the Ngā Kīwai o te Kete—Student Engagement Framework was developed. The framework clarifies expectations, establishes principles of engagement, and puts in place agreements for improvement related to student representation and partnership. The framework was endorsed by the Council in October 2021 for implementation in 2022. The framework is guided by the University’s Te Tiriti o Waitangi Statute and the Equity, Diversity, and Inclusion (EDI) Framework. The vision is to create a culture of collaboration and of working together as a community to achieve our strategic direction and aspirations based on genuine respect, transparency, and inclusion.

An annual student agreement will be developed to include the initiatives that students will be involved in during the year and how that will occur. It includes activities such as training, mentoring, and resourcing

ways to develop student capability and capacity, recognising the need for a successful transition of student representatives from year to year. Importantly, the framework recognises the need for monitoring and review of the existing avenues that provide opportunity for the student voice, so that areas of strategic and operational change can be identified, prioritised, and resourced.

The University has made significant improvements in how it engages with students. This has not been without its challenges. However, it is confident that with ongoing monitoring, the Student Engagement Framework provides a strong platform for continued improvements in how the student voice can be heard.

1.9 Quality provision with good outcomes

From the development of programmes and courses and design of our environment and teaching spaces, to pedagogy in delivery, learner support and monitoring, and programme review, quality is at the heart of the University's teaching and learning approach. Our campuses are designed as the anchor for the University community and encourage vibrant, face-to-face experiences. On-campus experiences are blended with digital platforms, enabling students to learn at the pace and place of their choice. Campus Services, Te Tai Matihiko—Digital Solutions (DS), and Te Kōtuinga Mātauranga—Centre for Academic Development (CAD) work closely together to ensure the physical environment and technologies are fit for purpose and well supported. This has been particularly evident during the COVID-19 pandemic and the quick change to online learning. Much of our long-term planning has drawn from our 2020 Campus Master Plan, which was developed for long-term resilience and evolution in pedagogical models that has been undertaken collaboratively between Property Services, CAD, DS, and Timetabling. This has included development of new room designs aligned with growing use of collaborative and active pedagogical workspaces intended to stimulate engagement and maximise the value of space for student learning and achievement.

The University's 2012–2017 Vision and Strategy was used to develop an updated Vision and Strategy for Digital Learning and Teaching at Victoria 2018–2021. The detailed action plan incorporated in this strategy is operationalised by a Digital Roadmap with the overview of a Digital Governance Group.

The Digital Roadmap consists of 36 projects/initiatives based around four key themes to be implemented over a three- to five-year period. The student and academic experience theme includes work that supports academic advising, online invigilation, and dual-mode teaching support.

The COVID-19 pandemic exposed limitations in our delivery systems that drove significant investment in a new digital learning management system (LMS), which commenced in 2021 and will see new tools implemented throughout 2022 and 2023. In late 2020, the University invested heavily in new learning technology and the upgrade of microphones and cameras in all teaching spaces to provide a better environment for remote access by students and the streaming/recording of teaching activities. High satisfaction rates reported through our surveys (81 percent satisfaction with classrooms), an increase in course pass rates, and an increase in GPA by 0.7 all show the quality of the support students received in terms of their provision.

The Library—Te Pātaka Kōrero consists of four physical libraries across campuses, with more than two million visitors annually and providing more than 2,400 seats for group and individual study. In 2022, the Library merged its three-year Library Strategy and Te Rautaki Māori a Te Pātaka Kōrero (The Library Māori Strategy) into a strategy map that will be reviewed annually. The strategy map is based on the values within the University's Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework. In achieving its mission to provide Māori with culturally responsive services and resources that support quality Māori learning, teaching, and research, the Library has utilised and enhanced Māori spaces across the University campuses. The Māori collection and heritage materials are also enhanced and managed in accordance with tikanga Māori (especially in respect to their tapu) and accessed appropriately by Māori and other library users. Feedback from users of the Library helps improve services and spaces, opening hours have been extended and streamlined, the Library's website has been redesigned, and subject guides have been improved. Increasing electronic collections is an important strategy and offers greater resilience during critical incidents such as pandemics and earthquakes.

During the pandemic, Te Herenga Waka Resilience Programme undertook to improve organisational resilience. A learning and teaching workstream included: course redesign and training of staff to enable flexibility of course delivery (dual-mode delivery under COVID-19 alert levels); a staff capability framework for teaching staff to evaluate and develop their teaching practice and ensure that they have the skills to navigate disruption; guidelines for evaluating programme structures to ensure pathways for students to complete study despite major disruption; foundations of an assessment framework to support staff to make effective decisions around assessment design in different learning contexts; guidelines and procedures for resilient practices around internships, placements and work-integrated practicum courses; and changes to the academic programme review process to ensure a sustainable programme portfolio under changing circumstances. Another key component of the resilience programme was the development and application of a Minimum Online Student Experience guideline. This guideline, and associated online course templates and training, were created to support student engagement, learning progression, and administrative communication through the rapid shift to a new mode of delivery. These guidelines will underpin the migration to the new learning management system. This exemplifies the responsive approach to ensuring that high-quality provision is maintained; many of the changes made will continue.

Inclusivity of digital tools is critical. Students with disabilities' experiences of blended learning in 2020 resulted in the Inclusive Learning Tool Pilot and the Captioning Pilot in 2021, both of which aimed to improve accessibility of learning (supported by funding from the Tertiary Education Commission (TEC)). Following the success of the inclusive learning tool pilot, the University has invested in a site-wide licence of Read&Write, which increases the accessibility of online content, for all staff and students.

Along with other New Zealand universities, Te Herenga Waka—Victoria University of Wellington reviewed its COVID-19 teaching and wellbeing response and provided this to the Academic Quality Agency for New Zealand Universities (AQA). The combined response, 'Good Practice Assessment of Online Teaching in Universities in Aotearoa New Zealand during the COVID-19 Pandemic and Lessons for the Future', is available [from the AQA website](#). The University recently prepared and submitted its Cycle 6 Academic Audit self-review document to AQA; the site visit for this audit will take place in September 2022 with the report due to be published in December 2022.

Since the last Investment Plan, changes have been made to Māori and Pasifika student interventions to improve effectiveness and efficiency. Since 1 January 2019, work has been under way to establish a new, stand-alone, university-wide Āwhina (Māori student support) team. A doubling of dedicated Māori recruitment capacity has enabled the team to visit more Māori communities and more Māori prospective students than ever before. Similar changes were made to establish a stand-alone Pasifika Student Success team.

The University provides information for its staff through the Enterprise Data Warehouse at both an aggregated and individual student level. Dashboards enable tracking of trends at academic unit level but also across student groups and programmes. The information includes enrolment, retention, and achievement data for groups of students including Māori, Pasifika, students with disabilities, and commencing students. Such information allows tracking of areas of improvement and decline supporting evaluation of services, academic programme review panels, and the development of new initiatives.

Our [2021 Annual Report](#) provides evidence of progress in the teaching and learning area, highlighting programme outcomes. A key indicator is drawn from the annual graduate destination survey, in which graduates report the work that they are engaged in, among other information about their experience at the University. The proportion of graduates in employment, further study, or not seeking employment has consistently been in the mid-90 percent range. This data is well supported by information from the Integrated Data Infrastructure (IDI) on average salaries for graduates of the University, which consistently sit in the above-average ranges. *See Section 7, Outcomes and Measures.*

2. Implementing the Tertiary Education Strategy and other government priorities

2.1 A key focus of the Tertiary Education Strategy is learners and their whānau

See our Learner Success Plan (<https://www.wgtn.ac.nz/learning-teaching>) and Disability Inclusion Action Plan (<https://www.wgtn.ac.nz/about/governance/equity-diversity-and-inclusion/disability-inclusion>). See also the information in Section 4 (Stakeholder Engagement) regarding students and their whānau.

2.2 Other aspects of the Tertiary Education Strategy

2.2.1 Quality teaching and leadership

The University is active in supporting and enhancing teaching practice through professional networking and development and support from our Te Kōtuinga Mātauranga—Centre for Academic Development (CAD). This support was amplified in 2020 (and continued into 2021 and 2022) in response to the COVID-19 pandemic with the need to rapidly shift into online delivery mode under pandemic conditions, and then to dual-mode delivery to manage the disruptions arising from continuing lockdowns. Our CAD staff provided individual consultations and an online ‘drop-in’ facility was created. Zoom was deployed for use by all staff and students, and training was provided in its use for teaching. A digital learning hub of resources was expanded and continues to be used to support staff.

In 2021, a new Teaching-Intensive Academic Career Pathway was introduced at the University. Academics are supported in this pathway by a director whose responsibilities include advocacy of the pathway, leadership of the individual on it, and development of appropriate processes (for example, appointment, promotion) and activities (for example, professional development, support). High quality teaching is recognised and rewarded through a combination of the promotions processes, the AdvanceHE fellowship scheme, and the teaching excellence awards. The establishment of the Teaching-Intensive Academic Career Pathway has provided an additional avenue to further excellence in teaching. The unit is in the Provost’s portfolio and has been established to consolidate the strength of teaching and learning across the University.

The University has been provisionally accredited to offer a professional development programme, Te Arawai Ako: Pathway to Learning and Teaching Fellowship (through AdvanceHE), following a successful pilot in Trimester 2, 2021 and an accreditation application submitted in November 2021. In addition to the award of a fellowship, the scheme enables teaching staff to reflect on their experience and identify opportunities for ongoing professional development. The CAD team have engaged actively with the office of the DVC (Māori) and the AVC (Pasifika) with the intention of defining specific programmes for when we have gained accreditation.

Ako in Action is an award-winning student–staff partnership programme offered in Trimesters 1 and 2 each year, aimed at enhancing learning and teaching. The programme, co-designed with Māori and Pasifika students as equal partners in 2018 and facilitated by two CAD academic staff members, is guided by Māori values originally articulated in Te Rautaki Maruako—the Learning and Teaching Strategy and the Strategic Plan. It facilitates the development of student leaders—Ako in Action students receive points towards the Wellington International Leadership or Wellington Plus programmes, and some students receive CAD scholarships. Students spend four weeks in training with CAD facilitators and experienced student mentors, then they are paired with an academic from outside their discipline to observe teaching sessions (physically and online) and/or to consult on teaching materials and learning design. Evaluation of the programme shows Ako in Action provides participating academics with powerful perspectives on their teaching from students in disciplines outside their own. In turn, participating students gain an increased awareness of their own capacities as learners and leaders. Participants also develop empathy for each other’s role in the University and a stronger commitment to reflective, deep, and lifelong learning.

VicTeach is a ‘for staff, by staff’ pan-university professional learning community that builds community and fosters colleague-to-colleague support. VicTeach regularly runs events highlighting how teaching staff have incorporated new teaching technologies into their practice. Several times a year, VicTeach holds an open expression of interest process in which any staff member can propose an event or initiative, which VicTeach then supports with coordination and funding.

The University has a programme of annual excellence awards for established and early-career academics. The latter category was introduced following a review, which also introduced greater clarity about what is meant by ‘excellence’ in teaching and learning. There were two Teaching Excellence Award winners and four Early Career Teaching Award winners in both 2020 and 2021, and two and three winners of each category between 2015 and 2019. Winners are supported to apply for the National Tertiary Teaching Excellence awards. Staff are supported in developing their portfolios via an informal mentorship programme, usually involving a previous Teaching Excellence Award winner.

The University requires every academic to participate annually in the Performance Development and Career Planning Process (PDCP). A teaching performance profile (TPP), a summary of feedback on teaching by students, is required for the meeting. Teaching feedback from students must occur when a staff member has not sought feedback for the previous two full teaching years. Recognition of teaching capability is discussed as part of the PDCP process, which is to assist staff to plan for their professional future in the University and provide appropriate advice and support for achievement across the principal areas of academic endeavour.

Since 2014, the University has increased the number of professors (from 94 to 142 FTE), associate professors (from 96 to 130 FTE), and overall teaching and research staff (from 848 to 975 FTE). Increasing the numbers of female professors and Māori and Pasifika academic staff is a priority and there remains room for progress consistent with the University’s [Equity, Diversity, and Inclusion Framework](#) aspirations. The University employs approximately 150 Māori staff (74 of whom are in teaching and research roles), of whom five are ahorangi (professors) and seven ahonuku (associate professors). This represents an increase of 54 percent in Māori academic staff since 2014. The *Mai i te iho ki te pae*—Māori Strategic Outcomes Framework 2020–2040 seeks an outcome of doubling the number of Māori academic staff. The University employs approximately 80 Pasifika staff (29 in teaching and research roles), of which there are three associate professors. Appointing and promoting Pasifika professors is a further consideration for the University.

Enhancing learning support capability

The establishment of Titoko has resulted in the centralisation of the previous faculty-based student advisers into a single unit establishing a community of practice relating to the spirit of learning, knowledge sharing, training, and collaboration. This is to ensure consistency in processes and the student experience for undergraduate and taught postgraduate students. Student services and student administration processes for postgraduate thesis students are now provided by the Wellington Faculty of Graduate Research.

Paerangi, the Student Success framework, is the foundation for Titoko. This is a values-based support approach, leading with rangatiratanga, and empowering learning. It was developed from a stocktake of retention-related activity across the University, student interviews to understand what success means to students, student workshops, and interviews with staff. This information was combined with best practice in the global student success movement and the TEC’s Oritetanga Learner Success Directorate.

The framework emphasises helping students set themselves up for a sustainable and successful university life, with staff support for students who need it at certain times. To enable this, all students are allocated a dedicated student success adviser (SSA). The holistic model, used by the SSAs, puts the student at its centre and understands the student’s needs, offers help when necessary, and monitors possible future barriers to success. Proactive outreach to students identified as having higher needs is necessary during enrolment and throughout their study. To enable this, students will be introduced to their assigned SSA during Orientation. The SSAs work closely with Āwhina, the Pasifika Student Success team and/or pastoral student support staff within Wellington University International. Academics and SSAs share the

responsibility of advising students throughout their studies and SSAs have been trained to enable them to provide in-depth advice on specific qualifications.

2.2.2 Te reo Māori and tikanga Māori

The University has progressed a number of initiatives to incorporate te reo and tikanga Māori in its day-to-day activities. The office of the DVC (Māori) has led the development of a [Te Reo Māori Plan 2021–2025](#) for the University. The plan supports the three primary outcomes of the Maihi Karauna (Crown strategy for Māori language revitalisation), which are Aotearoa (nationhood), mātauranga (knowledge and skills), and hononga (engagement).

Te Herenga Waka—Victoria University of Wellington currently engages in a range of activities supporting te reo Māori. These activities, policies, and initiatives have been organised by domains. The table below identifies where information can be found for these, a three-year target to increase the use and promotion of te reo, and the actions needed to realise these targets. It is hoped that this will provide strategic guidance for staff and students of the University to help realise the aspirations to ensure that te reo Māori is used, valued, and learned.

DOMAINS	CURRENT STATUS	TARGETS (THREE YEARS)	ACTION
Learning and teaching	The Use of Te Reo Māori Assessment Policy Study options for te reo Māori	<ul style="list-style-type: none"> Increased uptake of assessment in te reo Māori Broaden the range of reo Māori course offerings available to students at the university Increase the use of te reo Māori in learning and teaching contexts 	<ul style="list-style-type: none"> Establish a university-wide register, a preferred providers list, and translation fund Identify designated contact person/s regarding assessment in te reo Māori Investigate online and face-to-face options for new reo Māori courses Institute a new Staff Excellence Award for incorporating te reo and mātauranga Māori
Research	Doctoral regulations: for PhD and other Doctorates with Theses Master's Theses Regulations Mātauranga Māori Research Fund	<ul style="list-style-type: none"> At least five reo-related PhD studies underway/completed per annum At least one reo-related Master's thesis underway/completed per annum Increased volume of Māori-language-related research produced by University staff and postgraduate students Increased contribution to reo Māori scholarships and grants 	<ul style="list-style-type: none"> Targeted recruitment of reo Māori PhD and Master's candidates Establish Māori research hub Actively apply to reo Māori research funds Create a webpage about the Mātauranga Māori Research Fund and encourage Māori language research
Professional development	Promotion process and Academic Career Framework recognise reo Māori ability Te Hāpai, Te Kawa a Māui, CLL , and other reo Māori tuition EEO Policy 4.2.2 (e)	<ul style="list-style-type: none"> All staff have completed Te Hāpai Part 1 within three years of appointment Increased recognition of te reo Māori ability in recruitment and promotion All staff can pronounce Māori words properly 	<ul style="list-style-type: none"> Revise recruitment templates to emphasise te reo Māori Investigate changes to promotion and professional development and career planning processes Increase funding of Te Hāpai and emphasise language revitalisation awareness Investigate instigation of Level Finder Examinations process Develop pronunciation tools for staff
Tikanga	THW Marae policy Tikanga Māori at Victoria booklet	<ul style="list-style-type: none"> Increase capacity to perform mihi whakatau across all university campuses Develop a university-wide waiata for mihi whakatau 	<ul style="list-style-type: none"> Develop mihi whakatau guide and hire dedicated staff Establish a University waiata group
Promotion of te reo Māori	Naming Rights Statute Signage principles document Te Reo Māori at the University	<ul style="list-style-type: none"> Māori names at the University are all relevant and consistent Establish te reo Māori style guides and principles for entire promotional domain (including marketing, signage, web, and print) Translation process established and promoted. 	<ul style="list-style-type: none"> Audit current Māori names at the University to ensure relevance and consistency Extend signage principles to cover entire domain Refresh Te Reo Māori at Victoria booklets and web material Develop the translation service in the research hub Set up reo@vuw.ac.nz email address and investigate options for translation process

Today, Te Kawa a Māui—the School of Māori Studies is the primary university provider of te reo Māori tuition, enrolling increasing numbers in te reo courses (from 443 students in 2014 to 641 in 2021). All Māori language courses require students to complete assessments entirely in te reo Māori. Other Māori culture-focused courses encourage assessment submission in te reo, and there is a high level of capability for marking of te reo Māori assessment among the School's staff. Te reo Māori courses are also taught in the School of Education, with two compulsory te reo courses in both the Graduate Diploma of Teaching (Early Childhood Education (ECE), Primary, Secondary) and Master of Teaching and Learning (Primary and Secondary) programmes. The Bachelor of Education (ECE) includes compulsory te reo assessment courses in years one and three, with a move to spread te reo across all year-two courses and have a te reo assessment in each year-two course.

In addition to courses designed to teach and assess students in te reo Māori, the provision and process for students submitting assessments in te reo Māori in taught courses is in the Use of Te Reo Māori for Assessment Policy. The policy reflects a commitment by the University to support the use of te reo Māori in

assessment, in accordance with the University obligations as set out in Te Tiriti o Waitangi Statute. See sections 1.5 and 2.2.4.

2.2.3 Future of learning and work

As described in Section 1.7 (Skills and employability) and Section 4, employers and professional bodies are key stakeholders in the development and monitoring of programmes. Many programmes have boards with representatives from these stakeholders to ensure that the skills graduates obtain are appropriate to succeed. Our last survey of employers reinforced that the graduate attributes that are built into our programmes and qualifications are ones that employers continue to value.

The annual Graduate Destination Survey provides feedback on where students are obtaining work and what aspects of their studies they have found most relevant. Our careers team provides support to graduates and students seeking employment. A career hub supports students seeking employment during and after their studies, whether they be summer jobs, tutoring positions, internships, work experience opportunities, or graduate jobs. Career advice—from preparing CVs through to interview skills or career-planning advice—is available from our experienced staff.

As part of the response to the COVID-19 pandemic, the University commissioned a project to look at what the coming years could bring in response to the changes the pandemic was driving. The report 'He Moana Pukupuke e ekengia e te waka—Navigating choppy waters: Te Herenga Waka to 2025', considered the future of universities through a horizon scan. Literature scans, workshops, and surveying of staff and students identified more than 120 societal, political, technological, economic, environmental, and legislative/regulatory drivers of change. One of the nine clusters of drivers was the future of work, including academic work.

Phase two of the futures work is planned to commence in 2023. In the meantime, work undertaken by our Strategic Partnerships and Engagement office has been focusing on emerging trends and how the University best responds to these through new programmes, changes to existing offerings (curriculum, platforms, and modes of delivery), and partnerships (regional and offshore), including continuing to expand our links with local industries and employers to address skills gaps and mismatch. Market research and student surveys are informing our developments.

2.2.4 Contribution of research and mātauranga Māori

Te Herenga Waka—Victoria University of Wellington has an active and dynamic research environment. As New Zealand's number one university for intensity of high-quality research (2018 Performance-Based Research Fund), we are committed to research excellence and work that will have a positive impact. We place strong emphasis on research that addresses real-world issues and informs innovative solutions for the future.

The University's research strategy, [Ambitious research for transformative impact](#), is aimed at supporting the University to achieve its vision of being a world-leading capital city university and one of the great global–civic universities. The strategy commits us to achieve ambitious research goals by 2025. These goals include improving our external research income, increased co-authorship or co-creation of research outputs with colleagues external to the University, and lifting new invention disclosures, among others. Our results for 2021 show that we are making excellent progress on these goals, with the 2025 goal for new invention disclosures almost achieved this year.

In 2021, we continued to support the advancement of Māori-led and mātauranga-informed solutions to address local and global challenges. We advanced the potential of mātauranga Māori and kaupapa Māori research through our Mātauranga Māori Research Fund, a distinctive grant programme at the University. The most recent round received applications from both Māori and non-Māori researchers (early career to senior) and a range of fields and disciplines. Successful applications reflected a dedicated Māori focus and a strong collaboration with Māori, while a significant increase in the number (eight, up from three in 2020, with total grants of \$234,000, up from \$67,000) reflects the growth of mātauranga Māori within Te Herenga Waka—Victoria University of Wellington.

In addition to this, and as part of our efforts to build a diverse, sustainable research workforce and broaden the pool of talent and knowledge, the University Research Committee agreed in 2021 on a high-level framework for the implementation and operation of two Māori postdoctoral fellowships and two Pasifika postdoctoral research fellowships. These initiatives, which are part of a three-year pilot, aim to attract, employ, and grow early-career Māori and Pasifika postdoctoral research fellows. It is intended for fellows to embark on a significant research project with close support from the applying academic supervisor, with wraparound support from their respective host faculty, school, CSU, or institute. The programme will support the development of the fellow, supervisor, and host, along with the University's capacity in mātauranga Māori and kaupapa Māori research, and strengthen research-based relationships with Māori communities, and Pasifika research, researchers, and Pasifika communities. The University is also an active participant in the Universities New Zealand Piki Ake MBIE-funded programme to support the development of early career Māori scholars.

In 2021, we had another highly successful year as a tertiary education organisation with our contributions to the research system, which reflects how we support excellent research and the contribution of innovative approaches to solving economic, social, and environmental challenges. We had a strong showing in Te Pūtea Rangahau a Marsden (the Marsden Fund), with 22 projects receiving more than \$14 million in funding, a success rate of 16 percent compared with the national average of 10 percent. The projects, which will be funded over three years, cover research across a range of fields including humanities, science, social sciences, mātauranga Māori, mathematics, and engineering. The University also featured very strongly in the Royal Society Honours, scooping six of the 18 prizes, and as team members of the 2021 Rutherford Medal-winning team. Four of 11 prestigious Rutherford Discovery Fellowships awarded this year by Royal Society Te Apārangi were given to researchers from Te Herenga Waka—Victoria University of Wellington for projects ranging from recognising when earthquakes start and reimagining patent systems to remove existing barriers, to understanding how human minds perceive music and developing environmentally friendly solar cells to create a sustainable source of energy. A COVID-19 vaccine study co-authored by Professor Colin Simpson from the School of Health, showing associated reductions in hospitalisations, was awarded the Health Data Research UK (HDRUK) Impact of the Year award. External research income (ERI), as part of PBRF reporting requirements, was \$78.9 million (final audited), a 2 percent increase from 2020 (\$77.5 million).

Among its many research centres and institutes, the University hosts Te Mana Tangata Whakawhanake—MacDiarmid Institute of Advanced Materials and Nanotechnology, New Zealand's first Centre of Research Excellence (CoRE) and the only one focused on the physical sciences. Te Mana Tangata Whakawhanake—MacDiarmid Institute is New Zealand's premier research organisation concerned with high quality research and research education in materials science and nanotechnology. The institute is a collaborative venture encompassing the knowledge and expertise of leading researchers and research facilities. Dr Pauline Harris (Rongomaiwahine, Ngāti Rakaipaaka, Ngāti Kahungunu ki Wairoa) has recently been appointed to the new position of MacDiarmid Institute deputy director Māori. Pauline leads the institute's Mātauranga Māori Research Programme, and developed the Discovery Scholarship programme for undergraduate Māori and Pasifika students.

Te Paewai—Wellington UniVentures, the University subsidiary responsible for creating new enterprises from our research, continued to build on the successes of last year and reached its 2021 target of 70 new invention disclosures. Te Paewai—Wellington UniVentures also supported the spin-out of three companies, one exit, and three licence deals. Te Paewai—Wellington UniVentures grew its team in 2021 and supported the development of more social innovations, particularly from research in the humanities space. Seven early-career researchers across humanities, biology, chemistry, physics, architecture and design, and two from the Paihau—Robinson Research Institute were accepted on to the KiwiNet Emerging Innovator Programme.

Te Paewai—Wellington UniVentures' 2021 spin-out enterprises ranged from Tasmanlon (safe and green battery storage) and Allegro Energy (green energy storage and super-capacitor-based transportation) to Wellumio (diagnostic equipment for strokes). Successful capital investment raises for our established companies Marama Labs and X-Frame demonstrate university research continued to grow its sophistication and impact across diverse industries here in Aotearoa New Zealand and overseas. Additionally, the

acquisition of university spin-out company EdPotential by New Zealand-based education super-brand Education Perfect is an example of university research outcomes translating to global-scale impact. In this case, EdPotential supports student learners and education outcomes in New Zealand and overseas.

Research mobilisation and impact is also achieved through forming partnerships with established companies with the scale and global reach to accelerate research outcomes to solutions. Two substantial examples of this in 2021 were our partnerships with recognised international companies to develop solutions for rodent control in urban and environmental settings, as well as a partnership to develop an early warning alert for caregivers in the life-threatening situation of a child swallowing a button-cell battery.

The University open access repository, implemented in 2020, is an important avenue for increasing reach and visibility of research outputs. In 2021, a further 1,295 outputs were added, in addition to the inclusion of all publicly available university theses. In 2022, the repository includes approximately 2,400 research outputs and 6,800 theses. There has been a significant increase in views and downloads of outputs in the repository since January 2021, with more than one million views compared with approximately 300,000 in 2020, and more than 820,000 downloads compared with 132,000 in 2020.

By 2025, our ongoing commitment to ambitious research will have: prepared the University to once again lead the national research quality rankings with the highest proportion of academics conducting high-quality research; improved external research income to \$100 million per annum, with 60 percent derived from public and private sources outside the New Zealand Government contestable funding schemes; increased co-authorship, or co-creation, of research outputs with colleagues external to the University to 70 percent of research outputs; resulted in 60 percent of our Scopus-indexed publications being in the top 25 percent of journals; lifted new invention disclosures to 75 per annum; and doubled the number of research postgraduate students.

Next PBRF quality evaluation

In 2021, we have actively supported the development and implementation of the Government response to the independent review of the Performance-Based Research Fund. We are pleased to have two Te Herenga Waka staff on the Sector Reference Group (SRG) established by the TEC. Professor Wendy Larner was appointed as a co-chair of the SRG, and Dr Clive Aspin (Ngāti Maru, Ngāti Whanaunga, Ngāti Tamaterā), Associate Dean (Māori) in the School of Health, was appointed as a member. We have been closely engaged in the consultation on operational changes to the 2025 Quality Evaluation being led by the SRG and have provided submissions for the first two papers released.

In 2021, we also established an internal PBRF working group to support our preparations for the 2025 Quality Evaluation. As part of this, the associate deans (research) completed a light-touch review to establish the readiness of staff within the schools and faculties.

2.3 Other government priorities

2.3.1 Innovative and flexible programmes

See Section 1.7, Skills and Employability, and Section 2.3.2 Embedded carbon neutral content.

In 2022, the University launched the non-degree teaching unit [Kāpuhipuhi—Wellington Uni-Professional](#). The management of micro-credentials, along with other non-degree teaching, falls under the auspices of Kāpuhipuhi—Wellington Uni-Professional, which offers an evolving range of modules that can be combined and tailored for any individual, in any industry, to address the full range of contemporary business needs. Content is developed with business and training leaders, and delivered through a dynamic, collaborative process. Kāpuhipuhi—Wellington Uni-Professional modules are not currently Student Achievement Component (SAC) funded.

As described in Section 1.7, the University has continued to grow and establish new formal programmes in response to various industry developments and requirements, many interdisciplinary in nature. In doing so, consideration is given to the structure and delivery mode to meet student and employer needs and expectations and in response to digital technologies and new ways of learning and working. Our own research confirms that students continue to value face-to-face teaching and learning, becoming part of the

University community, and having the chance to debate issues with their lecturers and classmates. However, the value and opportunities provided by online or blended delivery, work-integrated learning, and other new approaches to learning and teaching are anticipated and incorporated as relevant. The University Futures workstream set up in the wake of COVID-19 explored these themes with staff and students, including how a place-based university can best be flexible, accessible, and fit-for-purpose. Design principles that emerged from this highly consultative process inform our progress, including the design of teaching and learning pathways that are modern and responsive to students' needs while enabling a lifelong learning relationship. We aim to promote flexibility in how we learn and work, normalising the wellbeing benefits of a truly flexible campus.

Health is an area clearly signalled by the TEC as a priority for growth and supported by our university, as demonstrated by the establishment of our Wellington Faculty of Health in 2017. While our attempts to date to broaden our provision to include undergraduate nursing (despite critical shortages in this workforce) and a medical doctorate have not been successful, we remain committed to responding to the TEC and health workforce needs and will continue to revisit these discussions. We have been somewhat frustrated by the narrow view of what is prioritised and a lack of recognition of what a non-medical-school institution can contribute. We suggest that prioritisation of highly targeted level 7 Health provision (refer TEC additional funding request communications, May 2022) also requires a commitment to a range of disciplines and activities that underpin this profession, including at postgraduate level, to drive practice and outcomes. In addition, the inadequacy of funding for clinical psychology courses remains a concern to lifting volume. The University's ability to increase provision in response to the critical demand for an increased number of clinical psychology graduates is severely hampered by the underfunding of these courses. We remain ambitious for New Zealand with respect to our Health provision and welcome the opportunity to explore innovative and responsive programmatic offerings with the TEC.

Innovative admission

A Provisional Admission (PA) category, introduced in 2020, provides admission to undergraduate degrees for students who do not achieve University Entrance standard. This was enacted in 2021 as a way to support entry for students affected by the disruption of COVID-19. A bespoke restricted programme of study was designed with additional wraparound support. An evaluation of this approach is ongoing as the University is looking at regularising PA status to allow students with potential, who have not achieved University Entrance, to be supported. The University's current PA programme is along the lines suggested by the TEC and modelled on the programme at Georgia State University. Early indications are favourable when compared with cohorts under previous similar pathway programmes, with 70 percent of students passing both their first trimester courses for admission to Trimester 2. Feedback from students indicated a positive response to the model of support. The University continues to monitor the PA pathway and a recommendation on the development of the programme is expected in 2022.

Co-curricular examples

The University continues to offer two leadership programmes to further develop students' abilities to meet the graduate profile of the University. They are [WellingtonPlus](#) (formerly VicPlus) and the [Wellington International Leadership Programme](#). The programmes have run for more than 10 years, with WellingtonPlus winning the Benefitting Society category of the prestigious [International Green Gown Awards](#) in 2019. These awards are endorsed by the United Nations Environment Programme (UNEP), recognising exceptional sustainability initiatives undertaken by universities and colleges around the world. The judges were impressed by how the University's students not only benefit society today but develop a mindset of social and environmental responsibility as they move into graduate employment. Both programmes are currently being reviewed to ensure that the University continues to deliver modern, fit-for-purpose extra- and co-curricular options aligned with the Graduate Profile and Strategic Plan.

2.3.2 Embedded carbon neutral content

The University's Strategic Plan contains an ambitious goal that we will be net carbon zero and will have reduced our gross carbon emissions by 40 percent by 2030. Due in part to COVID-19, we have already made

significant progress towards achieving our goal of being net carbon zero by 2030; our focus now is on continuing this progress post border reopening and other COVID-19 restrictions being lifted.

Students are able to take a [range of courses and complete qualifications that support this mission](#), including undergraduate and postgraduate programmes in architecture, building project management, building sustainable engineering systems, climate change science and policy, design, development studies, ecology and biodiversity, environmental science, environmental studies, geography, interior architecture, landscape architecture, Māori resource management, marine biology, renewable energy systems engineering, science in society, and a new minor in business ethics and sustainability. Climate action features prominently through all these programmes. Across the University, there are more than 100 (and growing) individual courses offered with a strong focus on environmental sustainability, and enrolments in these courses have more than doubled over the past six years.

At the time of preparing this Investment Plan, the University has a proposed Master of Renewable Energy, a Master of Regional and Urban Planning, and a Bachelor of Global Studies all undergoing CUAP approval processes. These new qualifications all have a strong focus on leading positive change in the face of global challenges, including sustainability and climate change. The Bachelor of Global Studies will include a new major: Climate Change, Environment and Sustainability. The Master of Renewable Energy aims to address the future challenges that industry, government, and society have emphasised by building on various disciplines and skill sets derived from undergraduate programmes and developing more focused engineering and analytical skills and capacity for the energy sector. The Master of Urban and Regional Planning responds to demand for better design of urban and rural environments for people and more coherent land-use planning strategies to address the current pressing needs related to housing, building development, and infrastructure. The programme will attract new academic staff and PhD students to extend our research portfolio to include externally funded activities related to built infrastructure, planning, and development on sustainability, climate change, deforestation, pollution, waste management, smart technologies, transport, coastal management, and a range of physical processes in environmental systems.

As described above, the University's service and leadership development programmes, Wellington Plus and the Wellington International Leadership Programme, also enable students to develop international perspectives and collaborations, give back to the community and gain skills. The programmes provide opportunities to participate in sustainability-related activities, from volunteering with community groups and tree planting to attending workshops. In 2021, we partnered with Wellington City Council to plant 23,000 native trees to provide biodiversity and carbon benefits as part of our Zero Carbon Plan.

Our world-class researchers play an important role when the public and media seek expertise and explanation about climate change and sustainability. For example, professors James Renwick, Nick Golledge, and Dave Frame played a prominent role in commentary on the most recent Intergovernmental Panel on Climate Change report.

3. Learner Success Plan

See our approved Learner Success Plan published on the University's website:

<https://www.wgtn.ac.nz/learning-teaching>

4. Addressing the needs of stakeholders

4.1 Our approach to stakeholder engagement

Relationships with stakeholder groups are critical to the University. From staff and students through to alumni, employers, industry groups, the Wellington City Council, and government agencies, the University resources a dedicated SLT role to ensure these relationships are well managed. The Deputy Vice-Chancellor (Engagement) leads the University's efforts to deepen its engagement with our communities of interest. As a global–civic university, we have close involvement with the social, cultural, and economic life of our city and region. Flowing from our Strategic Plan, our relationships with stakeholders are guided by our Engagement Strategy, which articulates the approach we take with identifying and working with our key stakeholders.

This is the mandate upon which the University was founded approximately 125 years ago. It remains just as important today. The wide-ranging number and diversity of stakeholders means that there are also diverse needs and expectations. Collecting, analysing, and acting on this information is a key role of the Engagement portfolio.

Consistent with the civic university tradition, the University engages closely with New Zealand's capital city. Our staff and students enjoy privileged access to the nation's archived heritage and its cultural taonga, and they benefit from our strong and unique links with government departments and agencies, business, iwi, the judiciary, research organisations, cultural and environmental organisations, and the diplomatic community. Our alumni are kept informed by receiving information regularly about the University and have opportunities to attend alumni events in many countries, often hosted by the Vice-Chancellor.

The University sees itself as a critical part of Wellington, contributing in many ways to the city's life and vibrancy. Not only is the University the second-largest employer in Wellington, but it also provides students, creative arts, and research and advisory work of staff, highlighting the commitment the University has as a public, civic university at the heart of government. The public-sector-funded professorial chairs recognise this contribution. Further detail on our stakeholders is provided below.

The University's Engagement Strategy outlines actions and activities that will strengthen the University's existing relationships with key partners and harness an already strong programme of engagement with research, scholarly activities, and the student community.

The University has a diverse group of partner communities. Broadly, these have been categorised as:

- current and prospective students and their families
- staff
- iwi, Māori entities, and partners
- employers, industry, and business
- government and the public service
- Pasifika communities
- national and international partnerships
- alumni and benefactors.

Engagement with each of these is a core component of the University's mission and is outlined throughout the six primary strategies in its Strategic Plan.

4.2 Current and prospective students and their families

See Section 1.8 Putting learners at the centre

A stakeholder survey, annual brand research, and surveys of graduates and students inform activities to improve our performance for our stakeholders and enable us to monitor our performance following changes made in our activities, services, or approach. We benchmark our student experience at both undergraduate and postgraduate levels with a consortium of international research-intensive universities

(SERU). Generally, the University is doing better than the benchmarked averages of European and American groups in the ‘overall satisfaction’ category.

Our students have several avenues for engagement to influence the University’s activities, from two members who sit on Council giving voice to student concerns through to course feedback, and to surveys that are conducted annually at both pan-university and unit levels. These surveys provide information on a range of services provided to students and on the overall state of their wellbeing. From 2019, an additional research survey follows the wellbeing of cohorts of commencing students across time to inform the University of key factors that affect student wellbeing. The results of student experience and wellbeing surveys [are published on the University’s website](#).

Our interaction with students and their families begins long before they start at Te Herenga Waka—Victoria University of Wellington. Our recruitment and enrolment processes are designed to provide the information students and their families need to ensure good decisions about choice of qualifications, how best to study, and what support is provided to enable success for all students. School visits—whether in person or virtual—throughout the country occur predominantly in the first half of the year and are supported by academics who can explain what students can expect in specific disciplines and subject areas. The University also hosts open days for younger students and gifted students to help them consider university as a destination later in their education.

Prior to enrolling at the University, students and their families can attend information evenings where advice and information are provided about what to expect in transitioning to university and how the teams at Te Herenga—Victoria University of Wellington support students during their enrolment and through their studies. Special events for Māori and Pasifika students are organised to ensure that culturally relevant material is provided to families to assist in their decision-making. Māori and Pasifika recruitment advisers are involved in these school visits and recruitment events.

Once students begin study, the University invests significantly to make its student experience the best possible, from the initial contact in school and prior to university entry to the learning experience and after graduation.

There are many ways the University helps students improve their experience here and provide means by which their needs are identified, responded to, and reported on:

- The Student Charter is a commitment between staff and students and sets out the expectations of the student experience at the University and how that experience is fostered.
- The Graduate Profile states that a Te Herenga Waka—Victoria University of Wellington graduate ‘will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience and in which fulfilment of institutional obligations in relation to the Treaty of Waitangi is a significant goal’.
- A Student Services Transformation Programme is in progress to redesign the student journey using a design-thinking approach. Several workstreams related to the services that interact with students through their journey are in train to improve the student experience. This is a substantial initiative that will take several years to complete. The programme responds to a continuous improvement of the student experience tracked through our annual student survey. Efficient and consistent processes to support the student journey are seen as a key deliverable for staff and students.
- Students have two representatives on the University Council who participate fully in its governance to ensure the student voice influences policy and budgets.
- Class representatives are an invaluable link between students, academic staff, the University’s Academic Office, and the Victoria University of Wellington Students’ Association (VUWSA).
- The University has also been the model for a cooperative approach to setting and using the Student Services Levy and is the first university in the country to do so in partnerships with its students. A partnership approach is used to decide the range, quality, and quantity of services provided to students such as careers, childcare, clubs, counselling, financial, health, legal, and sports.
- The new Māori Student Support team includes a kaiarawhiti—Māori outreach adviser to support recruitment of Māori students.

- The Pasifika Student Support team includes a Pasifika outreach adviser to support recruitment of Pasifika students.
- Advisory services related to all aspects of student life at the University, including accommodation, learning support, and course and careers advice assist students to maximise the benefit of the student experience.

Te Herenga Waka staff and students co-designed a new Student Engagement Framework. The framework sets the overall approach to student engagement and incorporates a Student Engagement Agreement that sets out initiatives, responsibilities, and directions for the following 12 months. The Student Engagement Agreement will be a living document that will be revisited by key university leaders and student leaders at the beginning of each year to develop and define what the staff/student partnership programme of work will be for that year.

During 2021, the University prepared for the implementation of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice, which came into force on 1 January 2022. Preparations included developing a gap analysis, a wellbeing strategy, a risk register, a communications plan, a unified complaints process, and a training and engagement plan. From 2022, leadership in this area has been assumed by the newly created role of director, Student Experience and Wellbeing. This important role provides leadership in matters relating to student wellbeing and student experience, including ensuring the University meets its obligations under the new Pastoral Care Code. The role will also have responsibility for delivering aspects of the University's comprehensive suite of support and wellbeing services to domestic and international students.

4.3 Staff

See Section 1.4 Management and leadership

Staff are engaged across the University in multiple ways including regular and ad hoc forums and other forms of consultation on new policies or major decisions. Consultation and opportunities for feedback occur at many levels of the organisation, through schools, courses, programmes, faculties, and university wide, making use of committee structures, meetings, and both formal and informal mechanisms.

A comprehensive survey of all staff is undertaken every three years, followed by an action plan for response. The 2021 Your Voice—Te Herenga Waka Staff Survey received an 81 percent response rate with a margin of error of 0.9 percent. The overall engagement figure was 67 percent, compared with the target of 68 percent. Results indicate staff are generally highly positive about their teams, colleagues, and their managers, but show a decrease in engagement of 8 percent, along with concerns about workload and senior leadership, and reduced satisfaction with pay, benefits, and career opportunities. Action plans for responding to the feedback have begun in 2022.

In May 2022, the Acting Vice-Chancellor outlined to all staff (via weekly electronic newsletter) that one key focus area in response to this survey has been taking on board the extensive staff feedback about SLT. The SLT members are developing an action plan that reflects their commitment to significantly improving staff engagement and wellbeing through building greater trust, creating greater transparency and visibility of their work, and improving communication with staff. They are proposing to seek early feedback on issues coming to SLT through prior consultation in other forums, delegate more decisions to deans, directors, and other managers, hold open forums, and put in place ways for SLT to communicate the 'what' and 'how' of decisions it makes. As this work is finalised, the full response will be shared in faculty, central service unit, and other meetings and gatherings, as well as on the staff intranet.

The University is aware that demands placed upon staff through the COVID-19 pandemic have been substantial, with dual-mode delivery being required for much of the period 2020–2022. Consultation with staff occurred throughout key aspects of the pandemic response. For example, the introduction and removal of the COVID-19 vaccine mandate elicited responses from more than 30 percent of staff. Guidelines continue to be developed and implemented for each of the COVID-19 alert levels in line with the latest government advice. Extensive information is provided to staff and students, including specific

changes to academic policy and procedures, to respond to this extraordinary and prolonged event. These guidelines result from extensive engagement with staff and students led by the Vice-Provost (Academic).

4.4 Iwi, Māori entities, and partners

See Section 1.5 Te Tiriti o Waitangi

Te Herenga Waka—Victoria University of Wellington’s engagement with iwi, Māori entities, and partners is critical to our success. We are committed to building mutually beneficial relationships with Māori who have a vested interest in developing intergenerational growth, skills, experience, and success.

We engage with Māori communities through formal and informal arrangements, led by the Office of the Deputy Vice-Chancellor (Māori), supported by Toi huarewa and Te Aka Matua. Toi huarewa provides an important Māori perspective and voice on academic issues and maintains representation on most of the University’s key committees as well as the Academic Board. It provides a forum for considering issues and opportunities that relate to Māori learning and teaching, Māori research, Māori engagement, and other matters relating to Māori. Te Aka Matua is the Māori advisory committee of Council and provides advice on the University’s relations with Māori communities as they support the development and implementation of the Strategic Plan.

Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework conceptualises the Māori outcomes derived from Te Herenga Waka—Victoria University of Wellington’s Strategic Plan and promotes a university community that enables a collective impact approach to Māori success. Refreshed in 2021, key outcomes sought are the socialisation and integration of Māori interests as part of the normal, day-to-day business of the University, while also supporting and enhancing those students and staff members who are engaged in Māori advancement. This strategic outcomes framework draws on the Māori aspirational notion that from our iho (essence, core) we strive to extend to the pae (horizon, surrounds) and beyond. The essence of Māori identity is linked to whakapapa (genealogy), and the recognition of Māori as tangata whenua is embedded in the values of the University’s Strategic Plan, namely te reo Māori, mātauranga Māori, and Te Tiriti o Waitangi.

The essence of Māori at our University is represented by the ornately carved meeting house, Te Tumu Herenga Waka. Figuratively, the marae is the ‘mooring post’ from which staff and students can be connected to the Māori world during their time at the University, and it provides a platform to enhance teaching, learning, research, and engagement. This notion of connectivity provides the basis for the Māori Strategic Outcomes Framework, which integrates all the University’s key strategic documents. Furthermore, it identifies objectives that will enhance the strategic objectives of the Office of the Deputy Vice-Chancellor (Māori). Mai i te Iho ki te Pae also includes specific objectives already identified in other key university strategic documents, including the Human Resources Capability Strategy, Research Strategy 2020–2024.

The University is committed to building long-term and mutually beneficial relationships with iwi and other Māori groups and increasing the participation and success of Māori students at the University across all disciplines and at both undergraduate and postgraduate levels. For many of our students, financial difficulty is a major hurdle to overcome, and the University is always exploring ways to increase our scholarship offerings to Māori. During 2021, the University distributed 300 matched funding scholarships, established 10 new Taihonoa partnerships with iwi and Māori organisations, and facilitated 24 internships across 13 organisations, namely GNS Science, Heritage New Zealand, Kahui Legal, the Māori Education Trust, the Ministry of Social Development, NZQA, Te Arawhiti, Te Korowai o Ngāruahine, Te Kōtahitanga o Taranaki, Te Manatū Aorere—Ministry of Foreign Affairs and Trade, Toi Māori Aotearoa, Te Ohu Kai Moana, and Tuia Group.

More than 2,000 Māori full-time equivalent students were enrolled with us in 2021, the largest cohort in the history of the University.

The University has also confirmed its commitment to investing up to \$45 million in development of the Living Pā, which will be one of the world’s most environmentally responsible buildings and a new icon for Wellington and Aotearoa. More than 300 students, staff, alumni, iwi, and community members attended

the whakamoe ceremony to officially close down 42–50 Kelburn Parade as part of the preparation of the site of the Living Pā.

4.5 Employers, industry, and professions

The University works actively with industry, professions, and employers to identify their needs through surveys, informal feedback, and participation on advisory boards and review panels for professional programmes. The number of employers that Te Herenga Waka—Victoria University of Wellington engages with each year is significant; more than 1,000 are involved in digital and on-campus networking opportunities and career expos, advertising graduate roles, internships and part-time positions, providing work-integrated learning internships or placements, or having representatives on boards and committees.

Regular events, meetings, and consultation with alumni help provide a voice for this group of stakeholders. Engagement with the Wellington City Council, Wellington Regional Economic Development Agency, and community groups ensures that we keep abreast of changes, concerns, and opportunities in our environment.

Throughout the year, Te Ratonga Rapu Mahi—Wellington Careers and Employment liaises with academic faculties, departments, and the business community to promote discipline and industry-specific events. These events are open to all currently enrolled students. In addition to attending career expos, individual employers hold sessions where they present and inform students of what careers with them involve and give students the opportunity to meet recent graduates working in the organisation. The COVID-19 pandemic has disrupted on-site campus employer engagement but the move to online has meant good student and employer engagement in 2020 and 2021 and high levels of applications for graduate recruitment.

To ensure that our graduates are linked to employers, the University provides careers advice to its students and alumni. The annual Graduate Destination Survey reports the roles our graduates obtain and is searchable so students can identify what employment opportunities are linked to programmes of study and qualifications. This helps to provide information to guide students in their academic choices and supports them to find work when they have completed study. Our careers service also lists thousands of jobs each year on our CareerHub site from employers wanting our students.

The Industry Alliance Programme (formerly the Wellington ICT Graduate School) is another example of the working relationship between industry partners and the University to provide work-ready graduates and to ensure an industry-driven and experiential education so our graduates are ready to be future leaders in the sector. The Industry Alliance Programme brings together our staff and students with ICT firms, start-ups, and our tech ecosystem to develop talent, ideas, and connections that can fuel growth across the region and New Zealand. It delivers five highly relevant Master's degree programmes with a strong vocational emphasis with input from, and engagement with, industry, combined with academic rigour.

Employers, industry, and professions are also key partners in research conducted by Te Herenga Waka—Victoria University of Wellington.

4.6 Government and the public service

Te Herenga Waka—Victoria University of Wellington's staff members are a valuable source of expertise for the Government and support the University in its goal of being a high-performing capital city university. Many of our graduates go on to work in government or the public service and perform at the highest levels. As evidenced by our success in research, we play a critical role in the Government's building of a high-performing science and innovation system and are highly responsive to opportunities for collaboration and partnership in support of cutting-edge research that benefits New Zealand and the wider world.

In recent years, the University has responded to the needs of the Government and the public service through establishing several externally funded professorial chairs to enhance our research and learning and teaching capability in strategic areas that will benefit New Zealand's economy and wider society. These positions involve a high level of collaboration with external partners, including government and business, and have been established in areas including digital government, public finance, business in Asia,

economics of disasters, and restorative justice. Other examples of our active engagement with Government and the public service include:

- professorial appointments such as in cybersecurity and sustainable energy
- numerous university staff serving on local and national governmental bodies, advisory boards, and/or advisory committees
- guest lectures in the Treasury Academic Linkages Programme
- the Wellington School of Business and Government providing a means by which the needs of government can be met through professional Master's programmes in Public Management and Public Policy and through the Australia and New Zealand School of Government
- research centres, such as the Institute for Governance and Policy Studies, the New Zealand Centre for Public Law, the New Zealand Contemporary China Research Centre, the New Zealand India Research Centre, and the Centre for Strategic Studies, which link academic research and public policy by providing opportunities for independent study and the neutral and informed discussion of important issues
- involvement in two centres for Asia–Pacific excellence hosting the Latin American Centre for Asian–Pacific Excellence.

4.7 Pasifika communities

Te Herenga Waka—Victoria University of Wellington has demonstrated national leadership in fostering the success of Pasifika students through the role of the Assistant Vice-Chancellor (Pasifika). A Pasifika Student Success Plan has guided a range of activities, including working with Pasifika students and their families prior to the students leaving school as well as all key steps in their time at the University. Important cultural considerations and perspectives come from the Komiti Pasifika. The Komiti, established in 2011, is made up of alumni members of the University Pasifika community with significant experience and expertise across the legal, science and medical, education, accounting and economics, culture and heritage and artistic fields.

Understanding the importance of improving tertiary access and outcomes for Pasifika students guides our increasingly successful engagement with Pacific communities. The University's commitment to, and aspirations for, Pasifika students, staff and research are contained in a Pasifika Strategic and Operational Plan which complements the University's Strategic Plan 2020–2024. The Pasifika Student Success Plan focuses on increasing the enrolment, retention, and qualification completion of Pasifika students. The vision is that Te Herenga Waka—Victoria University of Wellington is the university of choice for Pasifika students and staff from Aotearoa New Zealand and across the Pacific region. The Office of the Assistant Vice-Chancellor (Pasifika) also focuses on the University's Pasifika identity, increasing the number of Pasifika staff and ensuring they are well supported, and encouraging research into Pasifika issues within New Zealand and the Pacific region.

Within the Wellington region, Frank Kitts Park has been confirmed as the preferred site for our national Fale Malae, and the Wellington City Council has given in-principle support. Architects have been contracted together with a small group of Pasifika artists including a Pasifika alumnus who is an architect. Fundraising work, and internal and external consultation are also continuing.

The University has had a long-standing commitment to the Pacific region; for example, through the development of teaching, research, and scholarship partnerships with the Government of Sāmoa, the National University of Sāmoa, and the Scientific Research Organisation of Sāmoa. An additional partnership arrangement between the Department of Foreign Affairs and Trade, Papua New Guinea (PNG); the New Zealand Ministry of Foreign Affairs and Trade; and the University's School of Government to build PNG diplomatic capacity has been running over the plan period.

A recent example of engagement with Pasifika communities was a coordinated university response to the natural disaster in Tonga earlier in 2022. In conjunction with the Wellington Tongan Council of Community Leaders, a communication plan was activated to reach the Pasifika community in Wellington and wider community through our students and university networks to raise funds for those affected by the disaster.

4.8 National and international partnerships

Our Strategic Plan states that the University will be a great global–civic university and enhance its contribution to the resolution of global challenges. The University’s biggest contribution will be made to those challenges that align with its areas of academic emphasis and have a significant impact on the wider Asia–Pacific region. Our aspiration is to be a genuinely and deeply internationalised university, preparing well-educated, globally minded citizens, and serving the Wellington and New Zealand communities through our international connectedness.

The COVID-19 pandemic has significantly disrupted international education. Its impact has reduced the number of international students to two-thirds of pre-COVID-19 levels. In 2021, more than 2,300 international students attended the University from more than 100 countries. We foster a sense of global citizenship in domestic students, through innovative initiatives such as the Wellington International Leadership Programme.

We are committed to multifaceted international stakeholder engagement with China and the ASEAN region. In the area of Asian business, language, and culture, the University is investing in relationships and in the people required to maintain bilateral relationships involving two-way flows of students and expertise. The University is proud to be the host of the Centre for Asia–Pacific Excellence (Southeast Asia) and hosts the New Zealand Centre for Contemporary China Research and a Confucius Institute.

The University also hosts the Centre for Asia–Pacific Excellence (Latin America) and the New Zealand India Institute, and partners on the third Centre for Asia–Pacific Excellence (North Asia) that is hosted by the University of Auckland.

We are the only New Zealand university to be a partner in the Xiamen University-led University Consortium of Maritime Silk Road. This initiative will provide opportunities for partnership not only with Xiamen but also with 60 other leading universities around the Asia–Pacific region and the world in general.

Te Herenga Waka—Victoria University of Wellington is also New Zealand’s first university to have a double degree agreement (Master of International Relations / Master of Public Policy) with Peking University, China’s foremost university.

Work continued to extend our offerings overseas. Among the highlights for 2021 were that we: launched a joint undergraduate degree in Intercultural Communication with Communications University of Zhejiang (China); established a collaborative undergraduate programme in Communication Studies with Vidyalankar School of Information and Technology (India); established a joint institute with Zhengzhou University (ZZU), one of China’s Double First-Class Universities, to deliver three Wellington undergraduate programmes, in Architecture, Landscape Architecture, and Industrial Design; established an agreement with the University of Foreign Language Studies (Viet Nam) to offer online our Postgraduate Certificate in Teaching English to Speakers of Other Languages; launched Educating for the Future Centre of Excellence operating virtually across Indonesia and Australia; completed the China Capable Public Sector programme of work for MFAT.

Te Herenga Waka—Victoria University of Wellington has also demonstrated its commitment to local partnerships by signing a memorandum of understanding with Whitireia Community Polytechnic Ltd (Whitireia), and Wellington Institute of Technology Ltd (WelTec) towards providing expanded academic pathways for students across a range of disciplines. It will support joint programmes and micro-credentials, collaboration between staff, students, and others, shared research and facilities, and secondary school outreach in the field of renewable energy.

4.9 Alumni and benefactors

Our alumni are key stakeholders as they are our best advocates. Engagement is a core component of the University’s mission and strategy. Effective engagement has tangible benefits for our partners and the University’s community. The Engagement Strategy provides a plan for the University’s future approach to engagement. It sets out how the University will:

- cultivate a culture of engagement at the University
- connect with its partners of influence

- continue to strengthen its reputation and profile.

The Engagement Strategy provides a framework of activities and actions to help build an engaged alumni community in a way that is valuable to individuals personally and supports our purpose to undertake excellent research, teaching, and public engagement. The plan sets a strategic direction for the University to deepen engagement with its alumni community and outlines five key principles central to our alumni activities: being alumni-centric and more frequently soliciting their views; keeping data quality paramount so that contact is maintained; achieving data-driven results to improve our activity and informing how we engage with alumni; fostering a collaborative culture with other areas of the University to deliver a programme that is relevant to alumni; and embracing change, such as through technology, to best connect with alumni.

The University holds regular alumni events in New Zealand and overseas to maintain and develop relationships with the 136,000 graduates from the University worldwide. Events are organised regularly around the world to allow opportunities for alumni to connect, network, and contribute, although COVID-19 disruption has resulted in these being largely virtual over the past two years. A number of alumni volunteers based across Australia, Asia, North America, and the United Kingdom help promote the University by assisting with organising events for alumni in their regions. The University currently offers library access (at cost), free events, and an annual alumni magazine. There is also a well-established mentoring programme that matches alumni mentors with final-year students in mutually beneficial partnerships aimed at helping students in their transition into work life.

The University and the Victoria University of Wellington Foundation had a successful philanthropic fundraising year despite the economic impact of COVID-19, receiving donations (including cash, multi-year pledges, realised bequests, and gifts-in-kind) totalling \$7.2 million. The first year of the Ngā Hoe a Kupe Scholarship pilot scheme proved successful. Targeted at low-decile Wellington schools, the programme supported 12 Māori, Pasifika, and refugee students and is generously funded by the Foundation, staff donations, and university resources. The scheme uses a new and comprehensive approach to supporting recipients to succeed including academic mentoring, peer support, and accommodation in Weir House. We have also succeeded in securing additional support from Hoku Foundation for more students in the 2022 intake.

5. Disability Inclusion Action Plan

See our approved Te Ara Taupuhpuhi Disability Inclusion Action Plan on the University's website:
<https://www.wgtn.ac.nz/about/governance/equity-diversity-and-inclusion/disability-inclusion>

6. Programmes and activities

Our academic programmes are designed to ensure our graduates are globally minded, civically engaged citizens, with an understanding of international perspectives, and an ability to engage constructively with different communities. More broadly, our activities are consistent with our roles and responsibilities as a university under the Education and Training Act 2020, Te Tiriti o Waitangi, our Strategic Plan and the Tertiary Education Strategy (detailed within).

See Outcomes Framework (Section 7), our 2021 Annual Report Statement of Service Performance, and 2022 Statement of Forecast Service Performance for an overview of our activities and how they achieve our mission and goals.

The many projects and initiatives previously described in Sections 2 and 3, and in Section 9 below, are substantial and will progress the University's key strategic goals. The projects and initiatives previously described are part of a five-year roadmap of "major projects" designed to progress the University's key strategic goals. The focus over the Plan period will remain on delivering that set of cross-university major projects. Faculties and professional directorates will continue to progress smaller projects such as the development and approval of new courses or programmes, and new research projects.

We continue to pursue national and offshore partnerships that enrich our research, opportunities for teaching and learning, and our reach. Over the duration of this Investment Plan, our Health faculty will continue to grow towards maturity and generate new ways for us to contribute to New Zealand's health workforce and wellbeing. We expect that full-fee international EFTS and research postgraduate EFTS will rebound over the period of the plan with the reopening of borders, and as the University continues to progress towards its Strategic Plan targets for increased postgraduate numbers.

Mixes of provision overview

The University's detailed mix of provision templates are provided as stand-alone documents (via Workspace 2) as requested and as summarised within this Section. The mixes of provision that accompany this plan align with the indicative allocations provided for both Student Achievement Component (SAC) and Unified Funding System (UFS) delivery component funding.

Our approach to the 2023 mixes of provision has been conservative given our lower than anticipated domestic enrolments in 2022. At the time of the preparation of this plan, we expect to achieve the 100% 2023 SAC indicative allocation and to be at, or within, the 102% flexible funding limits. This conservative estimate will be very slightly lower than the higher estimate of our 2023 borrowing consent prepared earlier this year, in part because of the slower speed of the reopening of the borders and continued high rates of employment. We would note that we have been extremely conservative with teacher education in our mix given the unpredictability of these enrolments over the past two years. We are very aware of the TEC priority area of Secondary Teacher Education, with ring-fenced funding. We would hope to exceed our estimates but cannot currently commit to doing so without more certainty about the likelihood of growth in demand at the University. We will remain in contact with our TEC relationships managers about prospects for growth in response to this and other priority areas.

Overall, the University is not currently anticipating significant shifts in its *mix* of provision. Planned programme developments are aligned with our key strengths and distinctive profile, with potential reorientation or expansion into Construction Law, Health Promotion and Designed Environments, Renewable Energy, Regional and Urban Planning, and Urban Design at postgraduate level, as well as Global Studies and Space Science at undergraduate level. The University is exploring architectural engineering and building surveying as well as the expansion of psychology offerings for undergraduates. As mentioned in section 2.3.1, desired expansion of clinical psychology (as well as other applied psychology programmes including health and education) is limited by the insufficiency of funding rates, and placement opportunities. We remain alert to opportunities for development in line with government priorities, and student and employer demand, and consistent with our Strategic Plan, academic strengths, and distinctiveness.

The University has a relatively small delivery component under the new Unified Funding System (UFS). Working through the implications of this new system will continue into 2023; as signalled elsewhere in this Plan, the University's pre-degree level provision is currently under evaluation. In the meantime, we expect our 2023 UFS mix to look broadly similar to prior years i.e., concentrated in provider-based delivery in pathways/transition qualifications. We would note that a rapid increase in enrolments in our Certificate of Proficiency in English following border reopening would likely exceed the indicative UFS allocation provided.

Student Achievement Component (SAC) Mix of Provision summary

Indicative 2023 SAC allocation: \$162,566,492.38

Course Classification	Name	Level	2023 Plan EFTS	2023 Plan SAC\$	2023 Unfunded EFTS
1	Agriculture; Horticulture	Undergraduate	220	\$4,939,440	5
		Taught postgraduate	45	\$1,274,220	1
		Research postgraduate	73	\$2,168,757	2
Sub-total:			338	\$8,382,417	8
2	Architecture; Quantity Surveying	Undergraduate	590	\$7,346,090	10
		Taught postgraduate	110	\$1,740,860	3
		Research postgraduate	140	\$2,384,340	3
Sub-total:			840	\$11,471,290	16
3	Arts; Humanities; Languages; Social Sciences	Undergraduate	4,625	\$31,311,250	120
		Taught postgraduate	540	\$4,614,300	10
		Research postgraduate	373	\$3,370,801	6
Sub-total:			5,538	\$39,296,351	136
4	Business; Accountancy; Management	Undergraduate	2,075	\$14,047,750	12
		Taught postgraduate	243	\$2,076,435	2
		Research postgraduate	69	\$623,553	1
Sub-total:			2,387	\$16,747,738	15
6	Computer Science	Undergraduate	365	\$3,780,305	20
		Taught postgraduate	65	\$855,790	2
		Research postgraduate	65	\$920,075	2
Sub-total:			495	\$5,556,170	24
11	Engineering; Technology	Undergraduate	18	\$224,118	1
Sub-total:			18	\$224,118	1
11.1	Priority Engineering	Undergraduate	670	\$9,255,380	20
		Taught postgraduate	109	\$1,894,202	3
		Research postgraduate	60	\$1,122,240	2
Sub-total:			839	\$12,271,822	25
12	Fine Arts; Design	Undergraduate	525	\$5,437,425	12
		Taught postgraduate	63	\$829,458	1

Course Classification	Name	Level	2023 Plan EFTS	2023 Plan SAC\$	2023 Unfunded EFTS
		Research postgraduate	27	\$382,185	1
Sub-total:			615	\$6,649,068	14
13	Health Sciences	Undergraduate	9	\$112,059	1
		Research postgraduate	5	\$85,155	1
Sub-total:			14	\$197,214	2
14	Law	Undergraduate	1,168	\$7,907,360	12
		Taught postgraduate	45	\$384,525	1
		Research postgraduate	26	\$234,962	1
Sub-total:			1,239	\$8,526,847	14
15	Medicine	Taught postgraduate	12	\$346,380	1
		Research postgraduate	5	\$144,325	0
Sub-total:			17	\$490,705	1
16	Music and Performing Arts	Undergraduate	310	\$3,210,670	8
		Taught postgraduate	81	\$1,066,446	2
		Research postgraduate	39	\$552,045	1
Sub-total:			430	\$4,829,161	11
17	Health Related Professions	Taught postgraduate	157	\$2,067,062	5
		Research postgraduate	13	\$184,015	1
Sub-total:			170	\$2,251,077	6
18	Science	Undergraduate	1,813	\$26,828,774	40
		Taught postgraduate	371	\$6,920,634	5
		Research postgraduate	295	\$5,873,450	4
Sub-total:			2,479	\$39,622,858	49
19.1	Teaching: Early Childhood Education	Undergraduate	120	\$1,291,560	0
Sub-total:			120	\$1,291,560	0
19.2	Teaching: Primary	Undergraduate	110	\$1,183,930	0
		Taught postgraduate	30	\$404,910	0
Sub-total:			140	\$1,588,840	0
20	Teaching: Secondary	Undergraduate	110	\$1,183,930	0
		Taught postgraduate	60	\$809,820	0
Sub-total:			170	\$1,993,750	0
27	Midwifery	Undergraduate	53	\$659,903	2
Sub-total:			53	\$659,903	2
34	Clinical Psychology	Taught postgraduate	28	\$522,312	0
Sub-total:			28	\$522,312	0

Course Classification	Name	Level	2023 Plan EFTS	2023 Plan SAC\$	2023 Unfunded EFTS
Total		Undergraduate	12,781	118,719,944	263
		Taught postgraduate	1959	25807354	36
		Research postgraduate	1190	18045903	25
		Total	15,930	\$162,573,201	324

Unified Funding System (UFS) Mix of Provision summary

Indicative 2023 UFS (delivery component) allocation: \$393,450.18

Delivery Component Funding Category	Mode of delivery	2023 Plan EFTS	2023 Plan UFS\$	2023 Unfunded EFTS
F1 Humanities, Business and Social Service Vocations	Provider-based	47	\$261,978	2
F2 Trades, Creative Arts, Information Technology and Health-related Professions	Provider-based	1	\$8,863	0
F3 Agriculture, Engineering, Health Sciences and Science	Provider-based	6	\$59,868	0
F6 Te Reo and Tikanga Māori	Provider-based	10	\$67,700	0
	Total	64	\$398,409	2

Programmes and activities not funded by the TEC

As a large research-intensive university, Te Herenga Waka—Victoria University of Wellington is engaged in a range of activities not all of which fall within TEC’s funding remit. *In addition to the research overview provided in Section 2.2.4 and other information provided across this plan, see the 2021 Annual Report and Statement of Service Performance for an overview of our activities.*

With respect to teaching and learning, in November 2018 the University developed a micro-credentials policy to respond to the growing demand from business for these types of qualifications. This established them in the University’s suite of offerings and outlined the University’s approach to their development, quality assurance and awarding. The management of micro-credentials, along with other non-degree teaching, falls under the auspices of the newly created non-degree teaching unit Kāpuhipuhi—Wellington Uni-Professional (a subsidiary of the University). No micro-credentials currently offered are funded by the TEC.

Subsidiaries (currently trading)

University subsidiaries provide regular reporting and are governed by appropriately appointed boards including representatives of the University’s senior leadership. *See the University’s 2021 Annual Report.*

Name	Percentage controlled/owned	Principal activity	Net receivable (31 December 2021)	Sales (2021)
Te Puni Village Limited	100%	Provides student accommodation	\$0.24m	\$2.1m
Wellington Uni-Professional Limited	100%	Provides non-degree teaching	\$0.09m (Loan \$1.0m)	\$0.8m

Name	Percentage controlled/owned	Principal activity	Net receivable (31 December 2021)	Sales (2021)
<u>Victoria Link Limited (trading as Wellington UniVentures)</u>	100%	Commercialises research	\$2.05m (Loan \$3.0m)	\$2.7m
Wetox Limited	100%	Develops waste-water-treatment technology	\$0.002m	-
Boutiq Science Limited	84%	Provides nanoparticle solutions	\$0.03m	-
General Cable Superconductors Limited	100%	Manufactures high temperature superconducting cable	-	-

7. Outcomes and measures

7.1 Outcomes and Performance Framework

The University’s Outcomes and Performance Framework shows how our strategic objectives align with, and respond to, what is expected of tertiary education organisations and the outcomes of a world-leading education system that equips learners with knowledge, skills, and values to be successful citizens in the twenty-first century.

The University has an embedded strategic and annual planning framework incorporating monitoring and reporting processes intended to assess progress, make improvements, and support data-informed decision making. This framework incorporates the use of data and other information to inform the setting of goals (defined by key result areas (KRAs)) and the prioritisation of projects to move towards achieving those goals.

The assessment of performance through data (including TEC Educational Performance Indicators, discussed further below) informs the development of the University’s plans and improvements. Within the framework, the University’s Strategic Plan 2020–2024 is the key document driving decision-making and resource allocation across the University. The Strategic Plan 2020–2024 includes a range of targets relating to retention rates, service provision, sustained growth and graduate destinations. An accompanying Strategic Plan ‘roadmap’ provides an overview of planned initiatives that are being undertaken to achieve Strategic Plan objectives, including a series of metrics and targets for monitoring progress. The University monitors metrics through Ngā Kete and its own Enterprise Data Warehouse (EDW).

Appended to this document is the template of commitments to the TEC’s EPIs.

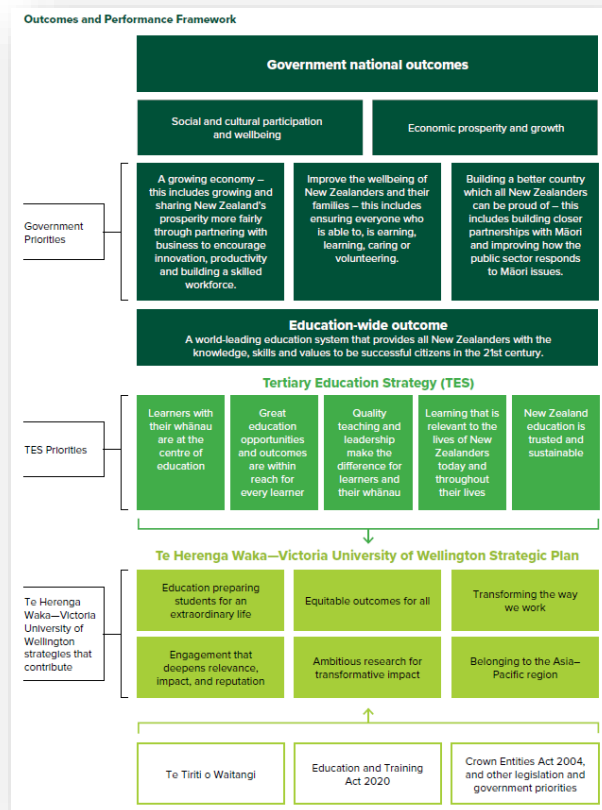
The forecast statement of service performance for 2023 will be prepared later this year as part of the University’s Annual Management Plan and budget-setting process before being signed off by Council by year end. As with previous years, the EPI commitments attached here will form part of this statement.

Appended to this document is the 2022 Statement of Forecast Service Performance.

Prior year Statements of Service Performance can be found in our [Annual Reports](#).

Our next wave of investment is expected to help improve indicator outcomes on the quality of the learning and student experience. Our Strategic Plan notes that by 2025 we aim to achieve:

- retention rates from first to second year of 85 percent
- 95 percent of teachers being assessed as good or very good by their students
- 95 percent of students rating their overall satisfaction with services and facilities as good or very good
- 97 percent of graduates gaining employment, pursuing further study, or not seeking work within one year of graduation
- composition of our university students, staff, and leaders that fully reflects the gender, ethnic, and cultural diversity of Aotearoa New Zealand



- active reporting by our identified equity, diversity, and inclusion student and staff groups of better access, inclusion, and support
- student targets that will include, but not be limited to, increasing the number of Māori students to 16.5 percent and Pasifika students to 8.1 percent of domestic students
- staff targets that will include, but not be limited to, increasing the number of women professors to at least 30 percent, doubling the number of Māori academics, and tripling the number of Pasifika academics across all levels
- the completion of equity, diversity, and inclusion training by all university leaders.

7.2 Educational performance indicator performance

As a higher-performing tertiary education organisation (TEO), the University plays close attention to EPI results as it continues its drive towards parity.

Educational Performance Indicators			Actual performance		
Description	Ethnicity group ¹	NZQF level	2019	2020	2021
Proportion of SAC eligible EFTS	Māori	Levels 4–7 non-degree ²	23.4%	29.3%	20.2%
Proportion of SAC eligible EFTS	Pasifika	Levels 4–7 non-degree	14.2%	26.1%	33.3%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Levels 4–7 non-degree	68.7%	46.2%	54.5%
Proportion of SAC eligible EFTS	Māori	Level 7 degree	12.5%	12.4%	13.1%
Proportion of SAC eligible EFTS	Pasifika	Level 7 degree	6.7%	6.4%	7.0%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Level 7 degree	81.9%	82.2%	81.1%
Proportion of SAC eligible EFTS	Māori	Levels 8–10	7.7%	8.0%	7.6%
Proportion of SAC eligible EFTS	Pasifika	Levels 8–10	3.9%	4.2%	4.1%
Proportion of SAC eligible EFTS	Non-Māori & non-Pasifika	Levels 8–10	88.8%	88.3%	88.8%
First year retention rate	Māori	Level 7 degree	72.3%	72.6%	75.6%
First year retention rate	Pasifika	Level 7 degree	77.4%	74.9%	78.5%
First year retention rate	Non-Māori & non-Pasifika	Level 7 degree	80.3%	82.6%	81.0%
Course completion rate	Māori	All	80.4%	82.4%	79.2%
Course completion rate	Pasifika	All	72.0%	74.7%	69.9%
Course completion rate	Non-Māori & non-Pasifika	All	88.8%	89.3%	88.3%

See our approved Learner Success Plan for further detail: <https://www.wgtn.ac.nz/learning-teaching>.

In 2021, our first-year retention rates at undergraduate degree level exceeded targets for Māori, Pasifika, and non-Māori and non-Pasifika students, with Māori retention rates increasing from 72.6 percent to 75.6 percent, and Pasifika rates increasing from 74.9 percent to 78.5 percent. These were particularly pleasing results given the continuation of COVID-19 disruptions and stress on students and staff. As a proportion of undergraduate (Level 7) degree EFTS, Māori student numbers grew from 12.4 percent to 13.1 percent (just short of our target of 13.2 percent) and Pasifika student numbers grew from 6.4 percent to 7.0 percent (achieving target).

However, both Māori and Pasifika students decreased as a proportion of postgraduate EFTS in 2021 (from 8.0 percent to 7.6 percent and from 4.2 percent to 4.1 percent, respectively). The impact of COVID-19 was a factor and was particularly evident in 2021 course completion rates, with all ethnicity groups declining from 2020 to below 2019 levels. This was particularly stark for Māori and Pasifika students. Our TEC EPI commitments for 2023–2025 reflect the need to return to 2020 levels before resuming our planned trajectory towards parity.

The TEC EPI analysis shows the University's 2020³ first-year retention and Level 7 qualification completion rates were above both the tertiary sector average and the university sector average. The University's course completion rates were above the tertiary sector average and generally in line with university sector

¹ Ethnicity is a multiple response variable so the total at each level can exceed 100 percent.

² Participation rates for our non-degree EFTS are subject to high variability due to very small numbers.

³ 2021 sector comparatives were not available at the time this Plan was being prepared and approved.

averages. The University's first-year retention and course completion rates have been trending upwards in recent years, with COVID-19 providing additional challenges from 2020 onwards.

External research income

In 2021, our external research income (PBRF definition, excluding university sub-contracted research) was \$78.9 million⁴ a 2 percent increase from 2020 (\$77.5 million). Continued strong success with contestable funds contributed to a \$7.1 million increase to \$65.0 million in contracted research revenue (\$57.9 million in 2020) in the University Research Trust. Other research revenue streams within the University were \$14.5 million (\$19.6 million in 2020), including Wellington UniVentures (\$6.0 million) and the University Foundation (\$2.7 million).

Our 2023–2025 ERI EPI commitments are as follows:

EPI	Actual			Commitment		
	2019	2020	2021	2023	2024	2025
External research income	\$72.2m	\$78.0m	\$78.9m	\$83.5m	\$86.0m	\$89.0m

International students

International full-fee EFTS have performed better than anticipated, exceeding the target for 2021 as a higher number of international students commenced or continued to study with the University from offshore. However, overall, international full-fee EFTS continued to contract in 2021 due to the ongoing effects of COVID-19 and the accompanying travel and border restrictions, decreasing from 1,817 EFTS in 2020 to 1,311 EFTS in 2021, a decrease of 506 EFTS (-27.8 percent). We are forecasting 1,000 international full-fee EFTS by year-end 2022, increasing from 2023 onwards.

Our 2023–2025 international full-fee EFTS EPI commitments are as follows:

EPI	Actual			Commitment		
	2019	2020	2021	2023	2024	2025
International full-fee EFTS	2,047	1,817	1,311	1,463	2,048	2,150

Research degree completions

Doctoral EFTS increased on 2020 numbers, despite the continued border closure and continuing effects of COVID-19 on research. This was due to a concerted campaign to grow domestic doctoral enrolments and allow offshore enrolment of international doctoral students. We put in place bespoke pastoral care for those located offshore to ensure they are supported and connected to the University and to university life as much as possible. A total of 176 PhD students commenced or were able to continue their doctoral studies offshore in 2021. Overall, commencing research postgraduate EFTS were 98 in 2021 (down very slightly from 100 in 2020) and the total number of research degree completions (RDC) fell from 552 to 539. We anticipate that research degree completions will take time to recover from border closures, with our expectation that we will be back to 560 annual completions by 2025.

Our 2023–2025 RDC EPI commitments are as follows:

EPI	Actual			Commitment		
	2019	2020	2021	2023	2024	2025
Research degrees completed	538	552	539	520	545	560

⁴ Final audited result. Provisional \$79.5m in 2021 Annual Report.

7.3 Employment outcomes

The University has long tracked the employment outcomes of its graduates through its annual Graduate Destinations Survey (GDS). The data is used to inform curriculum development, support accreditation of professional programmes, and help students with their study choices. The University also conducts programme reviews on a cyclical basis that seek feedback from, and explore the graduate outcomes of, students from associated qualifications. The benefit of being able to link specific student feedback and career outcomes with the programmes of study graduates undertook enables specific monitoring and feedback to be provided to subject areas to improve curriculum offerings to students.

The University's 2021 GDS survey result for graduates in employment, further study, and not seeking work first year post-graduation was 97 percent, up from the 2020 result (95 percent) and ahead of the 96 percent target.

The Employment Outcomes of Tertiary Education (EOTE) data shows that, overall, Te Herenga Waka—Victoria University of Wellington graduates fare very well in employment outcomes, with their median incomes seven years post-graduation above all graduate median earnings for almost all broad New Zealand Standard Classification of Education (NZSCED) across all age groups.

Seven years post-study outcomes of degree-level tertiary graduates (tax year 2016–2019)⁵

Source: Ministry of Education, *Employment outcomes for tertiary education graduates for different tertiary providers*

Age group	Broad NZSCED	Te Herenga Waka—Victoria University of Wellington degree graduate median earnings	All TEO degree graduate median earnings
Under 25	01 Natural and Physical Sciences	\$72,000	\$65,000
Under 25	02 Information Technology	\$92,000	\$77,000
Under 25	03 Engineering and Related Technologies	\$87,000	\$76,000
Under 25	04 Architecture and Building	\$68,000	\$71,000
Under 25	07 Education	\$65,000	\$63,000
Under 25	08 Management and Commerce	\$78,000	\$73,000
Under 25	09 Society and Culture	\$66,000	\$64,000
Under 25	10 Creative Arts	\$57,000	\$57,000
25–39	01 Natural and Physical Sciences	\$73,000	\$68,000
25–39	02 Information Technology	\$74,000	\$75,000
25–39	04 Architecture and Building	\$72,000	\$79,000
25–39	07 Education	\$69,000	\$66,000
25–39	08 Management and Commerce	\$79,000	\$75,000
25–39	09 Society and Culture	\$71,000	\$64,000
25–39	10 Creative Arts	\$46,000	\$52,000
40 and over	07 Education	\$64,000	\$66,000
40 and over	08 Management and Commerce	\$71,000	\$80,000
40 and over	09 Society and Culture	\$67,000	\$62,000

Māori graduates from Te Herenga Waka—Victoria University of Wellington degree-level study have particularly good post-study outcomes, both compared with the all TEO degree-level graduates, and with non-Māori and non-Pasifika graduates.

⁵2019 most recent data available from the Ministry website at time of *Investment Plan* preparation.

Seven years post-study outcomes of degree-level tertiary graduates by ethnicity (tax year 2016–2019)⁶

Source: Ministry of Education, *Employment outcomes for tertiary education graduates for different tertiary providers*

Age group	Ethnicity	Te Herenga Waka—Victoria University of Wellington degree graduate median earnings	All TEO degree graduate median earnings
Under 25	Māori	\$72,000	\$65,000
Under 25	Pasifika	\$61,000	\$63,000
Under 25	Non-Māori and Non-Pasifika	\$70,000	\$67,000
25–39	Māori	\$71,000	\$68,000
25–39	Pasifika	\$66,000	\$67,000
25–39	Non-Māori and Non-Pasifika	\$71,000	\$68,000
40 and over	Māori	\$67,000	\$65,000
40 and over	Pasifika	\$61,000	\$61,000
40 and over	Non-Māori and Non-Pasifika	\$66,000	\$69,000

⁶2019 most recent data available from the Ministry website at time of *Investment Plan* preparation.

8. Additional financial information

Financial sustainability

Te Herenga Waka—Victoria University of Wellington is committed to managing its financial operations to ensure financial viability and sustainability over the long term. This includes a commitment to obtaining maximum value from funding received from public and other sources.

The University Council supports a fiscal strategy and a governance framework for controlled entities to guide and monitor how financial resources are managed. The Fiscal Strategy contains the following financial targets.

Measures	Target range
Return on net assets	1.5 percent–2.5 percent
Return on revenue	3.5 percent–4.5 percent
Liquid ratio	Greater than 1:1
Percentage of capital expenditure/depreciation	Greater than 100 percent
Percentage of borrowing/total assets	Less than 20 percent
Interest expense/operating surplus (before interest)	Less than 33 percent

Due to continued inflationary cost pressures, constraints on increasing revenue and the impacts of COVID-19, the University has not achieved some of these targets in recent years.

A relatively low surplus of \$5.6 million in 2019 and a deficit in 2020 (primarily due to the impacts of COVID-19) meant that the return on net assets, return on revenue, and interest expense/operating surplus (before interest) targets were not achieved for those years. Capital expenditure was reduced in response to the financial challenges in 2020, meaning that the percentage of capital expenditure/depreciation was not greater than 100 percent. In 2021, all targets were exceeded as the continued reduction in international full-fee-paying students due to the border restrictions was more than offset by increases in government funding and domestic tuition revenue (due to strong growth in domestic EFTS) and receipts in relation to the ongoing Kaikōura earthquake claim.

The University is committed to continuous financial improvement and has demonstrated this through a range of initiatives including:

- a strong governance model, including the operation of a finance committee to assist Council in relation to the University's budget, long-term capital plan, funding strategy, treasury management, and financial performance
- operation of the Oracle financial system, including a unique research-expenditure monitoring module, made available to staff across the University
- ongoing investment in systems, including current projects under way to upgrade the core financial modules to the latest Oracle cloud-based software as a service technology
- leadership to improve procurement processes, including collaboration across all universities and the tendering of major contracts
- approval by Council, via a robust business-casing process, of all investment that exceeds \$5 million. Council approval is typically supported by a recommendation of the Finance Committee
- participation in the tribal benchmarking project across participating universities
- regular reviewing and updating of key financial governance policies, including the Treasury Statute and the Delegations Statute.

Responses to actual and potential funding changes

Utilisation of funding at the University is linked directly to the Strategic Plan. The annual budget and fee-setting processes are guided by prioritisation decisions informed by stakeholder consultation and strategic imperatives. The University is cognisant of current government fiscal pressures and has implemented a range of efficiencies resulting from the initiatives described above. Our culture of continuous improvement extends to a rigorous review of annual budgets. These measures, in part, help the University to meet increasing cost pressures impacting upon the tertiary sector, including:

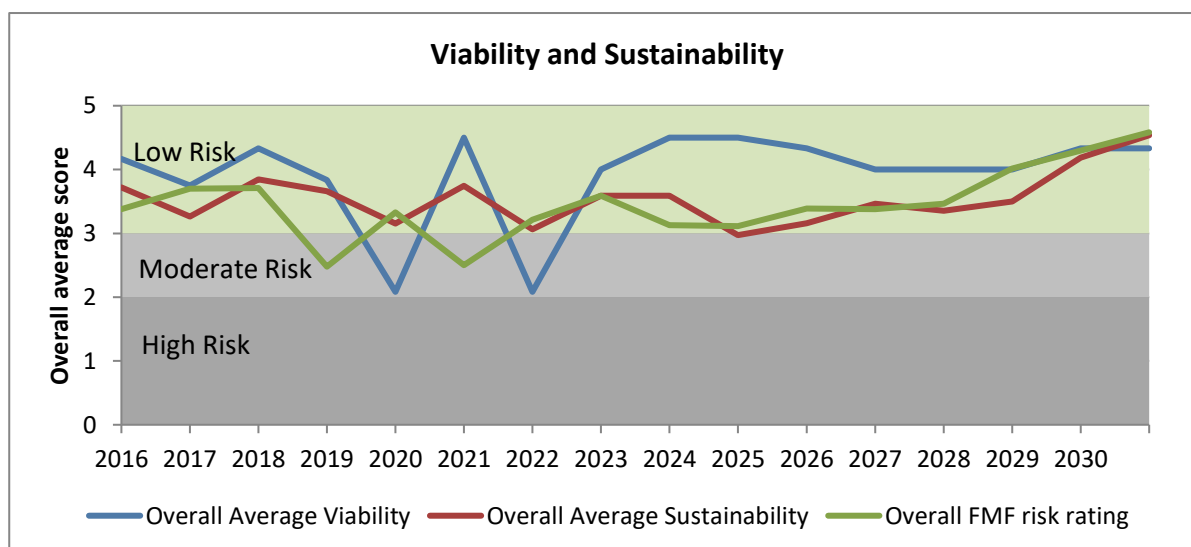
- regulated revenue increases (Annual Maximum Fee Movement and SAC funding) that are at a lower rate than CPI cost increases
- staff retention costs as a result of a tight labour market and competition with Australian universities for academic staff
- above-inflation increases in energy, building, and maintenance costs, local authority costs, and insurance.

To fund the 2023–2025 Investment Plan, the University has sought approval from the Secretary of Education for a new Consent to Borrow that will allow the University to undertake the investment needed to achieve our vision of being a world-leading capital city university and one of the great global–civic universities. We will realise this vision through the successful execution of our strategy and supporting initiatives, which will help to realise New Zealand’s Tertiary Education Strategy (TES). Further information on the capital expenditure programme is contained in the Capital Asset management section below and in the Borrowing Consent Application document.

The capital expenditure programme, operating performance, and debt levels have been assessed against the TEC’s financial monitoring framework (FMF). The FMF measures both viability and sustainability. To assess viability, the FMF tracks ratios focusing on performance in a given year, and for sustainability, the FMF reviews factors over a longer period (including past achievement of budgets, variability, and trend information).

The graph below sets out the summary of our financial performance (base case) against the FMF’s viability and sustainability measures. This shows that the viability score remains above 3 (i.e., low risk) from 2023 to 2030. The sustainability score temporarily falls to a low of 3.0 in 2025 before recovering from 2025 onwards. If, at any time over the duration of the Consent to Borrow, we consider our risk profile would become too high, off-ramps will be utilised to ensure appropriate levels of risk are maintained.

Graph—FMF risk rating view: Base scenario



The decrease in viability in 2020 is as a result of the COVID-19 shock experienced by the University. Actual results from 2021 display the strong recovery in viability of the University. Viability decreases again in 2022 due to the predicted net deficit, but from 2023 onwards, remains relatively consistent.

In addition to these plans and initiatives, and in the context of a highly competitive international environment, it is essential to the quality of academic and research programmes that the funding framework continues to support the future goals of the sector and the University, as well as the outcomes delivered to the economy and community.

9. Additional requirements for tertiary education institutions

The University's 2022 Statement of Forecast Service Performance (SFSP) is provided separately, as requested. The SFSP for 2023 will follow at year end following our annual budget and Annual Management Plan process.

9.1 Capital asset management

The University has been a leader in the development of strategic asset management planning for our property assets as the basis for ensuring that its assets meet the current needs and future aspirations of the organisation. In managing our assets, we take a whole-of-life approach, ensuring that appropriate levels of service are achieved in a cost-effective and efficient manner, while minimising risk.

The Strategic Asset Management Plan (SAMP) provides a framework to ensure that the physical built environment of the University, and the associated infrastructure and services, are consistently managed in accordance with this approach.

The SAMP is supported by the Campus Master Plan 2020, which details the portfolio's long-term capital planning and investment plans across the University's three campuses.

The SAMP documents the strategy to meet the current requirements of the University to deliver its academic programmes and to provide a plan to accommodate the University's strategic vision for the future. The SAMP identifies the gaps between current provisions and future requirements, identifying solutions to close the gaps while taking into account the financial consequences. The plan will be updated in 2022.

The primary facility needs highlighted in the SAMP gap analysis can be summarised as:

- physical condition of existing facilities—particularly asbestos and seismic resilience
- quantity of facilities—a shortage of unallocated space for optimal operations, particularly in a growth environment. Shortfalls include science and engineering facilities, decanting space, office space, and new research space (including postgraduate study space)
- shortcomings in the functionality of facilities (fitness for purpose)—particularly architecture studios, digital arts studios, laboratories, music areas, and student study areas
- Māori and Pasifika facilities and wider multicultural iconography.

The University is still severely space constrained, and meeting the condition and quality expectations of our stakeholders for all facilities remains a major challenge. We have the lowest space-per-student ratio of all New Zealand universities at an average provision of 6.97 m² usable floor area for each equivalent full-time student.

While we remain focused on increasing our space efficiency, in some instances we simply need additional new space. Our relatively small footprint is driving high reconfiguration costs and limiting our ability to grow specific programmes.

Additionally, despite significant investment in dealing with deferred maintenance over recent years, there remains a need to continue to invest in the maintenance of the University's ageing buildings, especially in the areas of weathertightness and seismic upgrades. Achieving appropriate seismic resilience in Wellington is absolutely critical—both with respect to minimising damage should a seismic event occur, and in order to obtain appropriate insurance cover.

In the near term, the University is committed to the following projects that will assist in delivering on our Strategic Plan.

- The Living Pā project—this project is in the early stage of construction. It will demonstrate our commitment to Te Tiriti o Waitangi and is a way to meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the University. By having our marae at our heart, we will transform the way we realise our cultural and value aspirations by drawing together mātauranga Māori and sustainability practices.
- The Kirk precinct project—this is in the planning phase with the precinct including Old Kirk, East Kirk, and the Kirk building, the latter having been vacant for five years. Our upgrade/refurbishment project will improve all these buildings’ seismic resilience. This project is of critical importance to the University as it will demonstrate the learning from the COVID-19 pandemic and our response to the way we work and teach in the future.
- National Music Centre—we have worked in close collaboration with the New Zealand Symphony Orchestra and the Wellington arts community in relation to the National Music Centre and how this will help deliver on the TES priority in relation to the ‘future of learning and work’ by strengthening connections with industry to support readiness for the world of work. It will also strengthen our connection with our community.
- Weir House precinct project—the provision of additional student accommodation will help address the overall supply shortage of accommodation in Wellington. Rental costs are a significant barrier to entry, particularly to our most vulnerable students from lower socio-economic groups coming to Wellington from outside the region. This new accommodation is a step towards helping realise the TES goal of barrier-free access where great education opportunities and outcomes are within reach for every learner.