Victoria University of Wellington

Investment Plan
(2017–2019)
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1  EXECUTIVE SUMMARY

Contributing to the Government’s education vision

Victoria will continue to make a significant contribution towards New Zealand’s education vision: that all New Zealanders are equipped with the knowledge, skills, and values to be successful citizens in the twenty-first century.\(^1\)

The Government’s priorities to achieve these outcomes are provided in the Tertiary Education Strategy (TES) as:

- Delivering skills for industry
- Boosting achievement of Māori and Pasifika
- Growing international linkages
- Strengthening research-based institutions
- Improving adult literacy and numeracy
- Getting at risk young people into a career

The three high-level outcomes Victoria uses to benchmark the University’s progress against this goal are:

- an increased proportion of the population with a tertiary qualification
- higher-quality and more relevant research
- a tertiary system that is more responsive to the needs of employers and learners.

The new (Tertiary Education) Strategy reflects how a high-performing tertiary education system can contribute to improved outcomes for individuals and society as a whole.

—Steven Joyce, Minister for Tertiary Education, Skills and Employment

Victoria’s vision

As New Zealand’s globally ranked capital city university, Victoria’s vision is to be a world-leading capital city university and one of the great global-civic universities. Our location in Wellington gives us privileged access to political, public sector, legal, diplomatic, and cultural organisations as well as to the nation’s archived heritage.

As a capital city university, we operate at the fertile interface between town, gown, and crown or, put another way, at the interface between business, innovation, and regulation. This location allows us to play a significant role in cultivating intellectual capital and facilitating innovation, entrepreneurship, and sustainable economic growth. We are ideally positioned to speak truth to power and to lead thinking on major societal, cultural, economic, and environmental issues.

\(^1\) Whole of Education Sector Outcomes Framework—TEC Statement of Intent, page 64.
A civic university is one that values close involvement with the social, cultural, and economic life of its city and region. This is the mandate upon which the University was founded approximately 120 years ago and it remains as important today. As a global-civic university, we now view civic engagement in a contemporary, global context. Our global-civic vision comes naturally to a world-class university in an outwardly looking capital city.

The vision Victoria University of Wellington has adopted will ensure the University can make a significant contribution to achieving the desired outcomes of the TES and New Zealand’s education vision.

**Victoria’s strategic direction**

Victoria’s Strategic Plan outlines a twenty-year path for the University and sets six primary strategies that span academic emphasis; the quality of our research; the quality of our teaching, learning and student experience; our focus on inclusivity, with a particular emphasis on the success of Māori and Pasifika learners; our engagement with our communities; and the depth of our intellectual influence in our region and beyond. It directly addresses the aims of the Government as expressed in the TES.

The Plan also lays out five enabling strategies: the employment of world-class scholars, the increased scale of the University, the effectiveness of our processes, the sustainability of our revenue, and the communication of the quality of research and teaching at Victoria.

Victoria will address the Government’s priorities in the next investment period through a range of initiatives, including increasing our research impact and responding to employer and industry stakeholder needs. We will ensure graduates are equipped for careers in the modern world and further increase the proportion of Māori and Pasifika students attending and achieving at university. We will also grow postgraduate and international student numbers and increase the effectiveness of our external relationships to support innovation and a highly skilled workforce.

**Victoria’s investment proposition**

Victoria University offers a compelling investment proposition. The University is already making a significant contribution to achieving the goals laid out in the Government’s tertiary education strategy and will strengthen and deepen this contribution as the University’s strategic plan is implemented.

This contribution is evident through the growth taking place at Victoria. This includes a 1.8% increase in domestic EFTS at Victoria in 2016, compared to the Ministry of Education forecast growth of 0.1 percent.
The number of Māori students at Victoria increased by 10 percent between 2014 and 2016.

The number of Pasifika students at Victoria increased by 14 percent between 2014 and 2016.

One year on, 92 percent of Victoria graduates are in jobs or further education or not seeking work.

and the pleasing growth in the University’s school leaver enrolments. Victoria’s share of this market segment increased by 14.6 percent between 2011 and 2016, compared with the university sector average of 1.4 percent. We are also delivering on our goal of growing Māori and Pasifika student enrolments with those numbers increasing by 10 percent and 14 percent respectively between 2014 and 2016.

Our graduate employment rates also demonstrate Victoria’s successful delivery against the Government’s agenda for the tertiary sector. A year after completing their studies, 92 percent of Victoria graduates are in work or further education or not looking for employment.

These results confirm the fact that Victoria has embraced the Tertiary Education Commission’s (TEC’s) investment philosophy. The University is focused on investing in areas where it is clear there will be outcomes and results that contribute to achieving New Zealand’s education vision. This focus and our results will strengthen in the years ahead as we achieve out ambitious plans to grow in both size and influence.

Content of the Investment Plan
This Investment Plan has been prepared by Victoria in accordance with the requirements of the TEC.

The Plan presents a summary of the University’s strategic intent and includes our performance story, which outlines our contribution to the high-level outcomes sought by the Government for tertiary education. It describes how Victoria will contribute to the priorities within the Tertiary Education Strategy 2014–2019, with a particular focus on delivering skills for industry, boosting achievement for Māori and Pasifika learners, strengthening research-based institutions, and growing international linkages.

Victoria is committed to managing its resources and operations to ensure financial viability and sustainability over the long term. The Investment Plan outlines how the University intends to address this as it embarks on projects to support future growth and which respond to the impact of technological change in research and education.

A performance-monitoring framework has been developed to keep the University Council appraised of Victoria’s progress in achieving its strategic direction. Victoria has a strong governance structure and delegations framework that has been revised following the introduction of a new Council structure for 2016. This ensures Victoria meets the expectations of robust governance and management reporting required under the gazette notice for investment plans.
1.1 **SUMMARY OF KEY INITIATIVES**

A selected number of the key initiatives for the plan period are highlighted in the table below, grouped within the areas of teaching and research, and engagement and support services, and noting the primary (PS) and enabling (ES) strategies of the University’s Strategic Plan to which these initiatives contribute.

<table>
<thead>
<tr>
<th>Teaching and Research</th>
<th>Engagement</th>
<th>Shared Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance civic engagement and employment readiness of students (PS3, P55, E55)</td>
<td>PBRF 2018 Quality evaluation preparedness (PS2, ES4)</td>
<td>Develop academic and support space for new students (PS3, ES3)</td>
</tr>
<tr>
<td>Grow international, Māori and Pasifika student numbers through new student pathways (PS4, ES2, ES4)</td>
<td>Build strategic international partnerships (PS5, PS6, E55)</td>
<td>Increase number of student beds (PS3, ES3)</td>
</tr>
<tr>
<td>Progress implementation of digital strategy (PS3, ES3)</td>
<td>Enrich and grow the postgraduate student population (PS1, PS2, ES2)</td>
<td>Implement the capability strategy (ES1)</td>
</tr>
<tr>
<td>Embed and leverage the multidisciplinary academic themes (PS1, ES1, E55)</td>
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**Target results and outcomes**

Victoria has made significant progress during the period of its last investment plan in key target areas. This includes growing Māori and Pasifika achievement and success, increasing external research income beyond its targets ($49.4 million), growing student numbers, with an increase of more than 2 percent in 2016 total enrolments (including international students), improvement in citation rates, and increases in the University’s international rankings.

Our targets for the next plan round are provided in the Statement of Forecast Service Performance and commitments sections in the main body of this document.

**Areas in which the TEC could support Victoria’s Strategic Plan**

There are several areas in which the TEC and Victoria could work together to accelerate delivery of the Government’s education strategy. These include:

*Fees*

**The impact of the annual maximum fee movement (AMFM) on course fees.**

By working together, the TEC and Victoria could drive superior performance by the University against the Government’s tertiary education targets. The imposition of AMFM has locked Victoria’s fees at a significantly lower level than other universities. This is particularly detrimental to Victoria because of its exposure to the high salary and occupancy costs of Wellington’s central business district. For example, in comparison to Auckland and Waikato universities, the AMFM results in Victoria recovering $1.7 million less fee revenue for equivalent teaching programmes. Addressing this growing inequity would enable Victoria to significantly improve its support of the TES priorities.
Pathways for Māori and Pasifika students

The proposed Pathways project to support the preparation of Māori and Pasifika for tertiary education.

Victoria has worked with KPMG, TEC, and Te Atiawa to develop and propose a joint pathways programme with Te Atiawa. This important and innovative pilot initiative can be promptly implemented with support from the TEC in obtaining the funding required.

Funding for growth

Supporting a lift in investment in EFTS beyond the 102 percent level if Victoria experiences market-driven growth as expected through to the end of the next Investment Plan period (2019).

Currently, the funding for our mix of provision is not keeping up with the demand for Victoria’s academic programmes. This could be addressed with support from TEC commissioners for a plan amendment.

Facilities improvement

Partnering with Victoria to assist the University to bring its facilities up to earthquake standard, remediate deferred maintenance, and meet our burgeoning student enrolments.

Addressing the backlog of deferred and seismic maintenance would enable Victoria to meet the growing level of market demand for its programmes. We would like to work with the Government to explore solutions for resolving and funding the deferred and seismic maintenance so that Victoria can continue to meet the market demand for its compelling programmes, such as Engineering. We expect part of the solution to include leveraging our balance sheet to increase debt. The current limits are significantly below those of commercial enterprises and are a constraint in allowing the University to fully implement its strategic plan. Adopting ratios acceptable to financial institutions such as banks would enable Victoria to raise the funding needed for capital programmes, the bulk of which is renewal of existing facilities that suffer from long-run deferred maintenance. We envisage adopting commercial banking guidelines and disciplines to arrange TEC and Ministry of Education covenants commensurate with banking covenants.
2 STRATEGIC INTENT

The following section provides an overview of Victoria’s distinctive position and its strategic focus in the tertiary education sector, before providing an overview of its performance in the last plan period in addressing the Government’s priorities as expressed in the Tertiary Education Strategy.

2.1 INSTITUTIONAL MISSION AND DISTINCTIVE ROLE

As New Zealand’s globally ranked capital city university, Victoria University is committed to strengthening New Zealand’s position in the global economy through the creation and dissemination of knowledge and the development of graduates who have the attributes and skills needed to shape and lead our country’s future. Our mission is to undertake excellent research, teaching and public engagement in the service of local, national, regional and global communities.

Strategic direction

Victoria’s strategic direction is articulated in its Strategic Plan. The six primary and five enabling strategies in the plan provide a framework for continued development of Victoria’s research, learning and teaching, and public contribution outcomes. These strategies, along with new governance and senior leadership structures, have become embedded in the University’s planning and management frameworks, which specify the actions to occur, the resources to be used, and the monitoring to measure our progress. Refinement of these frameworks has continued over the current plan period.

The strategies are well aligned to the Government’s priorities for universities. Victoria has focused on enhancing our national and international linkages; working closely with, and ensuring the success of, equity groups; improving the quality of our research; and improving teaching outcomes. These strategies will contribute to the outcomes, included in the outcome framework agreed with the TEC\(^2\), which are:

- an increased proportion of the population with a tertiary qualification
- higher-quality and more relevant research
- a tertiary system that is more responsive to the needs of employers and learners.

This Investment Plan highlights how we have progressed towards these outcomes during the last plan period and signals our planned focus and activities for the next three years.

Strategic plan

Victoria’s vision is to be a world-leading capital city university and one of the great global–civic universities. You can read our Strategic Plan here. The University has created implementation plans detailing how the various strategies will be developed, actioned, measured, and reported. These strategies are linked to the outcome framework and are consistent with the University’s commitment to the Treaty of Waitangi.

Expectations of growth

The Ministry of Education has forecast a decline of 5 percent in the number of school leavers enrolling in universities between 2015 and 2019. Victoria has grown its share of EFTS against this trend, so in 2016 there are approximately 2 percent more EFTS than in 2015 and 2014. Our numbers

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\(^2\) See Section 5 for the outcomes framework.
have increased in key Government priorities such as Engineering (15 percent) and Science (3.5 percent) between 2015 and 2016.

Victoria intends to continue growing enrolments over this Investment Plan period. We expect to increase the numbers of students in government priority subject areas such as Engineering, ICT (including Information Management) and Science, and increase the number of Māori and Pasifika students through ongoing outreach activities. There has been significant enrolment growth in 2016 and this trend is expected to continue. Additional details of expected growth are incorporated in the Mix of Provision (Section 7).

We are developing a suite of 180-point taught Master’s programmes that are professionally focused and we expect these to result in higher postgraduate enrolments from both domestic and international students. Enrolments in the newly developed programmes in 2015–16 have been encouraging.

Capital development work underway at Victoria supports our growth as we expand our capacity in research labs and teaching spaces in the sciences at Kelburn campus, and also provide new teaching and student social interaction spaces at Victoria Business School.

A major new initiative to develop pathways for students who have not taken up tertiary education is planned for 2017 and will result in a higher proportion of Māori and Pasifika enrolments. This will support Victoria’s strategic goal of increasing the number of Māori enrolments by 1,000 and Pasifika enrolments by a similar proportion by 2035. The groundwork for this programme has been done in conjunction with the TEC and a Request for Proposal document is being developed.

Over time, we expect a higher percentage of our total EFTS to be taught postgraduates, research postgraduates, and international students. However, we are focused on growth with quality—not growth for growth’s sake—and this requires a vibrant, highly creative, multidisciplinary, multicultural environment that encourages the recruitment, development, and retention of highly talented staff and students.

Victoria’s distinctive position
An important consideration, as we plan for the future, is to clearly articulate what sets Victoria apart.

Victoria University is positioned as New Zealand’s globally ranked capital city university.

We are developing a distinctive academic emphasis that draws off this positioning and supports our vision to be a world-leading capital city university and one of the great global–civic universities.

Victoria’s academic emphasis is given expression in part by way of eight distinctive, multidisciplinary, university-wide themes. These themes were chosen because they encompass the areas where the University and Wellington have overlapping strengths and where an engaged global–civic university can most effectively contribute to local, national and global challenges. These areas are:

- Advancing better government
- Cultivating creative capital
- Spearheading our digital futures
- Enabling our Asia–Pacific trading nation
- Stimulating a design-led, high-value manufacturing region
- Enhancing the resilience and sustainability of our natural heritage and capital
- Improving health and wellbeing in our communities
• Enriching national culture.

These multidisciplinary themes are underpinned by disciplinary excellence and have a particular focus on advancing Wellington, New Zealand and the Asia–Pacific region.

In addition to the multidisciplinary themes, the University aims to be distinguished internationally by the excellence of its fundamental and applied research, the success of its alumni, and the depth of its intellectual influence.

The quality and relevance of our teaching and learning, the career opportunities that result and the outstanding student experience we offer are also part of our distinctiveness. Our students and our staff are proud of the role they play in cultivating intellectual, social, cultural, and creative capital.

As befits our capital city location, the University is focused on leading thinking on major issues confronting society, fulfilling its critic and conscience role, and contributing to environmental, societal, cultural, and economic wellbeing.

Our distinctiveness as a world-leading capital city university is supported by:

• our international ranking well within the top 1 percent of the world’s 16,000 universities in fifteen subject areas. Within our traditional areas of strength, including arts and humanities, business, commerce and government, and law, we rank even higher.
• our location at the political centre of New Zealand that allows the development of trusted relationships with the Government, the public service, non-governmental organisations, and the diplomatic community, while retaining the independence to engage critically in a non-partisan fashion.
• our close connections with businesses, professions, government agencies and experienced public policy, legal, diplomatic, and trade practitioners.
• our contribution to enriching national culture, which includes leading and informing debate on important questions, and a strong commitment to the Treaty of Waitangi.
• privileged access to the nation’s archived heritage and capital found in the National Archives, National Library, Te Papa Tongarewa and many other museums.

Victoria also hosts New Zealand’s only School of Government.

Supportive community of higher learning

Victoria’s success will continue to be built upon collaborative relationships between staff, students, and external stakeholders.

• Students remain at the heart of our planning and activities to ensure they receive an excellent education. Our students are heavily involved in a supportive higher learning community through:
  • the Student Charter
  • involvement in the University Council and class representative system
  • participation in our distinctive co-curricular Victoria Plus and Victoria International Leadership programmes.

The higher learning community also includes collaboration with local, national and international communities; working with key stakeholder groups, particularly partners in business, the public and voluntary sectors; national research organisations such as Crown research institutes; and New Zealand and overseas universities.
Wellington-based organisations also form an important part of the community of higher learning through examples such as the expanded Bachelor of Arts (BA) Internship Programme in which undergraduate students gain credit for placements in government agencies and other workplaces. In addition, Victoria’s Summer Research Scholarship programme develops links between students, academic leaders, and a wide range of central and local government and industry partners through short-term research projects. The recently launched ICT Graduate School in Wellington, a partnership between Victoria, Whitireia New Zealand and Weltec, also demonstrates the strong links between business and tertiary education institutions. The school brings together staff and students with ICT firms, start-ups and Wellington’s technology ecosystem to train graduates with the skills and experience needed to grow Wellington’s knowledge economy.
3 PERFORMANCE STORY (PROGRESS TO DATE)

The following section reports on our performance against our previous Investment Plan commitments. The sections relate to distinctive academic emphasis, research performance, learning and teaching performance, public contribution, capability and resources, and our key stakeholders. The sub-section headings are taken from the Gazette and the TEC plan guidance criteria.

3.1 PROGRESS ON DISTINCTIVE ACADEMIC EMPHASIS

In 2015, the University progressed development of Victoria’s eight distinctive areas of academic emphasis. These areas are multidisciplinary, span research and teaching, and are focused on delivering impact and societal outcomes. During the year, steering groups were established for the eight themes and they began work on defining and delivering a plan to advance the themes locally, nationally, and beyond. To inform the work of the steering groups, a survey was launched in December inviting staff to identify how their research, teaching, and area of work aligns with Victoria’s academic themes. A range of research projects related to the themes was developed along with a series of events to be held in 2016 and 2017, including workshops, lectures, and conferences.

Our programme of work to create a student experience that is second to none continues to expand. Positive feedback on our investments in new facilities and service enhancements is evidenced by around 90 percent of students consistently rating services and facilities at Victoria as ‘good’ or ‘very good’ in our annual student experience improvement survey.

Victoria made gains in the area of strengthening its commitment to Māori. The number of Māori students grew to 2,064 in 2015 (and the number of Pasifika students to 1,239) and Victoria continued to build long-term and positive relationships with Māori stakeholders. The University invested $250,000 in scholarships for Māori students, matching co-funding from iwi. The University also cemented its unique role as New Zealand’s capital city university with a comprehensive programme of public lectures and events, hundreds of staff provided expert advice and commentary in the media and contributed advice and expertise through research and participation in advisory and consultation groups.

3.2 RESEARCH PERFORMANCE

Our Primary Strategy 2 in Victoria’s Strategic Plan is to enhance research quality, quantity and impact.

Highlights from 2014 and 2015 that show how this is being achieved include:

- Success in securing external research funding exceeding targets in both years to reach almost $50 million in 2015.
- Further embedding of the Ferrier and Robinson Research Institutes, including introducing postgraduate study opportunities such as the collaboration of the Ferrier Research Institute with the Schools of Biological Sciences and Chemical and Physical Sciences in offering the postgraduate programme in Drug Discovery and Development. Both institutes have strong partnerships with industry.
- International partnerships such as the collaborative agreement with the United States federally funded Software Engineering Institute at Carnegie Mellon University and New Zealand firm Total Risk to develop training, advice, and protection services in cybersecurity. Another example is the partnership between the Robinson Research Institute and Milestone
Science and Technology Ltd, based near Shanghai, which will see the formation of three new companies. Milestone will contract research and development from Robinson and other parts of Victoria and will develop and manufacture high-temperature superconducting [HTS] technology products using components sourced from other New Zealand companies. Initially, the technology will be used for energy saving in Beijing’s subway systems, but other subway systems in China have also expressed interest. Research contracted from Robinson and Victoria will be marketed by the companies in China.

- New commercial partnerships and inward investment secured with Powerhouse Ventures, specialists in commercialising science.
- Significant impact through alumna, including Dr Shivali Gulab who is chief executive of biotech company Avalia Immunotherapies, and also works for Victoria’s Ferrier Research Institute. Avalia is advancing research in immunotherapy technology for cancer treatment that has been developed by Ferrier together with the Malaghan Institute of Medical Research, based at Victoria, and the University of Otago.
- In 2015, 184 PhDs, growing from 147 in 2014, were completed at Victoria, thereby increasing the transfer of research knowledge through those employed in industry. This included fifteen Māori PhD students in 2014—the highest number to graduate at Victoria to date. During the plan period, 331 PhD students and 676 Master’s by Thesis students completed their degrees.
- Victoria has directly invested in additional PhD scholarships.

In addition, a new Research Strategy has been developed and approved in 2016. The previous Research Strategy had seen dramatic improvement in research performance, including Victoria:

- being ranked first in the 2012 PBRF evaluation for average quality score
- being ranked first or second in 24 of the 36 PBRF categories in which Victoria was identified
- increasing postgraduate research student completions
- significantly increasing scholarship funding
- establishing the Faculty of Graduate Research
- significantly increasing external research grant revenue, patents, and research-based commercial income
- growing the depth, breadth, and number of research facilities at Victoria, which now hosts twenty-seven research centres and institutes, one centre of research excellence (CORE) and an award-winning university press.

The goal for the 2016–2020 Research Strategy is to build on Victoria’s earlier success and directly align the University’s research strategy with the University’s Strategic Plan. The focus in the new Research Strategy is on:

- Distinctiveness (Primary Strategy 1)
- Quality, quantity and impact (Primary Strategy 2)
- Student experience (Primary Strategy 3)
- Scale (Enabling Strategies 1, 2, 3 and 4)
- Facilities (Enabling Strategy 3)
- Diversification (Enabling Strategy 4).

This Research Strategy will contribute to, and inform the development of, implementation plans by faculties and the Vice-Provost (Research) portfolio that will progress the University’s strategic goals and will be an important enabler of the University’s Strategic Plan. The Research Strategy also connects with the Engagement Strategy and the Teaching and Learning Strategy.
Further details can be found at the following links:

- 2014 Annual Report
- 2015 Annual Report
- Research Strategy

### 3.2.1 Māori and Pasifika research initiatives

A poukairangi rangahau (Associate Dean (Research)) in Toihuarewa was appointed, a role designed to ensure support for Māori research across the range of disciplines in the University. Victoria supports Māori postgraduate research by hosting MAI ki Poneke—the Wellington regional branch of the Māori and Indigenous PhD network—and through targeted grants such as the Ahumairangi Māori PhD scholarships. Māori postgraduates, as emerging Māori researchers, are a key element in building Māori research capacity.

Victoria also strengthened its leadership of Māori research with the appointment of Professor Rawinia Higgins to the role of Associate Vice-Chancellor (Māori Research). She has provided advice to the Government as part of the Māori language strategy, chaired the review of the Māori Language Bill, and is now helping establish the Act’s framework with Māori and the Government as a commissioner of the Māori Language Commission. She also is deputy chair of the PBRF Māori Knowledge Panel and is on the board of Nga Pae Te Maratanga.

In July, 2016, Professor Higgins took up the role of Deputy Vice-Chancellor (Māori), replacing Professor Piri Sciascia, who retired in June 2016.

The previous Investment Plan indicated that Victoria would continue to work with iwi and this has been a priority, with one highlight being new scholarships with matched funding by iwi and Victoria for Māori students.

Other achievements include:

- Victoria revised the te reo Māori, Māori Studies and Māori Resource Management majors based on the findings of internal research that identified the key factors affecting student achievement in those programmes. The revisions are designed to clarify pathways, aid progression, and increase qualification completions.
- Victoria has developed a co-badged Master of Māori and Indigenous Business proposal currently proceeding through the CUAP approval process.
- Te Kura Māori, which undertakes teaching and research related to Māori education, policy and practice, Pasifika education and that of indigenous people, extended the development of the Kura application, first launched in 2013. This second Ministry of Education-funded mobile device application is called Puna and focuses primarily on building Māori language vocabulary in a fun and engaging way. It received the 2015 Māori Language Award, recognising Victoria’s leading role in research related to the Māori language.
- Victoria has continued its Kura Mai Tawhiti international exchange programme established for Māori students. This scholarship programme aims to encourage greater numbers of Māori students to participate in overseas student exchange.
- The principles of kaupapa Māori research have become embedded in the Research Strategy 2016 rather than in a separate Māori research strategy with its own research institute being developed. By introducing mechanisms to support researchers considering Māori related research topics to engage with Māori research and develop relevant methods, Victoria’s research will more effectively reflect kaupapa Māori approaches.
• The Research Office has engaged a dedicated Māori research development adviser to support university applications for research grants.
• Three Māori staff are involved in the National Science Challenges.

The Faculty of Architecture and Design has worked with Ngai Tāmanuhiri on two aspects of research around their various papakainga\(^3\) and holdings purchased from the Crown under their Treaty of Waitangi settlement. The research is undertaken by students from the School of Architecture.

Victoria’s Pasifika Researchers’ Network meets regularly to help develop research on the Pacific region and connect academics from different parts of the University. The Va’aomanu Pasifika unit also fosters inquiry, innovation in research, and interdisciplinary collaboration with research interests spanning a range of disciplines.

3.2.2 Commercialisation of research
The core purpose of Viclink, Victoria’s commercialisation company, is translating research and knowledge from Victoria into sustainable economic growth for the region. This involves research translation and knowledge transfer.

Research translation encompasses identifying new intellectual property-based opportunities, developing those opportunities, securing the intellectual property and translating the technology into economic activity through licensing, establishing a start-up, or by contract.

Knowledge transfer is through a range of activities including contracts, aid projects, and experiential entrepreneurship activities.

Currently, Viclink has sixty-two projects in its research translation pipeline and a commercialisation portfolio of equity in nine companies and thirteen licenses.

Examples of projects include platinum catalysts, flywheel energy storage, electric motors to replace aircraft jet engines, new pharmaceuticals, medical devices, captioning technology, and music hearing training.

Examples of the portfolio include:

• equity of 9 percent in Magritek, a successful manufacturer of NMR instruments
• a controlling interest in AuramerBio, which is developing a portfolio of sensing technologies that can be used in a range of medical and environmental contexts, but which use aptamers rather than antibodies
• licenses for a range of technologies, including smart transformers, pest control, new nanofibers, and pharmaceuticals.

Viclink’s knowledge transfer activities address activities across the University. Examples include:

• decision-support systems using Think Tank technology
• anti-bullying programmes for schools using the Kiva programme licensed from Finland and now in twelve schools

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\(^3\) Papakainga is a form of housing development on multiply owned Māori or ancestral land. Traditionally, the literal meaning of papakainga housing is ‘a nurturing place to return to’.
• English language training through a Ministry of Foreign Affairs and Trade contracted programme that will train 1,090 students from Cambodia, Laos, Vietnam, Indonesia, Myanmar, and Mongolia, and a further 575 scholarship students from the region
• teacher training in Tonga.

Viclink employs an entrepreneurship manager who runs programmes that support the development of practical entrepreneurial skills in staff and students.

One of the most significant student events is the Victoria Entrepreneur Bootcamp, a programme that supports students to build a business around an idea or concept, develops them as entrepreneurs and teaches them to how to thrive in an entrepreneurial environment. Unlike other accelerators, the goal of the programme is not to produce new start-ups, but new entrepreneurs. That said, the first five Bootcamps resulted in twelve start-ups that now employ almost fifty staff between them.

The Bootcamp is a close collaboration with sponsors and stakeholder businesses such as the BizDojo, delivery partners Deloitte Private and Chapman Tripp, and numerous Wellington business people who provide mentoring, workshops, and inspiration. This provides students the opportunity to work at the BizDojo alongside more established entrepreneurs and have access to opportunities usually reserved for their members. Broad-ranging knowledge and experience is delivered through the Bootcamp to support their entrepreneurial endeavours.

3.3 LEARNING AND TEACHING PERFORMANCE
Excellence in teaching and learning is integral to the University’s Strategic Plan and this is reflected in several key strategies. These include adopting a distinctive academic emphasis (Primary Strategy 1), providing a student experience that is second to none (Primary Strategy 3) and increasing enrolments of talented students from disadvantaged groups in society (Primary Strategy 4). Through innovative teaching and learning programmes (alongside world-class research), the University’s commitment to teaching and learning will also deepen engagement with external stakeholders (Primary Strategy 5) and deepen our intellectual influence in the Asia–Pacific region (Primary Strategy 6).

The University has put this into action in a variety of ways, including:

• The new Learning and Teaching Strategy with its objectives to:
  o provide a distinctive and excellent learning experience for students
  o take a student-centred view of learning
  o draw on Victoria’s strong culture of research
  o balance educational breadth, student choice, and sustainability of programmes
  o develop learning and teaching practices that meet high international standards and take account of emerging global trends
  o develop assessment and feedback policies and practices that enhance the curriculum and encourage deeper student engagement with learning.

• A digital learning and teaching strategy that included a requirement that from 2015 all courses would make documents and information available through the University’s online learning and teaching platform Blackboard.

• A revised student experience strategy.

• A comprehensive review of undergraduate education that resulted in the Victoria Learning Partnership with collaboration between staff and students to develop a new Student Charter and Victoria Graduate Profile. This has contributed to improved TEC-published education performance indicator (EPI) results.
• Implementing policy, infrastructure, and support to embrace and embed digital technologies across the University. New collaborative technologies have been deployed to facilitate interaction in classroom contexts such as a new system for video recording lectures that allows for the recording, editing, and publishing of video resources for learning and teaching purposes.

• Victoria has become a member of the Epigeum consortium to develop online content and has had good feedback on the ethics module that has been developed and is currently being piloted and evaluated.

• Following on from the development of the first 180-point professionally oriented Master’s programmes, Victoria has developed a number of additional new future focused Master’s programmes, including the Master of Drug Discovery and Development, Master of Migration Studies, Master of Software Development, Master of Engineering Practice, Master of Clinical Immunology, Master of Innovation and Commercialisation, and Master of Professional Business Analysis. In 2016, additional programmes will also be developed including a Master of Global Marketing, Master of Global Management, Master of Science in Society, Master of Museum and Heritage Practice, Master of Museum and Heritage Studies, Master of Fine Arts and co-badged Master of Māori and Indigenous Business.

• The 2014 Academic Audit resulted in twelve commendations and seven affirmations from the audit panel, covering areas such as the University’s commitment to teaching excellence, the strength of its strategic planning, its engagement and partnership with students, and a focus on participation and retention. The panel particularly commended Victoria for initiatives that focus on Māori and Pasifika students, its work on developing the suite of academic handbooks for students and the establishment of our Faculty of Graduate Research.

Focus on the student experience as part of the Strategic Plan was also noted in the Academic Audit with the panel also commending student-centred initiatives. Highlights included positive feedback on Victoria’s commitment to producing confident graduates whose critical thinking, creativity and highly developed communication skills prepare them for dynamic career outcomes and global citizenship.

Overall the panel made eight recommendations that Victoria had already identified in its self-review. These included the benchmarking of programmes curricula and assessments, response to student feedback on course and teaching evaluations, centralization of reporting of issues through to the development of an academic integrity standard. Implementation of the recommendations continues. The chair of the audit panel and the incoming Director of the Academic Quality Agency (AQA), following a recent visit, complemented the team at Victoria on its progress on the implementation of changes resulting from Audit recommendations. These changes include:

- input to a revision of the University delegation framework to include clearer directions for location of academic and research policies, statutes and handbooks
- appointment of an Assistant Vice-Chancellor (Digital Futures) to provide leadership for Victoria’s Digital Strategy
- a pilot of the ‘course signals’ system has been completed with further implementation being dependent upon further analysis and the release of the updated pilot system by Ellucian. The cohort tracking function in the data warehouse has been developed further so that Victoria now has qualification completions information. The University can select equity groups and will undertake a more comprehensive analysis of grade-point average (GPA) and school leavers in
2016, as well as looking at retention across the curriculum to identify groups that may need special attention.

- Review of the mechanisms used by staff to moderate undergraduate assessment with a stocktake of each faculty’s moderation practices and a review of examinations. Two working groups have prepared reports (on administration and pedagogy) that are to go to Academic Board in mid-2016.

- Student feedback collection has shifted to an online system to support feedback in course outlines

- Development of an educative, online, academic-integrity module for new students (as well as two other modules about the University) as part of the Epigeum consortium, which has been well received by students.

- In addition, Victoria has rigorous quality assurance processes in place for assessing the perceived quality of the curriculum and its delivery, and many programmes are accredited by external bodies. A new online survey system has been introduced to replace the previous paper and pencil surveys. A course evaluation survey is required every third time a course is offered. New or substantially modified courses are required to be evaluated after their first offering. Summary reports on course and teaching feedback are reviewed by senior academic staff.

In terms of our commitments, we have seen improvements in the TEC's measures of educational performance over the plan period:

- Course completion and retention rates of over 85 percent
- Qualification completion rates above 80 percent
- Improvements for Māori and Pasifika
- Increases for under 25-year-old students across the plan period.

Victoria’s mix of provision has shown increased proportions of Science, Technology, Engineering, and Mathematics (STEM) subjects in response to the Government’s tertiary education priorities. We have grown our priority Engineering students from 3.4 percent to 4 percent of total government-funded student-achievement component (SAC) equivalent full-time students (EFTS) and now provide 6 percent of Engineering EFTS in the university sector. In addition, our Science subjects have grown from 18.4 percent to 18.9 percent of total SAC provision.

3.3.1 Student experience

Victoria has a strategic goal to create a student experience that is second to none. We seek to engage students as active and lifelong members of an inclusive and supportive community of higher learning through an outstanding academic, social, and cultural experience that equips them to make a significant contribution to local, national, and international communities.

We conduct an annual student experience improvement survey to monitor our progress and provide information about where improvement is possible. The survey covers all services and processes affecting students from the enrolment process through to careers advice. Our student experience has been steadily improving in recent years due to significant investments such as the Hub building, Rutherford House improvements, Library upgrade, and service enhancements in response to student feedback. The overall ratings of services and facilities at Victoria as ‘good’ or ‘very good’ by students has remained consistently at or near the 90 percent mark.

Our student mentoring and support service, Te Pūtahi Atawhai (TPA) has been expanded in 2016 to provide support for 200- and 300-level students and has appointed two tūakana (student leaders) in this area. A health and wellbeing campaign for students was also run to support students to adopt practices that support their wellbeing while studying at Victoria. A programme to help those
students in the halls of residence, Peer Assisted Study Support (PASS) was also developed and introduced during this plan period. In July, Victoria opened The Bubble—a large room in the Student Union Building in which students are invited to relax between their studies. Designed to be a safe and comfortable home away from home, The Bubble is also a place where trained student wellbeing leaders coordinate activities, provide peer support and make referrals to appropriate university staff and services.

Victoria also has a substantial volunteering programme that links students with other students in need such as the International Buddy programme to help new international students adjust to university life in a new country, and support for students with disability to fully access their education.

The Victoria International Leadership Programme (VILP) and the Victoria Plus Programme (VPP) are service and leadership development programmes that enable students to give back to the community and gain skills. More than 500 students participate annually in the VPP and gain valuable experience, develop leadership, social responsibility, and employability skills. The VILP aims to build global awareness and competency to enable students to think critically about leadership challenges in world affairs.

Clubs and societies are also an essential part of the student experience; there are more than 130 clubs and societies active on Victoria’s campuses. Across these groups there are over 17,000 members, 10,000 of whom are students. Through these clubs and societies, and through other programmes at Victoria and in Wellington, students are involved in their local community by building partnerships with businesses, organisations, and political parties; being ambassadors for the University; succeeding in the sports arena nationally and internationally; contributing to New Zealand’s creative life; supporting global issues; pursuing leadership opportunities; and attending speaker and club events.

3.3.2 Graduate outcomes
The activities listed above to improve the learning environment and to strengthen Victoria’s high-quality research-led learning and teaching environment are aimed at producing a more educated and skilled workforce and society. Our annual reports provide examples of distinguished alumni who have made significant contributions to society through their activities. For example, in June 2015, the University honoured the outstanding achievements of six alumni with the presentation of Distinguished Alumni Awards. The 2015 winners were Olympic gold medallist Ian Ferguson, entrepreneur Derek Handley, acclaimed businessman Alan Isaac, pioneer within the Anglican Church the Right Reverend Dr Penny Jamieson, artist and curator Helen Kedgley, and Māori advocate and Treaty negotiator Tamati Kruger.

Our alumni are a key stakeholder group for the university. Our strategic goal is to deepen engagement with alumni, benefactors, and communities, and its importance has been recognised by the appointment of Professor Frazer Allan to the new role of Deputy Vice-Chancellor (Engagement). Numerous alumni events have been held around the globe in this plan period.

Victoria students are offered a plethora of additional activities to complement their studies and help them prepare for their future careers. The University has been developing an increasingly robust suite of mentoring programmes in recent years, using our linkages with businesses and alumni to provide unique opportunities for our students. Examples include the Alumni as Mentors programme; the Pasifika Law coaching programme, connecting Pasifika students with alumni legal practitioners; and the expanded BA Internship programme.
Victoria uses an annual graduate destination survey to analyse what proportion of graduates are in employment following graduation, where they are employed, and what salary they earn. The survey shows:

- The overwhelming majority of students who seek work are in employment within three months of graduation.
- Seventy percent of those in their first job with a bachelor’s degree earned more than $40,000 following graduation; this is similar for Māori and Pasifika graduates.
- Ninety percent of PhD students in their first job earned more than $40,000; all of those who earned less were employed outside of New Zealand.

The Integrated Data Infrastructure (IDI) is used by Statistics New Zealand and the Ministry of Education to monitor employment outcomes through government data such as Inland Revenue tax returns. The results demonstrate that young Victoria graduates who complete degrees do well in their median salary across eight years of follow-up, compared with New Zealand medians. Conversely, there are very low numbers—only 1 or 2 percent—of graduates who are not employed, in further study or overseas, but who are on a government benefit over the eight years post-graduation.

It is clear from these results that Victoria has delivered on its commitments to contribute to the Tertiary Education Strategy goal of a more educated and skilled workforce and society.

3.3.3 International

During the plan period, Victoria continued to develop international relationships that deliver learning and research benefits to our staff and students, while also contributing to improving New Zealand’s global connectedness and economic growth. Victoria has long had a wide-ranging commitment to international education and global engagement. A review of Victoria International in 2014 resulted in the appointment of a director of International Recruitment and other changes to enhance Victoria’s international student recruitment. We saw a rise in the number of international full-fee paying students in 2015 and 2016. These efforts have resulted in the University enrolling international students from almost 100 countries, amounting to about 13 percent of its total student population.

The University’s network of relationships and international influence overseas during the plan period has continued to expand in accordance with our strategic goal of deepening Victoria University’s intellectual influence in the Asia–Pacific region. Some examples include the development of the Latin American market, specialised recruitment activities in South-East Asia in conjunction with the Ministry of Foreign Affairs and Trade, collaboration with the Assistant-Vice-Chancellor (Pasifika) to build Victoria’s profile in Polynesia and Melanesia, the development of the University Engagement strategy with a prominent Asia–Pacific focus, the development of multi-faceted country strategies for countries within the region that are the most significant for Victoria, and enhanced partnerships with targeted universities and other institutions in the region.

Other notable achievements include:

- A three-year programme developed by the Centre for Lifelong Learning in partnership with the Papua New Guinea Government that is designed to develop the knowledge of public policy officials. The first two cohorts graduated from the Papua New Guinea Foreign Service Training Programme in 2015. The programme resulted from an agreement between Victoria, the Ministry of Foreign Affairs and Trade and the Papua New Guinea Department of Foreign Affairs to build Papua New Guinea’s capability to take advantage of global opportunities.
• In December 2015, Victoria signalled its intention to champion cybersecurity in New Zealand with the announcement that it has signed a collaborative agreement with the United States federally funded Software Engineering Institute at Carnegie Mellon University and New Zealand firm Total Risk to develop training, advice, and protection services in cybersecurity.
• The signing of a memorandum of understanding with the University of Kuala Lumpur in Malaysia to establish a new international programme in Engineering. Students have already taken up the opportunity to complete one year of credit towards Victoria’s Bachelor of Engineering while based in Kuala Lumpur, then transfer to Wellington to complete their degree.
• Victoria strengthened ties with Chinese astronomers as part of Victoria’s participation in the Square Kilometre Array radio telescope project.

The University’s leading research centres continue to have a strong international focus and impact. For instance, the New Zealand Contemporary China Centre featured prominently as a key partner for the Government in numerous activities associated with the fortieth anniversary of New Zealand–Chinese diplomatic relations. It is anticipated that the more recently launched New Zealand India Research Institute and the BNZ Chair in Business in Asia will have a similar impact.

In 2016, Victoria had twenty-six twinning and articulation agreements in place. Examples include:

• In 2015, a new agreement was signed with the Faculty of Economics and Business, Universitas Indonesia to create a pathway for Indonesian students to complete the Bachelor of Commerce.
• New agreements were signed with Xiamen University of Technology to facilitate student transfer into the Bachelor of Commerce and the Master of Applied Statistics; a new agreement was signed with the South Western University of Finance and Economics to also facilitate student transfer into the Bachelor of Commerce.
• Victoria International is in the process of renewing agreements with the Diplomatic Academy of Vietnam, in International Relations, and the Nanyang Institute of Technology, in Business Administration.

Victoria now has intercultural exchange programmes with more than 100 international institutions. Every year, more than 200 students visit Victoria on overseas exchange, with a similar number of Victoria students embarking on an overseas exchange as part of their undergraduate studies.

In 2016, Victoria saw growth of more than 5 percent in its full-fee paying students.

3.4 Public Contribution

In keeping with our global–civic university mandate, Victoria staff engage and develop mutually beneficial relationships with many businesses, organisations, and communities. Through public lectures and media commentary, and by taking on advisory roles and acting as the critic and conscience of society, our academic staff offer expert viewpoints that enrich debate and lead thinking on major economic, societal, cultural, and environmental issues. More than 400 staff served in this way in 2014 and also in 2015. Large numbers of staff are also involved on international bodies. This public contribution is a key enabler of societal change through application of research and expertise across a range of subject areas and societal issues. Our role as New Zealand’s capital city university means Victoria is a valued and responsible partner of government in developing sound policy and decision-making and in shaping public debate on important issues facing society.
3.5 **CAPABILITY AND RESOURCES**

Key to enabling the progress toward our strategies and outcomes is sound financial and resource management. Our enabling strategies ensure the long-term academic and financial viability of Victoria by attracting world-class scholars, attaining the scale, quality and academic profile of a leading public university, increasing and diversifying income, and reallocating resources to support strategies.

Despite a constrained financial environment, the Victoria University Group met all fiscal targets set through the plan period. The consolidated surplus for the year was $18.4 million, compared with a budgeted surplus of $12.5 million, which, at 4.5 percent, exceeded the TEC required surplus of 3 percent. This was mainly due to increases in PBRF revenue and a strong contribution from the Victoria University Foundation.

The previous plan period also saw the development of the new science Gateway Building and a redevelopment of Rutherford House at the Pipitea campus. As part of the University’s asset management programme, numerous upgrades took place throughout the period, including the moving the Education Faculty to the Kelburn campus, the development of an executive suite in the Hunter Building, and developing the Te Aro campus to include an extra two floors on the Wigan building to house the ICT graduate school. Recognition of the pressure on student accommodation has also resulted in an additional hall of residence that will add more than 300 beds in 2017.

Victoria announced several new senior appointments in 2014 and 2015, which are central to it achieving the ambitious goals in its Strategic Plan.

- Internationally respected social scientist Professor Wendy Larner took up the position of Provost.
- Wellington-based businessman Mark Loveard was appointed Chief Operating Officer.
- Professor Jennifer Windsor from the University of Minnesota was appointed Pro-Vice-Chancellor and Dean of Humanities and Social Sciences, and Pro-Vice-Chancellor of Education.
- Public and Māori law issues specialist Dr Mark Hickford was appointed Pro-Vice-Chancellor and Dean of Law.
- Two Vice-Provost positions were created and filled through internal appointments—Kate McGrath (Vice-Provost Research) and Allison Kirkman (Vice-Provost Academic and Equity).

Two additional Assistant Vice-Chancellor positions have been established to provide cross-university leadership in the areas of Sustainability and Digital Futures.

Victoria is also implementing its first Capability Strategy / Te Rautaki Kaiaka. The five-year strategy outlines our commitment to developing and maintaining a high-performance culture that enables all staff to realise their full potential. The Your Voice survey was run during 2015 to measure staff satisfaction. Overall, the results were positive with a number of areas for development recognised. These will be a focus over the next plan period.

In addition, a number of appointments over the plan period have occurred to progress research and teaching. These include additional externally partnered professorial chairs and significant appointments in the strategic areas of public policy, public law, creative writing, education, economics, science, cybersecurity, and finance.

We are also a member of a benchmarking consortium of Australian and New Zealand universities. We have continued participation in the UniForum benchmarking exercise that highlights relative
efficiencies of central service units. Results for 2014 and 2015 put Victoria in the top quartile of the most efficient universities in delivering its business as usual support services but also in the top quartile for investing in projects aimed to develop and transform services—particularly those related to digital technologies and student support. These included a new library system, new research database, implementation of a CRM to support student recruitment, movement into the cloud with Office 365 for the University and piloting online student course evaluations.

Further information and indicators for Victoria’s financial sustainability are provided in Section 6.1, Financial Sustainability.

3.6 Key Stakeholders
Victoria has a diverse range of partner communities. Broadly these have been categorised as:

- current and prospective students and their families
- industry and business
- government and the public service
- research community
- Māori and Pasifika communities
- international partnerships
- alumni and benefactors.

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

Victoria has recently completed a stakeholder survey to better understand the expectations of its stakeholders and key influencers, where we are achieving well, and where improvements could be made. The University is currently developing an Engagement Strategy to further its strategic goals, which is informed by this research.

The survey highlighted that the people and organisations that work with us are strong advocates of Victoria. However, they also identified opportunities for us to improve our engagement—specifically how we can partner with them more effectively.

Victoria’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.

3.6.1 Students and their families
Our interaction with students and their families begins long before they start at Victoria. 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.

Prior to enrolling at Victoria, students and their families can attend information evenings where advice, information booklets, and pamphlets are provided that contain helpful information about what to expect in transitioning to a university and how the teams at Victoria support students during their enrolment and through their studies.

Once students begin study, Victoria invests significantly to make its student experience the best possible, from the initial contact in school and prior to university entry, through the learning experience, and after graduation.
There are a number of initiatives underway at Victoria to help students improve their experience at the University 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 Victoria and how that experience is fostered.
- The revised graduate profile states that “a Victoria 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”.
- An ‘early alerts’ project helps identify students having difficulty in meeting course requirements at an early stage in their learning. Such students can then be offered support, mentoring, or additional advice to identify their needs and help meet their course requirements.
- Students have two representatives on the University Council who participate fully in its governance.
- Class representatives are an invaluable link between students, academic staff, the University Academic Office, and Victoria University of Wellington Students’ Association (VUWSA).
- Victoria has also been the model for a cooperative approach to setting and using the Student Services Levy. A partnership approach is used to decide the range, quality, and quantity of services provided to students such as health, counselling, legal, careers, financial, childcare, clubs, and sports.

3.6.2 Employers, industry and professions

As described under Section 4.1, Delivering Skills for Industry, Victoria 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 Victoria engages with each year is significant; more than 800 are involved in career expos, offering work, or having representatives on boards and committees. Advisory boards such as those in Victoria Business School provide an avenue for input from government agencies and companies into programmes and support the partnership chairs. Many of these stakeholders participated in the recent stakeholder survey.

Employers, industry and professions are key partners in research that Victoria conducts. The University receives more than 450 external grants each year, involving a substantial number of companies that contract researchers from Victoria. Further detail about the involvement of employers and industry is provided in Section 4 on TES priorities.

3.6.3 Government and the public service

Victoria’s staff are a valuable source of expertise for the Government and support Victoria in its goal of being a high-performing capital city university. In recent years, Victoria has responded to the needs of the Government and the public service through:

- establishing a number of externally funded chairs to enhance our research 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.
- investing in other key professorial appointments such as in Cybersecurity and Sustainable Energy
participating on many government boards and advisory committees. More than 350 Victoria staff serve on local and national bodies, advisory boards and/or committees

the School of Government providing a means by which the needs of government can be met through professional Master’s programmes in Public Management and Public Policy. The School’s advisory board includes chief executives from more than five government agencies

research centres, such as the Institute for Governance and Policy Studies, New Zealand Contemporary China Research Centre, New Zealand India Research Centre and 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.

3.6.4 Māori and Pasifika communities

Victoria engages with Māori and Pasifika communities through formal and informal arrangements. Victoria has a Deputy Vice-Chancellor (Māori) and Toihuarewa—a pan-University faculty comprised of academics, general staff, students, and community representatives. These are just two examples of the University’s commitment to the Treaty of Waitangi.

Toihuarewa provides an important Māori perspective and voice on academic issues and maintains representation on most of the University’s main committees as well as the Academic Board. It supports a range of initiatives, including research symposiums, staff capability workshops, and an annual Visiting Indigenous Fellowship. It is also an important way for Victoria to engage with iwi and other Māori stakeholders.

Te Rōpū Āwhina (Āwhina) is Victoria University’s on-campus whānau for Māori and Pasifika students enrolled in degrees or courses in the Faculties of Science, Engineering, and Architecture and Design (SEAD). Āwhina provides an inclusive environment that enables Māori and Pasifika students and staff to contribute as whānau members in a space where high expectations, aspirations, achievement, and collective success are celebrated. The Āwhina kaupapa (goal) is to produce scientists, technologists, engineers, architects, mathematicians, and designers who will contribute to Māori and Pasifika community development and leadership and engage with students, academics, whānau, and communities to achieve success.

Victoria employs dedicated Māori and Pasifika liaison and outreach staff to visit schools, facilitating mentoring programmes that improve participation and achievement rates of Māori and Pasifika students. The two coordinators operate a weekly programme in fifteen colleges in the Porirua, Hutt Valley and Wellington city regions. The aims of the programme are to support students on the path to further education and help students realise their potential. Other collaborative projects with Māori communities include a project funded by Te Arawa iwi exploring school and home factors that contribute to Māori student success—research on such factors is being reviewed. A manager, equity, has been appointed in Student Services—Ashley Te Whare develops pathways for Māori and Pasifika communities to access tertiary-level qualifications at Victoria.

Victoria has a number of scholarship and awards partnerships with iwi through which Māori agencies match the University’s contribution dollar for dollar. Victoria invested $250,000 in this initiative in 2015. Examples include a partnership with Te Pūtea Whakatupu Trust that has generated $50,000 in scholarships for Māori commerce students and a partnership with Ngā Tāngata Tiaki o Whanganui that has led to $100,000 worth of scholarships. In addition, nearly $500,000 was offered to Māori first-year students through Victoria Achiever and Victoria Excellence scholarships in 2015. Several other partnerships are in development to enhance research collaborations and the contribution of mātauranga Māori (Māori knowledge) to the University’s curriculum development.
Victoria has demonstrated national leadership in fostering the success of Pasifika students by creating the role of Assistant Vice-Chancellor (Pasifika). APasifika Student Success Plan has been developed that covers 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 Victoria. Important cultural considerations and perspectives come from the Komiti Pasifika. Understanding the importance of improving tertiary access and outcomes for Pasifika students guides our increasingly successful engagement with Pacific communities. Further information is provided in Section 4.3, Boosting Pasifika Achievement. The number of Pasifika students attending Victoria increased each year across the plan period.

During 2015, Victoria opened Wan Solwara, a dedicated Pasifika space for group and individual study in the University’s main library, which also houses the Library’s Pasifika collection. Library staff work closely with Pasifika student associations and organised four celebrations during Pasifika language weeks in 2015, enabling Pasifika students to share their culture with others in a way that celebrates both Victoria’s diversity and its inclusiveness.

3.6.5 International partnerships
Our Strategic Plan states that Victoria 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.

- Currently, more than 3,100 international students attend Victoria from more than 100 countries. We foster a sense of global citizenship in domestic students, through innovative initiatives such as the Victoria 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, Victoria is investing in relationships and in the people required to maintain bilateral relationships involving two-way flows of students and expertise.
- Victoria is currently the only New Zealand university that complements its attraction of international students to New Zealand by offering some programmes through an overseas campus (in Ho Chi Minh City). This has proved a successful model for high-quality and affordable pathways for international students to study in New Zealand.
- Victoria 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.
- Victoria has had a long-standing commitment to the Pacific region, which is currently being refreshed, in particular through the development of research and scholarship partnerships with the Government of Samoa, National University of Samoa, and Scientific Research Organisation of Samoa. An additional partnership arrangement between the Department of Foreign Affairs and Trade, Papua New Guinea (PNG); the Ministry of Foreign Affairs and Trade, New Zealand; and Victoria’s School of Government to build PNG diplomatic capacity has been running over the plan period.

Examples of the societal impact aspect of Victoria’s mission are international development and capacity-building initiatives that contribute to enduring New Zealand linkages with key stakeholders across the Asia–Pacific region. For example, the English Language Training for Officials programme has provided English language training for several hundred Southeast Asian officials since the early 1990s and has been extended by the development of a programme for senior officials.
3.6.6 Alumni and benefactors

We value our relationships with alumni and continue to develop and maintain these links in New Zealand and abroad. Alumni and benefactors contribute substantially to Victoria through direct and indirect means. Many alumni give back to the University financially and by giving time to participate in new initiatives such as the Alumni as Mentors programme. The position of Deputy Vice-Chancellor (Engagement), held by Professor Frazer Allan, is central to further developing partnerships with Victoria’s communities.

The University holds regular alumni events in New Zealand and overseas to maintain and develop relationships with our graduates. In 2014 and 2015, alumni events and meetings were held in Indonesia, Malaysia, Singapore, Thailand, and Viet Nam, with international events also held in England and the United States of America. In Thailand, the Vice-Chancellor signed an agreement with the Devawongse Institute of Foreign Affairs to further develop Victoria’s professional development training for Thai officials and to extend relationships with the Thai Ministry of Foreign Affairs.

Results from a survey of more than 700 stakeholders conducted over the plan period are being analysed and will inform our focus over the next plan period.

3.7 Proposed Outcomes

The outcomes framework that has been agreed with the TEC has been modified to include the strategies in Victoria’s Strategic Plan. These changes have been included in the framework used for reporting our Statement of Service Performance in the 2015 Annual Report. The success of equity groups such as Māori, Pasifika and students from low-decile schools has continued to be of primary importance, as evidenced by the key performance indicators used in the Plan. (See 2015 Annual Report.)
4 CONTRIBUTING TO THE TERTIARY EDUCATION STRATEGY PRIORITIES

This section focuses on how Victoria will address the priorities that are set out in the Tertiary Education Strategy (TES) over the next plan period and what activities and initiatives will be provided to do so. Specifically, areas of focus relevant to Victoria are: delivering skills for industry, boosting Māori and Pasifika achievement, and strengthening research institutions. Section headings relate to the Gazette criteria and plan guidance.

4.1 DELIVERING SKILLS FOR INDUSTRY

Employers and industry are key stakeholder groups in the life of the University. They are part of the wider Victoria community in a variety of ways: by employing graduates, contributing through advisory boards and programme reviews, and providing internships, placements, and scholarships. An important component of the University’s Strategic Plan is to develop closer connections with employers in developing learning outcomes, providing workplace experience, and conducting applied research.

Employers see Victoria graduates as a skilled labour resource. More than 800 employers are involved with the eight careers expos held on campus each year. Others advertise their vacancies on CareerHub, Victoria’s online career management system and jobs database. In addition, nearly 300 employers take part in Victoria’s annual survey of its graduate recruitment programme. Feedback indicates our graduates have the attributes sought by employers.

4.1.1 Providing learning environments that simulate the workplace

Innovation and entrepreneurship remain key areas of growth for Victoria. We aim to further connect with business and industry leaders to create innovative partnerships that strengthen New Zealand’s economy and provide excellent opportunities for our students.

We will continue to build on Victoria’s successful Master of Innovation and Commercialisation, which is aimed at placing students at the coalface of product development and commercialisation. The multidisciplinary, practice-based degree is open to students from a range of disciplines such as Design, Science, Engineering, IT, and Commerce. The degree requires individuals to analyse the feasibility of new innovations, technology transfer, funding, intellectual property, and manufacturing considerations. Teams work with industry and research partners in their product development. The degree is suited to students who want to work as product managers, commercialisation specialists, analysts, or start their own business.

Viclink, the University’s commercialisation company, continues to focus on transforming intellectual property into innovative and entrepreneurial success. A new relationship it has forged with Powerhouse Ventures will enhance its ability to do this work.

Through Viclink, Victoria plans to expand its existing entrepreneurial activities, which include the Victoria Entrepreneur Bootcamp, to offer a more significant suite of entrepreneurship opportunities. This includes:

- expanding undergraduate and graduate extracurricular activities to support a pipeline of entrepreneurial students to develop their entrepreneurial skills and ideas that complement their study, in partnership with the Entrepreneurship Club
- creating more Bootcamp-type opportunities to explore and validate specific business ideas
- creating an Innovation Hub in partnership with the BizDojo to house and support start-ups created by staff, students, or Viclink
• creating a fund and pool of local mentors to provide seed capital and initial support for licensing and fledgling start-ups.

4.1.2 Creating internship and other work-related opportunities
We will increase our contribution further to New Zealand’s economic productivity and add to our linkages with local business communities by increasing provision of student internships and placements as well as other employer connections. This will have the dual benefits of providing students to match the employment market and allowing employers access to prospective employees. We will build on the successful introduction of the BA Internship programme in which students complete an approved, supervised work-based project on a voluntary placement in a public-sector agency, private-sector establishment, or non-governmental organisation. We will look to increase the number of organisations involved from the nine in the pilot to more than 70 domestic internships during the plan period, and the number of students who will be offered this opportunity. We will also explore international internships. These internships complement a number of undergraduate and postgraduate academic programmes that also offer internship schemes for credit, such as in Museum and Heritage Studies, Political Science, International Relations, and Pacific Studies.

Victoria will explore opportunities to upscale existing student civic-engagement activities, cluster our embedded student civic-engagement activities, and encourage all undergraduate students to engage with at least one cluster. A review of the BA programme will look to include clear work-related experiences for all students. Victoria will continue to provide opportunities for taught Master’s internships across the University to provide students with practical exposure to an organisation through short-term placements in a range of subject areas, including Geographic Information Science, Law, Public Policy, Building Science, Sociology and Māori Studies.

We will also expand our successful Summer Research Scholarship programme, which places undergraduate students with top academics and external organisations to work on short-term research projects, by increasing the number of scholarships co-funded by businesses.

4.1.3 Technological capability in academic teaching
Victoria’s digital learning and teaching strategy outlines how the University will use technology to provide a challenging and stimulating educational experience for students, and provide staff and students with the required training and resources to achieve this. Victoria plans to:

• expand the relationship support model with teaching and research support staff managed centrally but focused on specific faculties
• provide a mechanism for academic staff to be freed up from other duties to implement and document digital technology projects
• fund, through a competitive grant scheme, a range of learning and teaching projects that explore the impact of digital technologies on courses and practice
• develop research opportunities and academic success stories based on the digital transformation of learning and teaching at Victoria
• continue to build academic capability, confidence, and imagination in the use of digital technologies by supporting events that facilitate sharing and engagement
• create new, and refurbish existing, learning spaces to enable more flexible modes of delivery and active learning approaches
• support schools moving to delivery of courses using a blended approach over multiple locations
• appoint a lecturer/senior lecturer in e-Learning and three contacts for academic technology (CATs). This expansion reflects the successful impact of the current CAT support model and
the need to sustain support as more academics and professional staff engage with digital teaching, research, and workplace activities. An additional e-Learning lecturer/senior lecturer role reflects the growth in engagement with technology for learning and teaching.

- implement a digital strategy and edX membership. Three additional mass online open courses (MOOCs) would be developed in the first year of membership and other opportunities for additional digital development would follow.
- benchmark our support of technology for learning and teaching in collaboration with other Australian and New Zealand universities.

4.1.4 Sharing facilities and equipment with industry to the mutual advantage of students, researchers and employees

In addition to sharing equipment with other researchers and institutions, Victoria works collaboratively in shared spaces with the Malaghan Institute of Medical Research (based at the University’s Kelburn campus), Capital and Coast District Health Board (site of our Graduate School of Nursing, Midwifery and Health) and Callaghan Innovation (where the Robinson and Ferrier Research Institutes are based).

Victoria leverages the presence of the Ferrier and Robinson Research Institutes to strengthen linkages and research capabilities for staff and postgraduate students in the areas of Biomedical Science and Engineering. This will provide opportunities for additional postgraduate students and staff to undertake research with a stronger applied focus.

Victoria continues to build upon the success of several partnered chairs initiated at Victoria Business School to enhance our research, learning, and teaching capability in strategic areas that will benefit New Zealand’s economy and society. These positions involve a high level of collaboration with external partners, including business and government, and have been established in areas such as Digital Government, Public Finance, Restorative Justice, Economics of Disasters and Business in Asia. We are exploring further opportunities in a number of areas, including business, entrepreneurship and science.

Victoria utilises the BizDojo for students engaged in the Master of Innovation and Commercialisation to enable collaboration and formation of working relationships with other businesses and organisations. Several successful collaborations have developed as a consequence of this relationship.

The new ICT Graduate School is also a collaboration with industry partners and tertiary institutions Weltec and Whitireia New Zealand. It will deliver education that has a strong vocational emphasis with input from, and engagement with, industry.

4.1.5 Industry involvement in course and programme development

As outlined above, there are many ways that the University seeks input from industry and employers, and our Strategic Plan ensures developing closer relationships with employers is a priority for Victoria. We will continue to seek industry input, especially in areas where we offer professional qualifications such as Accounting, Law and Engineering, through the inclusion of representatives on faculty and school advisory boards and through formal accreditation processes.

Victoria currently holds eighteen accreditations across seven faculties. We will maintain these accreditations, which include professional accreditations such as the triple crown of international business accreditations for Victoria Business School, the Tourism programme accreditation from the World Tourism Organisation and the Postgraduate Diploma in Educational Psychology accreditation from the New Zealand Psychologists Board. We are currently conducting the self-assessment
required for accreditation for the professional programmes in the School of Government, with the aim of completing accreditation in 2017.

4.1.6 Providing graduates with opportunities to develop soft skills and advanced capabilities

In line with our primary strategy to provide a student experience second to none, Victoria will draw upon its capital city location to provide students with greater access to extracurricular programmes that extend their learning and deepen the relevance of their study programme to career opportunities. Our survey of employers has reinforced the view that ‘soft skills’ are essential for graduates to achieve success in employment and that the graduate attributes at the core of our programme development are those desired by employers. A rigorous three-year review cycle of programmes ensures this remains so and our provision continues to be relevant. With the development of the distinctive multidisciplinary themes and the intent to provide more multidisciplinary opportunities for students, we will continue to graduate well-rounded, capable students who can thrive in their careers and provide what employers are looking for. A distinctive Student Charter and Graduate Profile guide the development of resilient, capable, and confident graduates whose critical thinking and highly developed communication skills will prepare them well for career outcomes and for global citizenship. Our programmes will continue to instil important qualities such as social responsibility and intercultural understanding.

Our goals in this area include:

- We will increase the number of students engaging in internships.
- We will further explore the Victoria Values programme, which, if introduced, will result in an undergraduate curriculum offering embedded experiential learning, where relevant, through partnerships with corporates and community organisations. Such embedded student civic engagement would be complemented by ‘grand challenge’ minors—interdisciplinary, embodied problem-based learning that requires strong stakeholder engagement from a range of relevant partners. The review of the BA programme will support this initiative with its focus on incorporating work experiences, work ready assessments, and online modules oriented at employment skills.
- We will increase the number of students completing the Victoria Plus Programme, which places a special emphasis on service to the local community. Activities range from academic mentoring and managing University clubs to volunteering for community law centres and local charities.
- Victoria will continue to offer New Zealand’s only internationally focused student leadership programme, the Victoria International Leadership programme. This programme is designed to develop a higher level of global awareness. A range of partner organisations help deliver this programme, including the New Zealand Institute of International Affairs, Volunteer Service Abroad and Asia New Zealand Foundation, as well as the diplomatic community.
- We will grow the University’s Alumni as Mentors programme following its successful pilot. The programme connects final-year students with successful alumni and provides students with an opportunity to improve their employability skills, develop valuable networks, and transition successfully into the workplace.

4.1.7 Aligning provision to the workplace productivity objectives of industry

Victoria continues to invest in developing and enhancing programmes that generate highly sought-after graduates who are equipped to make valuable contributions to society. Victoria will continue to expand its range of specialty Master’s offerings to meet the growing global demand for these programmes and to upskill our students in areas of high demand. An important aspect of the learning and teaching strategy has been the introduction of a range of future-focused Master’s
programmes such as the Master of Computer Graphics, Master of Clinical Immunology, and Master of Drug Discovery and Design to develop graduates who will fill skills gaps in areas of high demand.

Following the introduction of these Master’s programmes, Victoria, through its distinctive academic emphasis strategy, will also contribute to the objectives of industry by:

- increasing the number of final-year students in the Bachelor of Engineering with Honours programme
- growing ICT Graduate School student numbers in line with the contract with the TEC
- continuing Engineering and Science outreach initiatives to encourage students, especially female, Māori and Pasifika, to pursue studies and careers in STEM subjects
- embedding pan-University multidisciplinary themes for research and teaching that focus on growing New Zealand’s digital capability and using Science, Engineering, Commerce and Design to develop a high technology capital.

Victoria will also increase our ongoing Professional and Executive Development programmes through the Centre for Lifelong Learning, to more than 1,000 students per year through 200 short courses and seminars, language programmes, field trips, and study tours.

4.1.8 Tracking graduates’ post-study outcomes

Victoria tracks the progress of graduates into employment through a graduate destination survey. The results show that the overwhelming majority of students are in employment within three months of graduating.

Victoria also surveyed more than 1,000 employers in 2015 to obtain relevant information about their expectations of graduates and what skills and competencies they are looking for. This information has been disseminated through the University to inform programme design. The survey confirmed that the attributes the University is developing in its graduates remain at the core of what employers seek.

Victoria uses salary information to inform students of likely employment outcomes following graduation. Our involvement in the graduate longitudinal study will also continue to provide additional information about social outcomes for students. We anticipate that the primary strategy of securing the intellectual potential of under-represented communities will benefit from robust, long-term tracking of these outcomes.

Victoria has reviewed data from the Employment Outcomes of Tertiary Education analyses (also known as the Integrated Data Infrastructure), run by the Ministry of Education and Statistics New Zealand, and accessed information on employment outcomes for all Victoria graduates. The results show that, generally, Victoria graduates achieve salary levels above the national median across a spectrum of study areas.

4.1.9 Tailoring provision

To upskill students in areas of high employer demand, Victoria has introduced a number of programmes and courses such as the Master of Commercialisation and Innovation, the Master of Engineering Practice, and the Master of Software Development. We intend to develop additional programmes strongly linked to professional careers and focus on simplifying pathways for students from undergraduate programmes to taught postgraduate options. For example, these include the Master of Global Marketing, the Master of Global Management, the Master of International Trade, and the Doctor of Philosophy in Education.
As a consequence of the strategic aims of adopting a distinctive academic emphasis framed through multidisciplinary themes and closer connections with employers, Victoria will continue to expand connections with employers to increase internship and placement opportunities for our students. The further development of extracurricular activities such as the Victoria Plus Programme and the Victoria International Leadership Programme will help ensure the University remains at the forefront of such activity.

4.2 BOOSTING ACHIEVEMENT FOR MĀORI LEARNERS

Victoria’s Treaty of Waitangi Statute is the formal expression of our commitment to Māori as tangata whenua and Treaty partners. Victoria is committed to:

- Māori student recruitment, retention, and achievement
- Māori research excellence with the potential for significant social, economic, and scholarly impacts
- the contribution of mātauranga Māori (Māori knowledge) to scholarships across disciplines
- continued senior leadership of mātauranga Māori
- building long-term and positive relationships with Māori stakeholders
- building Māori staff capability
- increasing the capability of all staff to engage with Māori interests
- the contribution of te reo Māori and tikanga Māori to the culture of Victoria.

We will continue to build on the progress made against our 2015–2017 Investment Plan objectives, where we achieved improved outcomes for Māori students. Incorporating equity goals and targets into business-as-usual activities will be a key part of our approach to leverage past success.

Our strategy to secure the intellectual potential of under-represented groups is based on the recognition of the effort Victoria has made to increase the participation and achievement of Māori students, and of how many Māori are still not participating in university education.

Based on demographic norms, Victoria should be able to enrol approximately 1,000 additional Māori students per annum. The progression of such students to postgraduate study is also vital if the University, and New Zealand more generally, are to have the opportunity to employ talented and qualified Māori staff in the future. Through the five years of the current Strategic Plan, Victoria will maximise efforts to recruit such students and retain them through to graduation. Included in this will be the new pathways programme that is being developed with the TEC.

4.2.1 Organisation-wide accountability and supporting Māori strategies

To achieve its growth targets, Victoria will need to continue high levels of Māori student recruitment into Education and Humanities and Social Sciences programmes. These programmes are effective at pipelining students into university who might otherwise not attend. Our short-term strategy is to maximise the number of Māori students recruited, with the understanding that such students may then diversify their interests into other disciplines where the numbers of Māori are lower such as in Science, Engineering and ICT. Increasing the number of Māori students undertaking postgraduate qualifications is also dependent upon retaining the programmes through which they currently progress in the highest proportions—namely Commerce, Education and the Humanities and Social Sciences. In the medium term, our recruitment and outreach activities with schools and communities are key to increasing the interest in university attendance and in subject areas where Māori are traditionally under-represented, such as Science, Engineering and ICT. Our long-term strategy involves adding to these initiatives a strong and vibrant Teacher Education programme that
provides the skills needed to succeed in teaching Māori students and providing them with the skills to succeed at higher education.

Victoria’s senior leadership structure includes the position of Deputy Vice-Chancellor (Māori), held by Professor Rawinia Higgins (following the retirement of Professor Piri Sciascia in June 2016). The role provides strategic leadership both within the University and in the wider community and with iwi. The role will lead the activities that will come from the Strategic Plan related to growing Māori student enrolments. A priority for Victoria over the next plan period will be to build on the existing activities, services, and supports for Māori and other disadvantaged groups.

Initiatives will include:

- continuing to provide forums for engagement of our Māori staff through Toihuarewa.
- building on our capability to provide institutional data sets to monitor Māori student enrolments, retention, and course and qualification completions. Currently, Māori student monitoring reports are circulated on a weekly basis and information is available online to staff. Our intention is to provide reporting capability that allows for tracking of groups of Māori students through the various programmes and support services to monitor their effectiveness and impact and optimise these services for success.
- improving participation and completion rates at both undergraduate and postgraduate levels in line with the goals of the TES. One means of improving participation rates will be the introduction of a pathways programme for university aimed at staircasing non-tertiary-educated Māori youth into a preparatory programme. This project is a joint initiative with Te Atiawa and we do not intend to use TEC funding sought through this Investment Plan in its development.

4.2.2 Mātauranga Māori pedagogy, programmes, resourcing, and staffing capability
The relationship between Toihuarewa and other faculties enables cooperation in the development of courses, courses of study, and qualifications.

Initiatives will include:

- developing methods for embedding mātauranga Māori research and curriculum management initiatives across the University within the research and teaching and learning strategies.
- establishing a university community where there is respect for diversity, in line with the first objective of Victoria’s Capability Strategy/Te Rautaki Kaiaka (2013–2017). A specific goal is to continue to develop Māori staff capability and increase the ability of all staff to engage with Māori. The Te Hapi programme has been revised to be more specific to Victoria and more relevant to staff.
- continuing to support Māori student achievement by continuous improvement of our methods of engagement, curriculum and teaching practices. The Centre for Academic Development works proactively to improve the design of programme and teaching delivery to Māori students and uses the feedback from course evaluations to identify areas where improvements are required. This leads to improvements in programme design and teaching. For example, as recommended in the academic review of this programme, a Māori researcher has been engaged at the Centre for Academic Development to better understand the challenges Te Kawa a Māui students face attending classes.
- improved monitoring of the impact of a range of specialist facilities, services, and tautoko (Māori support) mechanisms that exist across the University to support Māori students. This includes specific mentoring and tutorial programmes, Māori student advisers, and kairauhi tauira (Māori students’ counsellor). In addition, Ngai Tauira—the Victoria University Māori Students’ Association—provides services and support to all Māori students.
• maintaining Te Herenga Waka, the University marae on Kelburn Campus, as a key gathering place and teaching facility.
• continuing to provide dedicated spaces for Māori and Pasifika students at the Kelburn Library that will also host events such as Māori Language Week celebrations, guest author visits and workshops.
• continuing to develop staff ability to engage with Māori students. For example, Victoria Business School will continue the development of its curriculum by including New Zealand business cases with Māori context across all schools.

4.2.3 Providing high-quality information on university study for Māori learners and whānau

Māori school leavers and their whānau are welcomed into Victoria’s learning community with orientation sessions designed to meet their specific needs. Separate information evenings will continue to be held for Māori and Pasifika students and their families to inform them about the opportunities and support services available at Victoria. These are followed by workshops to assist with developing time management, research, and study skills. Having demonstrated that students in the Tapuwae Tahi programme largely complete their courses successfully, Victoria will continue to ensure all Māori students admitted with University Entrance participate in this programme.

The University’s student retention plan includes specific actions for further improving Māori student retention by:

• maintaining and further developing a comprehensive Māori orientation programme
• disseminating course completion and retention information and developing interventions where these are low
• increasing and enhancing Māori student whānau/learning spaces and communities
• piloting and scaling up projects that have demonstrated improvements in academic performance for Māori students
• intensifying research into what raises achievement for Māori students
• encouraging teaching staff to reflect on, and use, pedagogical approaches appropriate to Māori learners, particularly to engage students in their first year.

4.2.4 Engaging with whare kura and schools

• Victoria will continue its successful Māori community outreach programme He Ara Mātauranga, a partnership programme with fifteen low-decile schools providing a path to university education.
• Victoria will continue its outreach activities through the Te Rōpū Āwhina programme based in the faculties of Science, Engineering and Architecture and Design. Āwhina mentors work with teachers and pupils in six Āwhina Cluster Secondary Schools (local low- and mid-decile schools) and professionals in the Pacific Āwhina Community Cluster.
• The University will continue to offer Victoria Achiever Scholarships, awarded annually to first-year students in any of the University’s equity groups. The minimum requirement is NCEA Level 2 endorsed with Merit or equivalent. The University will also continue to offer Māori Scholarships to low-decile schools in Wellington,
awarded on the nomination of school principals. A range of other awards and grants provide financial aid to Māori students facing financial hardship.

4.2.5 Strategies for increasing the participation and success of Māori learners in qualifications linked to jobs in high-earning, high-skill, and high-growth industries

We will run programmes and services shown to improve success for Māori in high-earning, high-skill, and high-growth industries. An example of this is Te Rōpū Āwhina, which offers a culturally relevant learning environment in which students can study. There are whānau rooms on campus that have computer facilities, study areas, free tea and coffee and a small kitchenette to prepare food, ensuring students feel warm and welcome. The whānau rooms are spaces to meet up with peers or tuākana (older students) who are also studying in Science, Engineering, Architecture, and Design (SEAD) courses. When students sign up to Āwhina they are paired with mentors who will provide academic mentoring on a weekly basis. Āwhina and SEAD staff play a critical role in supporting Āwhina students academically and holistically to succeed. Te Pūtahi Atawhai, the Māori students’ mentoring programme, provides academic mentoring by senior students for students studying towards a degree in Victoria Business School, the Faculty of Humanities and Social Sciences, the Faculty of Education and Te Kōkī New Zealand School of Music. In addition, the kaitakawaenga tūre (Māori law students’ coordinator) provides mentoring and academic support programmes to students enrolled in Faculty of Law courses.

Victoria will track graduates into employment to ensure its programmes are achieving parity of outcomes for Māori and Pasifika students and provide careers services to support students in their career choices.

4.2.6 Collaborative partnerships with iwi, hapū and wānanga to grow and advance mātauranga Māori research and research capability

- Te Rōpū Āwhina is partnered with external organisations and iwi to build capability in a number of STEM-related priority areas. For example, in our outreach programme, three-day educational wānanga are being held throughout the country to reach rangatahi (students) by combining science and mātauranga Māori (Māori knowledge). Within this programme, we aim to inspire, create, and nurture scientific enquiry both from a Māori and Western perspective, seeding interest in our communities for youth to take up STEM-related career pathways.

- Victoria researchers will continue to work on local, national and international Māori research projects, many of which are collaborations with iwi, Māori asset holders and other Māori stakeholders. For example, a recently completed Marsden Fund project has involved research into the emergence of Māori television and how it has contributed to political and cultural revitalisation; staff are working with the Māori Association of Social Science to develop research capability and disseminate Māori research in this area; and a project funded by the Ministry of Business, Innovation and Employment is focused on maintaining healthy pingao (a grass-like plant used in weaving) populations on the coastlines where they have mana whenua.

- Victoria is also investigating establishing a Māori research institute that would provide a means of coordinating and enhancing mātauranga Māori research at Victoria. The research would continue to cover a range of topics including Māori language and customs, the Treaty of Waitangi, education, politics, resource management, science, and health.

4 Authority over land or territory, jurisdiction over land or territory—power associated with possession and occupation of tribal land.
Increasing Māori postgraduate student numbers will remain a key focus area. A number of Tu Horomata Master’s Scholarships and Ahumairangi Māori PhD Scholarships are awarded each year to individual students to encourage more Māori students to undertake postgraduate study. Victoria supports Māori postgraduate study by hosting MAI ki Poneke, the Wellington regional branch of the Māori and Indigenous PhD network, and travel grants are available for Māori postgraduates to present at overseas conferences or undertake research-related travel.

As mentioned earlier, new scholarship opportunities to support Māori students and a new pathways programme for staircasing are also being developed.

4.2.7 Facilitating te reo Māori pathways to higher levels of proficiency in te reo and enhancing initial teacher education for te reo Māori and Māori-medium teachers

Through teacher training, Victoria seeks to improve outcomes for Māori and Pacific learners in the New Zealand education sector. A core course in the Graduate Diploma of Teaching (Primary) and Graduate Diploma of Teaching (Secondary)—Mātauranga Māori in Education—focuses on developing awareness and understanding of te reo Māori and effective teaching and learning strategies that cater to the diversity of Māori in the Aotearoa New Zealand context. An optional short learning programme in the Graduate Diploma of Teaching—Te Reo Whakaako—targets students who want to develop an understanding of a Māori world view and basic te reo Māori.

Te Kawa a Māui / the School of Māori Studies, will continue to provide introductory courses in Māori language through to higher-level courses offered in either te reo Māori or English.

Te Kura Māori project staff in the Faculty of Education will continue to develop resources and training for the enhancement of proficiency in te reo in Māori-medium schools. Their focus will continue to be on providing schools with a professional learning and development programme that meets specific identified needs. A blended learning approach of digital technology, face-to-face support and hard-copy resources is used across the country.

The team will incorporate several new language projects in their schedule of work:

- working with Māori-medium and English-medium kaiako to improve language proficiency in te reo Māori using blended learning pedagogies
- developing digital and interactive learning resources, including the language applications Kura and Puna as bilingual applications, and developing interactive whiteboard flipcharts for Māori language literacy
- working with Māori-medium kaiako in their engagement with Te Marautanga o Aotearoa, the Māori-medium teaching and learning curriculum.

4.3 Boosting Achievement for Pasifika Learners

Victoria has a well-developed institutional framework with values and goals for equity and diversity and was the first university in the country to appoint an Assistant Vice-Chancellor (Pasifika). This role has been integral in developing the University’s Pasifika student success plan as the framework for increasing the achievement and success of Pasifika students.

The plan brings together the different activities that support Pasifika students at Victoria and these activities have been captured in the monitoring framework, Le Malaga A Le Pasifika (Our Pasifika Journey). All services and support available at each stage of the Pasifika students’ journey are monitored and evaluated for evidence of best practice and to ensure continued improvement.
Victoria’s Komiti Pasifika is chaired by the Vice-Chancellor and involves Pasifika representatives who provide advice on the implementation and progress of the plan. Pasifika is also a key group identified in our strategy to secure the intellectual potential of under-represented communities. While significant progress has been made in this area during the last plan period, Victoria recognises that substantially more needs to be done to bring participation and achievement of Pasifika students to a place of parity with that of other groups. We plan to focus efforts to maximise the recruitment and retention of Pasifika students, especially into postgraduate study. We will do this through initiatives such as collaboration with schools and communities, outreach programmes, strengthening our initial teacher education programmes, and influencing policy.

Key enablers of improving success for Pasifika are our strong Humanities and Education programmes. Pasifika in these programmes have reached levels of parity in participation with the participation rate of other ethnicities of 7 percent. These programmes are key to Victoria meeting this TES priority in the near term as they provide a pipeline into University and into postgraduate qualifications. Maintaining and growing Humanities and Education provision will enable Victoria to increase Pasifika participation and achievement to a level of parity.

Our medium- and long-term strategies are to increase the interest of Pasifika students in STEM and ICT subjects through our outreach activities and working with schools as described below.

4.3.1  **Demonstrate a focus on effectively engaging with Pasifika learners, families and communities**

- Research commissioned by the Assistant Vice-Chancellor (Pasifika) revealed that the involvement of the Pacific Island community and the families of Pasifika students from early childhood education through to primary, intermediate, and secondary schools, are critical factors for success at university.

- The Pasifika team will continue a community-based action-research project, Wainuiomata Pasifika Education Success Initiative, to strengthen linkages with Wainuiomata schools and early childhood centres, parents, families, and community. The project team will develop and implement a mentoring programme that is aimed at engaging and supporting Pasifika students and schools as well as empowering and advocating for parents, families, and communities. A resource has been recruited in 2016 to analyse and work with the professor overseeing the evaluation of the pilot.

- A further expansion of local early childhood initiatives has been completed and includes developing linkages with Hutt Valley kindergartens and playschools to increase participation of Pasifika students from this area. Discussions are taking place about establishing a new Pasifika early childhood education Centre of Excellence in the Hutt Valley (Wainuiomata) with the support of the Assistant Vice-Chancellor (Pasifika).

- In keeping with research about supporting Pasifika students, Pasifika school leavers—with their families—are welcomed into Victoria’s learning community with orientation sessions designed to meet their specific needs. All Pasifika students admitted below the guaranteed entry score participate in the support programmes Ave Mamao.

4.3.2  **Set out strategies to improve performance on the transitions of Pasifika learners from secondary to tertiary education, as well as transitions into higher levels of education**

- Victoria will continue its successful community outreach programme for Pasifika students that focuses on encouraging progression to tertiary education from fifteen schools in the Wellington region, including all low-decile schools. The programme comprises weekly meetings with students and one with parents, mentoring using current university students as role models, and other activities.
• An initiative with the Sanitarium Vending Partnership programme resulted in five new Pasifika scholarships offered in 2016 for students facing financial hardship.

• Victoria’s Pasifika@Vic website will remain an important resource for Pasifika students, providing information about support and services available across the University and a forum for sharing success stories and keeping students up to date on Pasifika news and events around the University.

• A Pathways project is under development to enable more Māori and Pasifika students to attend university as described above.

4.3.3 Set out strategies for increasing the participation and success of Pasifika learners in qualifications linked to jobs in higher-earning, higher-skill, high-growth industry sectors, such as engineering and business management

• A Pasifika first-year Law coaching two-year pilot project has been completed and will continue in the Faculty of Law in conjunction with the Assistant Vice-Chancellor (Pasifika). This involves alumni volunteers working with Pasifika law students to improve their writing skills with the aim of improving their retention and success in this subject area. In its first year, thirty-six alumni coached forty students. The Faculty also has a part-time Pasifika law co-ordinator who provides pastoral care and support for Pasifika law students.

• Victoria Business School enhances a number of initiatives to create a supportive environment for Pasifika students, such as the establishment of Te Pu Umanga—a joint Māori and Pasifika study space. Each school will have a designated staff member who is available for Pasifika students to discuss issues and seek advice on any aspect of their study and university life.

• Victoria has an active Pasifika Students’ Council, which is the representative group for Pasifika students. The Council meets regularly to discuss, advocate for, and share issues concerning Pasifika students.

• Victoria has recently signed new agreements with Samoa and Papua New Guinea to facilitate PhD scholarships to postgraduate students from these countries. Victoria is looking to further expand agreements and scholarships with other Pacific countries with the aim of increasing both undergraduate and postgraduate student numbers from the Pacific region.

4.3.4 Include challenging performance commitment targets to improve Pasifika participation and achievement at all levels

Victoria aims to build upon the success of past initiatives to become the university of choice for Pasifika students. The Pasifika student success plan sets three broad goals and four ambitious targets to be achieved by 2018, and lists specific actions designed to achieve and exceed TEC targets for Pasifika student enrolment, retention and completion. The three broad goals are to:

1. increase the percentage of Pasifika students in all faculties at Victoria
2. reduce the number of Pasifika students leaving Victoria without successfully completing the courses in which they are enrolled
3. increase the percentage of Pasifika students completing their qualification at Victoria.

The plan was first introduced in 2011 and results have shown continuous improvement in regards to participation and course completion.

The University will continue to have a strong institutional focus on mainstreaming Pasifika outcomes as core educational goals and not equity ‘add-ons’.
4.3.5 Clearly define the actions planned for obtaining educational participation and achievement parity for Pasifika learners at all levels

Victoria actively seeks to contribute to the knowledge base on Pasifika student achievement and draws upon evidence-based projects from Ako Aotearoa, the Ministry of Education, and elsewhere to inform initiatives to support Pasifika learner success. One example of this is a two-year research project undertaken by Dr Cherie Chu of the Faculty of Education, which was funded by Ako Aotearoa National Centre for Tertiary Teaching Excellence. The project focused on identifying, understanding, and sharing educational practices in tertiary institutions that benefit Pacific learners. The research identified key factors that led to success for Pacific learners in tertiary settings, including family support and personal commitment, positive teaching, and learning relationships that recognised cultural identity, values, and aspirations. This research informed our Pasifika Student Success Plan initiatives.

Building on the work and success already achieved under the current Pasifika student support plan, a new monitoring and reporting framework, Le Malaga A Le Pasifika, uses intervention logic to improve accountability and measure the effectiveness of our initiatives for Pasifika students. The framework has identified five key stages: future students, new students, current students, graduates, and alumni, and has identified specific interventions to monitor under each of these key stages. By identifying what works best, we will be able to optimise the effectiveness of our interventions by shifting resources or through sharing best practice. Le Malaga A Le Pasifika has been used to work with faculties and central service units to monitor their activities with Pasifika students and to report back on the progress of these in improving academic outcomes. An annual report will continue to be produced and will include additional analyses related to retention and the factors that can be identified to affect student success.

We will continue the Early Alert Course Signals project in response to the understanding that early feedback on student work is one of the components of good practice in undergraduate education to improve retention. Early feedback during the first year of study can be used to trigger the provision of support in ways that enable students to continue their studies. The system uses predictive modelling to create a picture of a student’s academic performance to help identify students in need of support so intervention can occur early to increase retention.

4.4 Strengthening Research-based Institutions

Central to Victoria’s new Strategic Plan is the development of interdisciplinary themes of capability in areas of national and international significance. Priority will continue to be given to establishing these distinctive themes and aligning research and the curriculum to them.

Our Strategic Plan includes a strategy to enhance research quality, quantity, and impact. In addition to maintaining Victoria’s ranking in the PBRF evaluation, we intend to enhance the impact of our research by increasing the quantity of top-quality research we perform and by undertaking more collaborative, mission-led, and translational research to complement our investigator-led fundamental research. We will double external research revenue and significantly increase the number of quality-assured research outputs and citations. In addition, the University’s capital development programme will focus on expanding our capacity in research labs and teaching space.

By defining our areas of research leadership, ensuring we have quality facilities and an environment that encourages collaboration and entrepreneurship, and by fostering our
relationships with the communities we serve, Victoria is well placed to continue to achieve even higher national and international recognition for its research excellence.

4.4.1 Grow research capability in areas that create economic and social value for New Zealand, including by producing skilled graduates at degree level and above, and by recruiting and developing new researchers to ensure sustainability

The Strategic Plan recognises the importance of achieving the right balance between capital and operational investments. Enabling Strategy 1 states that we will double the community of world-class scholars choosing Victoria. There will be an increase in the number of distinguished research professors—particularly research entrepreneurs. To this end, recruitment of professorial chairs has continued with strategic appointments. Examples include the Professor of Cybersecurity and the Professor of Sustainable Energy. As has been outlined in the Strategic Plan, over time we expect to see a move toward a higher percentage of postgraduate students and we have already increased our investment in scholarships for research postgraduates. We will ensure we have the capability (staff and infrastructure) and services (both pastoral and financial) to support this development.

The large increase in the number of PhD students at Victoria over recent years emphasises the importance of ensuring that our PhD students have a positive experience, make a positive contribution to the research culture and the research outputs of the University, and complete their degree in a timely manner. Our commitment to increasing recruitment and retention of Māori and Pasifika students through to postgraduate study is also a key strategy to provide a catchment for the employment of additional high-performing Māori and Pasifika staff.

The Strategic Plan also signals our commitment to working with the communities we serve to mutual benefit. With the establishment of a Deputy Vice-Chancellor (Engagement) role, Victoria is devoting additional resources to government, community, and industry engagement, and to supporting researchers to obtain funding from organisations and philanthropic individuals with congruent research interests through the enhancement of our Foundation fundraising campaign. We will also give priority to supporting the development of substantive joint-venture research and development programmes with external partners, both national and international.

The University will differentiate between activities that are related to its research function and those in which there is a clear expectation of external funding supporting work that will contribute to the international academic literature—and those activities that are essentially commercial or involve consulting work. In the latter case, the work will not be undertaken within research centres or institutes, but may be carried out by staff employed through Viclink or other external organisations under the supervision of University academic staff.

As mentioned earlier VicLink, the University’s commercialisation company, will continue to focus on:

- building a viable portfolio (fed from a growing pipeline of disclosures) based on IP that creates economic impact
- providing a comprehensive suite of entrepreneurial activities and opportunities
- building nodes of business engagement to boost the two-way flow of ideas and provide solutions for fast-growing small-to-medium businesses
- building partnerships with Victoria and target communities.
4.4.2 Building excellence and fitness for purpose in all research and related activities

Victoria intends to continue to increase the quantity, quality, and impact of the research we perform across all faculties. Repeating our achievement of being first in average research score in the 2012 PBRF round remains a focus.

A particular area of emphasis will be to ensure Victoria conducts more collaborative, mission-led and translational research to complement our investigator-led fundamental research. This will assist in dramatically increasing research revenue, quality-assured research outputs, and citations.

Victoria is also investigating how best to align research and curriculum, where appropriate, with its eight distinctive areas of academic focus. These multidisciplinary themes will coordinate research effort in areas that demonstrate national leadership and international recognition for research at the University and will be the primary organisational framework to develop the capacity for Victoria to host major national research projects.

4.4.3 Benchmarking research productivity against international standards

As part of its new research strategy, Victoria intends to:

- increase the quality, quantity, and intensity of research activities and strengthen national and international recognition of Victoria’s research and researchers, including at postgraduate level
- consolidate Victoria’s position as the first-ranked university for average quality score under the PBRF
- be nationally and internationally regarded for a distinctive academic emphasis
- achieve scale across a number of research activities and areas
- deepen and broaden research networks and collaborations, particularly in the Asia–Pacific region
- develop and deliver research programmes that are in high demand nationally and internationally, meet the needs of students and communities, enhance students’ preparedness for future employment and provide a student experience that is second to none
- increase and diversify external research funding
- enrich engagement, connectedness and integration with end users of its research
- continuously improve research facilities, professional services, and infrastructure.

4.4.4 Linking research to educational provision

We will continue to ensure that all students are taught by staff who are committed to research-led teaching, and continue to develop opportunities for our students in this area, including:

- increasing the number of Summer Research scholarships offered each year. The Summer Research programme has been very successful in providing students with practical work experience during the summer semester, assisting our most able students in transitioning to graduate or postgraduate study, and in building relationships with external organisations. We intend to work with stakeholders to increase the number of scholarships funded by external organisations
- continuing to develop the University’s suite of taught Master’s programmes. As mentioned earlier in this document, these programmes are professionally focused with students being taught by some of the University’s top research-led teachers. The introduction of programmes such as the Master of Professional Accounting has proven popular with
domestic and international students and the University is currently investigating the introduction of additional programmes.

The University will also be alert to investigating new opportunities to ensure research is linked to educational provision.

4.4.5 Exchanging research knowledge with commercial end users, particularly in priority growth sectors and with internationalising firms

Leveraging the value of our research to contribute to New Zealand and increasing the University’s revenue will require increased cooperation with firms. Victoria has directed additional resources to increasing industry engagement and to supporting researchers to work with external organisations on areas of mutual interest. As described in Section 2.2.1, the inclusion of the Ferrier and Robinson Research Institutes strengthens our research capability in the fields of Biomedical Science and Engineering.

A new collaboration between Victoria University and local company Total Risk will help tackle cybersecurity attacks by developing training, advice, and protection services in cybersecurity.

Victoria will also look for opportunities to use the combined attractiveness of its research quality and New Zealand’s international reputation and diplomatic positioning to build relationships with international organisations that find Wellington an attractive location in which to be undertaking research and development.

In the next plan period, Victoria will focus on:

- increasing engagement and collaborative initiatives with industry
- capitalising on the high levels of external engagement undertaken by many of the University’s research institutes
- fostering a culture of engagement.

4.4.6 Increasing the mātauranga Māori knowledge base and Māori research capability through collaboration with iwi/hapū/whānau/key stakeholders

Increasing Māori postgraduate student numbers will continue to be a key focus area with a number of Ahumairangi Māori PhD Scholarships awarded each year to individual students to encourage more Māori students to undertake postgraduate study. Scholarships co-funded by iwi and Victoria will also support more Māori students into postgraduate study. We will initially offer $250,000 worth of scholarships in total. In addition, nearly $500,000 was offered to Māori first-year students through Victoria Achiever and Excellence scholarships. Several other partnerships are in development to enhance research collaborations and the contribution of mātauranga Māori to the University’s curriculum development.

The School of Psychology will also set up a fund to offer fees scholarships to Māori and Pasifika students in their Honours programme and in their Clinical Psychology programme.

Victoria has also provided guaranteed scholarships to Māori and Pasifika students who progress to a PhD if they have a GPA above 7.5 (this compares with a GPA of 8 for other PhD candidates).

Victoria will host the 2016 Māori and Indigenous Doctoral Students conference and also the Māori Association for Social Science Conference in November 2016.
4.4.7 Fostering academic and student collaboration with enterprise and the wider innovation system

Victoria researchers will continue to connect with businesses and industry leaders to create innovative partnerships that strengthen New Zealand’s economy, while providing excellent opportunities for our students. In addition to initiatives described earlier, such as the Master of Innovation and Commercialisation, entrepreneurship boot camps, Summer Research Internships and internship opportunities, the University will continue to develop academic and postgraduate collaborations with enterprise and the wider innovation system.

4.4.8 Promoting research excellence, knowledge exchange, and collaboration as central to the institution’s mission and role, reflected in strategies and internal policies

The Strategic Plan envisages Victoria as a world-leading capital city university and one of the great global–civic universities.

Victoria will be respected by local and global communities because of its ability to lead thinking on the major questions confronting environmental, societal, and economic wellbeing, its determination to fulfil its critic and conscience role, and an unwavering focus on the betterment of society.

Victoria’s new Research Strategy 2016 provides specific actions and key performance indicators to monitor progress on promoting research excellence, knowledge exchange, and collaboration. The research strategy will contribute to, and inform, the development of implementation plans by faculties and the Vice-Provost (Research) portfolio that will progress the University’s strategies and will be an important enabler of the University’s Strategic Plan.

As part of this mission, we will be working to develop ways of communicating Victoria’s research intensity and excellence, and ensuring information about the research we undertake is easily accessible.

4.5 Growing International Linkages

One of Victoria’s aspirations is to deepen our influence in global capitals. Victoria’s research and teaching are well placed to promote a better world by influencing thinking in capital cities worldwide. Effective engagement with the work of capital cities requires Victoria to have one of New Zealand’s leading law schools, to be a university of choice for the Humanities, Social Sciences and Education, and to ensure modern science and business practice are placed at the heart of government by way of our world-class Science, Engineering, Architecture, Design and Commerce faculties. Influence in global capitals will be built upon strengths in relevant academic disciplines.

Victoria has long had a wide-ranging commitment to international education and global engagement, embodied in its Internationalisation Strategy.

As part of this Strategy, the University has had a strong focus on recruiting international students. Victoria intends to build on our record of success by continuing to work collaboratively with Education New Zealand and others to advance the ambitious international student recruitment goals of the Government’s International Education Leadership Statement and the Wellington High Growth Strategy. Clearly focused strategies and targeted investment will be required to achieve growth in full-fee revenue in a challenging global economic environment and in the face of intensifying competition for international students.

Alongside innovative international marketing and recruitment activities, Victoria has been one of the most active New Zealand universities in developing agreements with institutions in Asia that enable students to begin degree studies in their home countries and complete them in Wellington. The University is currently pursuing numerous initiatives to increase international student numbers.
through expansion of mutually beneficial partnerships with universities and government agencies throughout Asia but especially in China, Vietnam, Malaysia, and Indonesia. These efforts include consideration of more flexible and partial overseas delivery of some programmes.

A key example of Victoria’s national leadership in this form of activity was the establishment of the New Zealand Accounting Degree Pathway Programme with Kolej Yayasan Saad International College (KYSIC)—a major twinning initiative in collaboration with the University of Auckland and the University of Canterbury. Through this arrangement, Victoria is the lead institution for offering a 2+2 Bachelor’s programme in Accounting. From July 2015, the first three intakes into the programme have totalled more than 350 students, who transferred in equal numbers to the three New Zealand universities. Victoria has also played a leading role in plans for a NZ Inc. Foundation programme to be offered in Malaysia through KYSIC and to involve support by all New Zealand universities. A further example is the collaboration with the China University of Politics and Law where an exchange of student groups occurs.

The University has continued to develop 180-point Master’s programmes to compete in a popular part of the international education market. Victoria was the first among New Zealand universities to offer a Master of Professional Accounting, which has enjoyed considerable international success. Following that success, Victoria has continued to introduce other new programmes to address areas of international student demand at this level and to contribute to efforts to support achievement of the Government’s International Education Leadership Statement, as well as to provide undergraduate students with viable options for continuing study in New Zealand. New Master’s offerings have been developed and approved for delivery this year, as described earlier.

In line with its commitment to comprehensive internationalisation of learning and teaching, Victoria does much to prepare all of its students, domestic and international, to succeed in a globalised world. The University has signalled its strategic intent in this respect by highlighting attributes associated with global citizenship in its revised Graduate Profile. In addition to having internationalised curricula in its degree programmes, the University goes further in offering students the opportunity to be more globally aware and connected through the award-winning Victoria International Leadership Programme (VILP). With more than 3,000 registrants since 2008, this extracurricular initiative focuses on themes of international leadership, cross-cultural communication, global connectedness, and sustainability, and incorporates linkages with internationally focused stakeholders.

A significant educational benefit for all Victoria students is the opportunity to take part in a study abroad experience. They can choose from more than 100 leading international universities as exchange partners—more than any other New Zealand university. Victoria provides financial support for student exchange, including equity funding for Māori and Pasifika students. The University will continue to link the exchange programme to its strategies, which include:

- enhancing the student experience in the programme
- ensuring access to all enrolled students
- developing global citizens with increased awareness of how participation in the programme may link to employability
- providing opportunities for full degree recruitment for inbound exchange students returning for further study at Victoria.

In addition, the International Buddy programme offered at Victoria continues to grow from strength to strength in facilitating formal and informal interaction between domestic and international
students. The programme is integrated with the University’s flagship extracurricular leaderships programmes, Victoria Plus and the Victoria International Leadership Programme, by rewarding current students who participate in the programme with non-academic points towards the leadership programmes.

Our academic programmes also provide opportunity for fostering international links. For example, we offer intensive language courses that allow students to study at overseas universities during the summer and gain credit towards their degree.

Victoria has recently initiated further programmes to provide benefits for both domestic and international students. Intercultural leadership courses provide a means of raising Victoria’s profile among students of partner institutions overseas, as well as providing opportunities for increased engagement between international and domestic students, and these courses will continue to run each summer.

**Increasing networks, collaboration, and joint ventures with international companies and institutions focused on research and innovation, particularly in areas of importance to New Zealand**

Victoria intends to continue to support the KYSIC Accounting programme and will seek to develop similar collaborative undergraduate programmes where opportunities arise.

There is a range of collaborative options being employed and developed for Master’s programmes, including full delivery overseas (Master of Arts in Teaching English to Speakers of Other Languages and Master of International Relations); distance teaching (Master of Arts in Teaching English to Speakers of Other Languages); credit transfer or delivery of one semester overseas (Commerce), and collaboration with governments (Master of e-Government). Victoria is considering memberships of prestigious networks and ways to exploit advantages in its capital city relationships.

Victoria will continue to build on the partnerships it has with international firms such as Fonterra, Google, and Microsoft, and with overseas institutions through our research institutes and staff. For example, the New Zealand Contemporary China Research Centre provides national leadership in research related to contemporary China. It also strengthens ties between scholars and researchers in leading institutions in New Zealand and counterparts in China. By providing a forum for research on contemporary China, the Centre has created a strong and enduring New Zealand network of China specialists, academics and providers. Growing such links will be an activity that will continue for all the researchers and research institutes and will be a priority for Victoria as it seeks, as a capital city university, to increase its influence in global capitals.

**Integrating international students and international topics into programmes and curricula to generate academic and interpersonal benefits for students and produce graduates capable of thriving in a global context**

Victoria’s curriculum will continue to develop with the international context and the university’s target domestic and international markets in mind. It will contribute, where appropriate, to preparing graduates for success in a globally competitive world, as illustrated in the Victoria Business School’s Internationalisation@Home project. More broadly, this intent is signalled through the University’s strategies, such as the Internationalisation Strategy and the Teaching and Learning Strategy.

**Creating pathways for international students into and through the tertiary system**
Victoria has actively participated in Education Wellington’s international regional grouping and worked cooperatively with schools and other providers based in Wellington and overseas to promote the city as an excellent destination for study that offers seamless pathways from secondary to tertiary study. The University also promotes study options broadly in the Auckland area. Victoria has a specific arrangement in place recognising a pathway through a private provider in the city and is assisting schools to develop a pathway package through schools and parents of potential international students. Victoria will actively pursue linkages and cooperation with schools and providers in the future.

Encouraging international students to remain in New Zealand for further education or employment

The development of new, targeted 180-point Master’s programmes are an attractive incentive to international students to remain and continue their study at Victoria. These new qualifications, in turn, could enhance students’ opportunities of gaining employment in New Zealand once they graduate. This impact is well illustrated through the Master of Professional Accounting, many graduates of which are staying for at least three years in New Zealand to complete their Chartered Accountants Australia New Zealand (NZICA) requirements. Our strategic intent is to provide New Zealand’s best student experience. Our reputation for excellent learning and teaching will also continue to drive efforts to ensure recruitment and retention of international students.
5 TERTIARY EDUCATION COMMISSION STRATEGIC AREAS OF INVESTMENT

This section provides a response to the TEC highlighted areas of interest or investment. The section covers employment outcomes, re-enrolments at the same or lower level of qualification, economic development, and activities related to other tertiary education organisations (TEO).

5.1 RESPONDING TO EMPLOYMENT OUTCOMES

Victoria University has long tracked the employment outcomes of its graduates through its annual graduate destination survey. The data is used to inform curriculum development, support accreditation of professional programmes, and to help students with their study choices. The benefit of being able to link specific student feedback and career outcomes with the programmes of study that graduates took enables specific monitoring and feedback to be provided to subject areas to improve curriculum offerings to students. Victoria focuses on ensuring that a high-quality curriculum is developed with input from employers and then delivered by excellent staff as evidenced by our outstanding Academic Audit results. The Employment Outcomes of Tertiary Education (EOTE) data has been considered by Victoria and used to triangulate its own graduate destination survey results for salaries. Further use of the EOTE data is being considered and is dependent upon an updated data set from the Ministry of Education. Salaries data is used for accreditation purposes of professional programmes and for providing students with additional information to help inform their study choices through publication on Victoria websites.

As described earlier, the University regularly conducts programme reviews and is embarking on a review of its curriculum that will include consideration of information supplied from the Ministry of Education and Statistics New Zealand IDI data set that contains salary information from its graduates who have been tracked over time through government data sets.

5.2 LEVEL OF RE-ENROLMENTS

The University has considered the information provided by the TEC about the level of re-enrolments of its students following completion of qualifications and has reassured itself that, where students are re-enrolling in courses at the same or lower level, these are appropriate for pedagogical reasons; for example, where PhD students are equipping themselves for data analysis by taking undergraduate Statistics programmes or where students have returned to obtain a further specialisation in professional programmes.

5.3 SUPPORTING ECONOMIC DEVELOPMENT IN REGIONS SUCH AS NORTHLAND AND SOUTH AUCKLAND

The TEC has identified Northland and South Auckland as areas for focus.

Approximately 1 percent of Victoria’s students come from the Northland region. However, we are not a major provider in the region. While Victoria is increasing its intake of Auckland students as described in Section 4.1, the proportion from South Auckland is relatively small.

While Victoria does not contribute significantly to the Northland and South Auckland regions, it is a major contributor to the Wellington region, providing between $676 million and $773 million to the Wellington economy. This is based on a study conducted by the New Zealand Institute of Economic...
Research (NZIER) using 2014 data. This was based on direct spending on staff, operations, and capital equipment, students attracted to Wellington and visitors to the region attending both graduation ceremonies and conferences for experts. This significant contribution is recognised by having Victoria’s Vice-Chancellor on the board of directors for WRED(A) (Wellington Regional Economic Development Agency) and ongoing engagement with the Wellington City Council. As described earlier, Victoria has a key role in helping to attract students, support business through research and innovation, and produce quality graduates with skills to support industry and employers (see Section 3).

Our contribution to the region is, however, more than economic. Victoria contributes to the socio-cultural development through its public lecture series, conferences, and more than 250 recitals and performances given each year. Through its capital city university role, Victoria will continue to contribute to the development of policy, expert advice, and research to support the Government, employers, and industry.

5.4 Activities Related to Other Tertiary Education Organisations

Victoria works with other TEOs in the Wellington region to provide tertiary education for local, national, and international students. By being informed about what other providers are doing in the region, investigating the needs of the region, and exploring the number of students in the local Year 12 and 13 cohorts of students leaving secondary schools, Victoria has identified a need to attract students who are not currently attending a tertiary education institution but would be capable of doing so. To help it achieve its strategic goal of securing the potential put at risk through experience of disadvantage, Victoria aims to enrol 1,000 more Māori students and reach a similarly increased number of Pasifika students. A major means for doing this is to attract those students who could undertake tertiary education but do not do so. A new Māori and Pasifika Pathways project is being developed in conjunction with Te Atiawa that will provide a wraparound programme focused on preparing Māori and Pasifika students to succeed in tertiary education. As part of the consideration of this initiative, an analysis of the schools from which Victoria obtains the majority of its Māori and Pasifika students has been conducted. The regional schools’ data will further inform our recruitment and outreach activities in schools in the region.

Victoria is also a partner in the Wellington ICT Graduate School consortium with Whitireia New Zealand and Weltec. The programme of study offered through the ICT Graduate School is closely aligned with industry partners so that it is industry driven and experiential. It brings together 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 education that has a strong vocational emphasis with input from, and engagement with, industry, combined with academic rigour. With more than a quarter of all New Zealand’s ICT related GDP in Wellington, the ICT Graduate School is well placed to significantly contribute to this area.
6 MANAGING RESOURCES

6.1 FINANCIAL SUSTAINABILITY

Victoria 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 Controlled Entities Framework to guide and monitor how financial resources are managed. The Fiscal Strategy establishes financial targets, as tabled below.

<table>
<thead>
<tr>
<th>Measures</th>
<th>Target range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return on net assets</td>
<td>1.5%–2.5%</td>
</tr>
<tr>
<td>Return on revenue</td>
<td>3.5%–4.5%</td>
</tr>
<tr>
<td>Liquid ratio</td>
<td>Greater than 1:1</td>
</tr>
<tr>
<td>Percentage of capital expenditure/depreciation</td>
<td>Greater than 100%</td>
</tr>
<tr>
<td>Percentage of borrowing/total assets</td>
<td>Less than 20%</td>
</tr>
<tr>
<td>Interest expense/operating surplus (before interest)</td>
<td>Less than 33%</td>
</tr>
</tbody>
</table>

These targets have consistently been exceeded. Victoria is also committed to continuous financial improvement and has demonstrated this through a range of initiatives, including:

- operation of the Oracle Financial System, including a unique research expenditure monitoring module, made available to staff across the University
- leadership to improve procurement processes, including collaboration across all New Zealand universities; this initiative pre-dated the public sector central purchasing initiatives
- support for, and participation in, the recent public-sector central purchasing initiatives
- participation in the Tribal benchmarking project across participating universities
- participation with other New Zealand and Australian universities in UniForum benchmarking, which is designed to highlight relative efficiencies of central service units.

6.1.1 Responses to actual and potential funding changes

Utilisation of funding at Victoria 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.

Victoria 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:

- deferred maintenance, and now further insurance risk remedial work, applying to Victoria’s large infrastructure base
- academic staff retention costs as a result of competition with Australian universities
- above-inflation increases in energy, government and local authority costs.

Victoria is operating efficiently and utilises assets effectively. Continued cost restraint will inevitably impact upon the quality of service provision. Any drop in quality and, as a consequence, in international rankings, may undermine our ability to deliver on the Government drive for growth in full fee-paying international students.

To fund the 2017–2019 Investment Plan, taking into account actual and anticipated government funding initiatives, Victoria intends to:

- complete an ambitious programme of capital development, largely funded by additional debt finance, reflecting Victoria’s long-term commitment to investing in its infrastructure to enable the provision of world-class teaching and research facilities. This plan, known as the Long Term Capital Plan (LTCP), covers ten years and is reviewed annually. The plan has been rigorously tested against a range of risks and growth assumptions and analysed to ensure that the increased level of debt is affordable and sustainable. The TEC has developed a model for assessing the financial strength of tertiary institutions—the Financial Monitoring Framework (FMF). A weighted numerical assessment of viability and sustainability is generated and then used to rank an institution as high, medium or low risk. The resulting FMF measures of the LTCP are presented below.

**FMF Risk Rating: LTCP Base Case**

![Graph showing FMF Framework Scores from 2012 to 2020]

- complete the major strategic developments within the planning period of the Investment Plan:
  - completion of the new Science facility on the Kelburn campus, which will provide an exciting gateway to Victoria, a highly visible research function, and new teaching and laboratory spaces that will promote cutting-edge active learning and world-class research. The project will establish a vibrant science precinct, enhancing the links between science schools, especially in those areas where Victoria’s interdisciplinary strengths can directly address major national and international challenges.
completion of the revitalisation and extension of the Victoria School of Business
campus in the heart of Wellington. This investment in infrastructure will support the
growth aspirations of the School, and will reposition the Pipitea campus as a
precinct and as a focal point for engagement with the surrounding business and
government communities.

o completion of the ICT Graduate School accommodation in the Wigan building on the
Te Aro campus.

Victoria will:

• apply student-fee income to maintaining our resources to deliver high-quality teaching and
research, offsetting the lack of an increase in government-funded base SAC prices for 2016
• invest increased PBRF funding provision to continue to develop research initiatives described
earlier in this Plan. Funding will also be utilised to assist Victoria to take research projects
from the laboratory through to commercialisation.
• utilise any increase in allocated EFTS to meet growing demand in Science and Engineering
• increase collaborative teaching and research with other universities and research centres.
  Victoria has already demonstrated a positive track record in collaborative funding initiatives
through its leadership of the MacDiarmid Institute.

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 Victoria, as well as the outcomes
delivered to the economy and community.

6.2 CAPITAL ASSET MANAGEMENT

Victoria has been a leader among universities in the development of strategic asset-management
planning as the basis for ensuring that our 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 Development Guide (CDG), which evaluates the physical
development opportunities available to the University on all its campuses. Approaches to asset
development or disposal, determined by Council, are then reflected in the University’s Capital Plan.

The SAMP documents the strategy to meet the current requirements of the University in order 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 is due for review in 2019.

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

• the physical condition of existing facilities—particularly asbestos and seismic resilience
the 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 laboratories, architecture studios, digital arts studios, music spaces, and student study areas

Māori and Pasifika facilities and wider multicultural iconography.

Several major developments have occurred at Victoria’s Kelburn campus in recent years, with the completion and occupation of the Alan MacDiarmid building, Te Puni Village student accommodation, and the Hub building. Notwithstanding these new building developments, monitoring of space and prediction of future needs as highlighted in the above gap analysis demonstrate a continuing need for Victoria to develop its facilities to meet growth needs, functionality changes, and quality expectations, while anticipating and providing avenues for ongoing change beyond the current planning period.

Current planning includes a robust maintenance and renewal programme for existing facilities, together with the Built Environment Long-term Capital Plan. This captures three major building projects currently underway—a Biological Sciences block (the Gateway building), an extension to Rutherford House on the Pipitea campus and a multi-year upgrade of the Te Aro campus. Other proposed work for the coming decade includes a retrofit of the Kirk building (potentially to house the Faculty of Education), and funding for facility enhancements for the creative disciplines.

6.3 THE IMPACT OF TECHNOLOGICAL CHANGE

6.3.1 Digital technology strategy and implementation plan

As described in the skills for industry section, Victoria’s response to the challenge that technological change brings is captured in our Vision and Strategy for Digital Learning and Teaching at Victoria 2012–2017 (known as the Digital Strategy) and its associated implementation plan—Technological Capability in Academic Teaching (2016). To date, our response has been implementing policy, infrastructure, and support to embrace and embed digital technologies across the University such as our system for video recording lectures that allows for the recording, editing, and publishing of video resources for learning and teaching purposes; employment of specialist staff; and introducing new technologies to support interactive learning in lectures and tutorials.

The appointment of an Associate Vice-Chancellor (Digital Futures) will ensure cross-university leadership is provided in this area.

As mentioned earlier, Victoria plans to:

- expand the relationship support model with teaching and research support staff managed centrally, but focused on specific faculties
- provide a mechanism for academic staff to be freed-up from other duties to implement and document digital technology projects
- fund, through a competitive grant scheme, a range of learning and teaching projects that explore the impact of digital technologies on courses and practice
- develop research opportunities and academic success stories based on the digital transformation of learning and teaching at Victoria
- continue to build academic capability, confidence, and imagination in the use of digital technologies by supporting events that facilitate sharing and engagement.
• create new, and refurbish existing, learning spaces to enable more flexible modes of delivery and active learning approaches
• support schools moving to delivery of courses using a blended approach over multiple locations
• develop edX membership – develop three additional MOOCs with consideration of opportunities for additional digital development to follow
• benchmark our support of technology for learning and teaching in collaboration with other Australian and New Zealand universities
• continue the development of our Student Management System to allow for better service to students.

These steps will enhance the capability of students to access information from mobile devices and continue to pilot technologies as part of our innovation incubator. They will enhance the ability of staff to engage confidently and innovatively with technology for teaching and research through further investment in support.

Creation of a platform of technologies is a key component of the Digital Strategy. A well-supported and comprehensive set of digital technologies means that staff can engage in a variety of different pedagogies while remaining confident that the technologies will be reliable, easy for staff and students to access, well-integrated into the institutional systems for identity management, robustly integrated into business continuity planning, and maintained over time.

6.3.2 New Library and research management systems
The Library has implemented Ex Libris Alma for the library management system and changed the Library’s discovery service, or searching tool, from Summon to Primo. By changing from Summon to Primo, the Library now has a truly integrated interface for all user activities; for example, requests, renewals, and holds.

The new management system provides a more future-focused, cloud-based solution with opportunities for workflow improvements and efficiencies, good reporting and dashboards, and open and extensible architecture. Ex Libris has a strong commitment to academic libraries and a clearly defined future development road map.

The University has implemented Symplectic Elements as its new research database and invested in SCival. Symplectic Elements records academic activity, primarily research outputs. The system harvests publication records from sources such as Web of Science and Scopus, complete with abstracts, keywords, and some citation and Altmetrics data. This gives us much richer and timelier publication data than we have had in the past, with much less administrative effort. The next step is adding a link to the institutional repository (so that academic staff can opt to upload full text to the open repository once they have claimed a publication). We will also be implementing the Grants, Teaching, and Professional Activities modules. Grants and Teaching will allow us to feed information from Banner and GMS into Elements, and Professional Activities will allow academic staff to record any other activity; for example, media appearances and editorial work. Once all modules are in place, a full CV can be generated. We will also be implementing the Assessment module, which will enable us to set up PBRF rounds and any other exercise involving pulling together a selection of academic activities and adding commentaries (for instance, promotions activities).
## 7 Planned Programmes and Activities.

The following represents the mix of provision and funding to meet the TEC indicative funding level and meets the TEC’s requirements.

**Planned learner numbers and funding**

<table>
<thead>
<tr>
<th>EFTS</th>
<th>2017 Funded</th>
<th>2017 Unfunded</th>
<th>2018 Funded</th>
<th>2018 Unfunded</th>
</tr>
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<tr>
<td>Dollars</td>
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<td>5,249,188</td>
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<td>6,737,973</td>
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</table>

### EFTS by course classification and level of study

<table>
<thead>
<tr>
<th>Course Classification</th>
<th>Level of Study</th>
<th>2017 Funded</th>
<th>2017 Unfunded</th>
<th>2018 Funded</th>
<th>2018 Unfunded</th>
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<tr>
<td></td>
<td>Foreign-research PG</td>
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<tr>
<td>Arts/Humanities/Maths</td>
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<td><strong>Nursing/Midwifery</strong></td>
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<td><strong>Science</strong></td>
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<td>Pre-degree</td>
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<td>Foreign research PG</td>
<td>18</td>
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<td><strong>Early Childhood Teaching</strong></td>
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<td><strong>Grand Total</strong></td>
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<td><strong>571</strong></td>
<td><strong>15,570</strong></td>
<td><strong>755</strong></td>
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</table>
Victoria reports its performance through its Annual Report using the outcomes framework agreed with the TEC. This section provides the indicators that will be used to report on performance.

### Outcomes and Performance Framework

<table>
<thead>
<tr>
<th>Whole of Government Results</th>
<th>Government National Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Economic growth and productivity</td>
</tr>
<tr>
<td></td>
<td>A more highly-skilled, adaptive, innovative and productive workforce</td>
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</table>

#### Education-Wide Outcome
A world-leading education system that equips all learners with the knowledge, skills and values to be successful citizens in the 21st century

<table>
<thead>
<tr>
<th>Tertiary Education Organisations</th>
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<tbody>
<tr>
<td>An increased proportion of the population with a tertiary qualification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Victoria’s Strategies that Contribute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Strategies 1, 3, 4 (Enabling Strategies 2, 3, 5)</td>
</tr>
</tbody>
</table>
Statement of Forecast Service Performance

Primary Strategy 1—Adopt a distinctive academic emphasis

Progress the development of the eight multidisciplinary themes identified as part of our distinctive academic emphasis

Primary Strategy 2—Enhance research quality, quantity and impact

External Research Income (as part of PBRF reporting requirements; $s million)^* 60.0
Citations per publication over a three-year period: Scopus^* 3.88
Citations over a three-year period: Web of Science^* 3.83
Number of new invention disclosures^* 40

Primary Strategy 3—Provide a holistic learning, teaching and student experience that is second to none

Course completion rate for all SAC-funded students^* 88.0%
Course completion rate for students aged under 25^* 88.0%
Course completion rate for Māori students^* 84.0%
Course completion rate for Pasifika students^* 78.5%
Course completion rate for commencing students^* 86.0%
Student retention rate^* 87.5%
Proportion of courses evaluated that achieve scores of “good” or “very good” for the “overall effectiveness” indicator >76%

^ Council performance indicators   * TEC defined

2017 Target

Objectives and milestones set by each of the themes' steering groups are achieved
Statement of Forecast Service Performance

Proportion of teachers evaluated that achieve scores of “good” or “very good” for the “overall effectiveness” indicator 85.7%

Proportion of graduates of the total who responded to the Graduate Destination Survey who were in employment (excluding those in further study or not seeking employment) 94.5%

Proportion of students rating services and facilities as “good” or “very good” in the Student Experience Improvement Survey >90%

Number of students who achieved awards in extracurricular programmes
- Victoria Plus Programme 100
- Victoria International Leadership Programme (VILP) 100

Number of students on exchange (inbound) 260

Number of students on study abroad (outbound) 300

Primary Strategy 4—Secure the intellectual potential put at risk through experience of disadvantage

Proportion of Māori students 11.2%

Proportion of Pasifika students 6.1%

Māori retention rate 83.0%

Pasifika retention rate 81.0%

Commencing Māori student EFTS 601

Commencing Pasifika student EFTS 313

Proportion of professors and associate professors who are female Increase over 2016 result

^ Council performance indicators    * TEC defined
Statement of Forecast Service Performance

Proportion of academic staff who are Māori
Increase over 2016 result

Proportion of academic staff who are Pasifika
Increase over 2016 result

Primary Strategy 5—Deepen engagement with alumni, benefactors and communities
Stakeholder advocacy score*
>2016 Score
Philanthropic campaign target achieved
$20 m

Primary Strategy 6—Deepen Victoria University’s intellectual influence in the Asia–Pacific region
Evaluate the capital city universities network pilot to decide whether to proceed to implementation
Decision about proceeding is made

A holistic engagement approach to countries and issues relevant to the Asia–Pacific region is developed that addresses global challenges where Victoria can have an impact.
Strategies are developed and plans implemented for Hong Kong, Viet Nam and China

Enabling Strategy 1—Double the community of world-class scholars choosing Victoria
Number of annual Master by Thesis completions*
295
Number of annual PhD degree completions*
150
Proportion of the University salary budget allocated for training and development
2.6%
Implement the Your Voice—Victoria Staff Survey work programme
Action plans developed and progressed by the working groups

^ Council performance indicators   * TEC defined
Statement of Forecast Service Performance

<table>
<thead>
<tr>
<th>2017 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>for the five University priority areas identified</td>
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Enabling Strategy 2—Attain the scale, quality and academic profile of leading public universities

Total EFTS increase by 1.5% per annum
1.5% more EFTS than EOY 2016
Commencing total EFTS^ 5,593
Commencing research postgraduate EFTS^ 128
Commencing full-fee EFTS^ 759
Proportion of taught postgraduate EFTS Increase over 2016 result
Proportion of research postgraduate EFTS Increase over 2016 result
Proportion of international students (headcount) Increase over 2016 result

Enabling Strategy 3—Optimise the University’s organisation, processes, facilities and use of resources

Major capital projects delivered on time and budget Milestones and budgets met

Enabling Strategy 4—Increase and diversify sustainable revenue

Achieve real revenue growth of a minimum of 3% per annum^ Revenue growth exceeds 3%
Revenue retained as surplus for reinvestment 3.5%
Increase the amount of revenue from non-SAC funded sources Increase over 2016

^ Council performance indicators  * TEC defined
<table>
<thead>
<tr>
<th>Statement of Forecast Service Performance</th>
<th>2017 Target</th>
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<tbody>
<tr>
<td><strong>Enabling Strategy 5—Communicate the quality, values and distinctiveness that define Victoria</strong></td>
<td></td>
</tr>
<tr>
<td>Number of expert contributions on topical issues in broadcast media (radio and television)</td>
<td>425</td>
</tr>
<tr>
<td>Number of inaugural professorial lectures</td>
<td>At least 10</td>
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