



STATEMENT OF SERVICE PERFORMANCE 2020

FOR THE YEAR ENDED 31 DECEMBER 2020

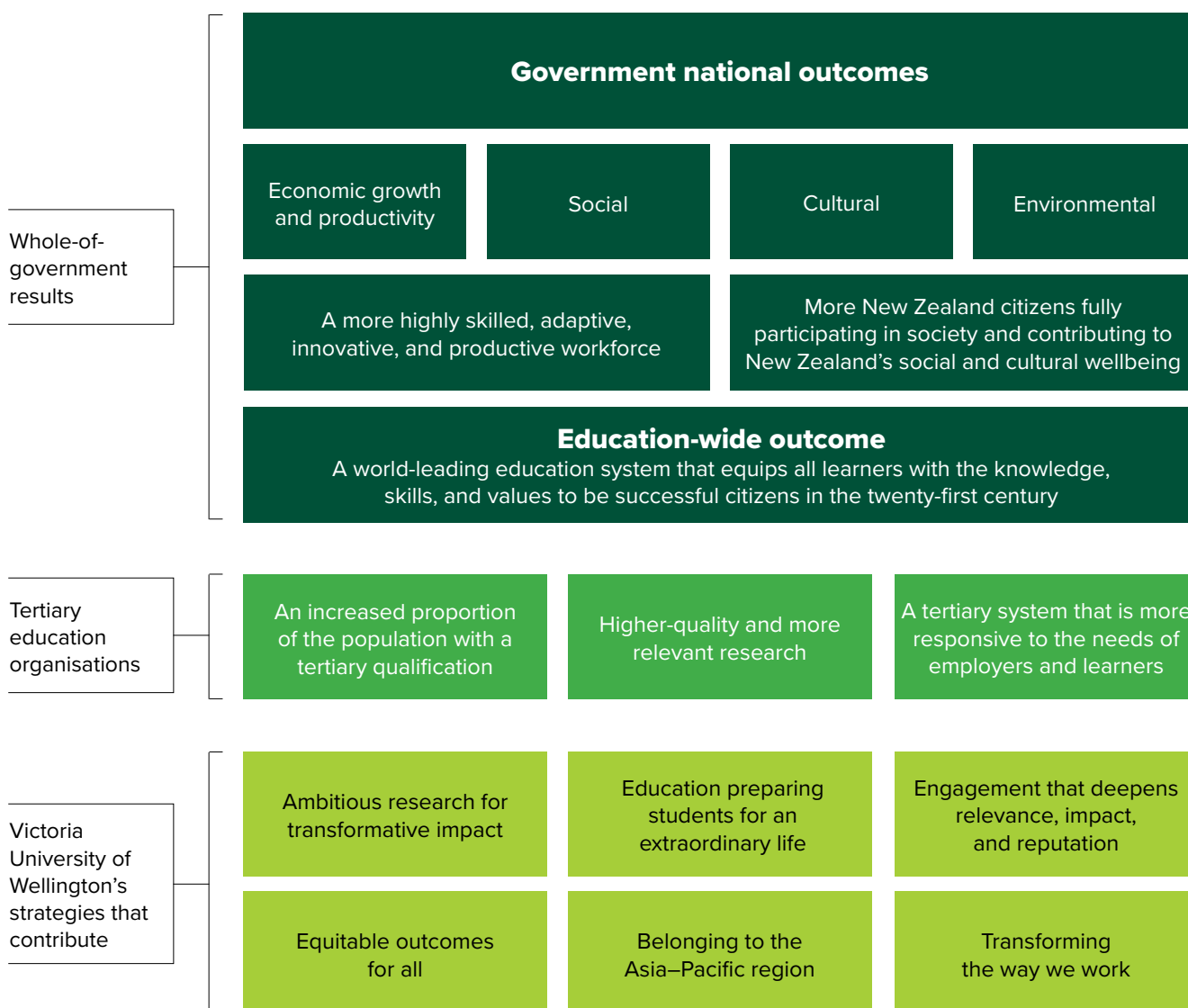
The Statement of Service Performance illustrates the progress made during 2020 towards achieving our vision.

As New Zealand’s globally ranked capital city university, Te Herenga Waka—Victoria University of Wellington’s vision is to be a world-leading capital city university and one of the great global–civic universities. 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.

The vision the University has adopted will ensure the University can make a significant contribution to achieving the desired outcomes of the Tertiary Education Strategy (TES) and New Zealand’s education vision. The TES sets out the Government’s long-term strategic direction and current and medium-term priorities for tertiary education.

The University’s Strategic Plan is designed to guide the University towards achieving this vision. The Strategic Plan drives all decision making and resource allocation across the University and focuses our activities and development of capability.

Outcomes and Performance Framework



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

The 2020 Statement of Service Performance has been prepared with reference to the University's refreshed Strategic Plan, as approved by Council during 2019.

The University's Strategic Plan can be found on our website: www.wgtn.ac.nz/about/governance/strategic-plan

The 2020–2024 Strategic Plan identifies six inter-related strategies that will support the University to achieve its vision of being a world-leading capital city university and one of the great global–civic universities. The distinctive qualities of the University are leveraged in each of the six strategies:

- S1:** Ambitious research for transformative impact
- S2:** Education preparing students for an extraordinary life
- S3:** Engagement that deepens relevance, impact, and reputation
- S4:** Equitable outcomes for all
- S5:** Belonging to the Asia–Pacific region
- S6:** Transforming the way we work.

These strategies draw on our heritage, position, iho (essence), and strategic context. They assist us to make the right choices in a resource-constrained world while committing to our shared purpose of research, teaching, and engagement that transforms lives.

Our key outcomes

The Statement of Service Performance is organised around our three key outcomes—**Research, Teaching and Learning**, and **Engagement**. These outcomes broadly align with the six strategies in our Strategic Plan and with the characteristics of a university as defined in the Education and Training Act 2020¹, namely “a university is characterised by a wide diversity of teaching and research, especially at a higher level, ... and promotes community learning”).

Excellence in research, learning, and teaching lie at the heart of our vision. Over the medium term, Te Herenga Waka—Victoria University of Wellington has an ambitious Learning and Teaching Strategy that signals the University's commitment to working in partnership with students to create and maintain an effective and inclusive learning and teaching environment, and a commitment to quality in design, delivery, and outcomes. Victoria University of Wellington invests significantly to make its student experience the best possible, from the initial contact in school and prior to university entry to the learning experience and after graduation.

Alongside this, the University's Research Strategy 2020–2024 builds on the existing culture of research excellence across Te Herenga Waka—Victoria University of Wellington as the first-ranked university for Performance-Based Research Funding (PBRF). The Strategy guides the University's efforts to increase the international recognition of our research, to build on our distinctive location in Aotearoa New Zealand's political and cultural capital, and to leverage the significant value that we gain from bringing mātauranga Māori to bear on both basic and applied research activity across the disciplines.

The Strategic Plan also signals our long-term commitment to working with the communities we serve, including our commitment to Māori as tangata whenua and Treaty partners; effective engagement with Māori and Pasifika learners, whānau, and communities; working with industry and innovation partners to increase the volume and effectiveness of commercial innovation; and growing the University's international linkages.

A complete list of all performance indicators can be found on pages 19–20.

Service performance reporting

From 2019, the University has adopted PBE FRS 48, a standard that establishes requirements for improved reporting of service performance information in order to meet the needs of users of general-purpose financial reports. This standard aligns with the University's planned progress towards more integrated reporting designed to improve the visibility and relevance of information about the University's activities for students, staff, alumni, government, funders, benefactors, the community, and other stakeholders.

COVID-19

The COVID-19 pandemic and resulting border closures and alert level restrictions had a significant impact on our teaching, learning, research, and engagement activities during 2020. The effect of the pandemic on the University's performance is noted, where relevant, in the following pages of the Statement of Service Performance (SSP). Performance indicators particularly impacted by this global pandemic include international student numbers, the composition of the student body, student satisfaction, fundraising, operating revenue, and surplus.

In response to COVID-19 and subsequent government restrictions, a set of academic provisions for 2020 and 2021 were developed that currently overrule a number of our standard academic regulations. These provisions will remain operative so long as (i) borders remain closed, or heavily restricted and (ii) alert level changes remain a significant risk. These provisions were developed in consultation with a broad spectrum of stakeholders.

In response to the financial pressures brought about by COVID-19, the University initiated a COVID Deficit Reduction Programme to identify and implement mitigations so that we will meet University Council guidance for cost reduction and surplus targets. This work commenced in mid-2020 and will continue into 2021.

¹ The Education and Training Act 2020 (1 August 2020) incorporates and replaces the Education Act 1989.

Disclosure of judgements

In determining key service performance information for each outcome, management has used judgement based on indicators that align with the mission and annual activities of the University. While the University does have discretion over these, the University seeks to maintain consistency across years where appropriate and to determine service performance information that is relevant, reliable, neutral, understandable, and complete. The University's desire to be a world-leading institution also guides the selection of measures that are based on externally validated information and likely to be comparable with national and international universities. In addition to the University-selected measures, the Tertiary Education Commission (TEC) requires inclusion of TEC-defined Educational Performance Indicators (EPIs). These are provided on page 20 and commented on within.

Linkages between financial and non-financial information

A key concept introduced by PBE FRS 48 is that financial statements and service performance information are both important components of a public benefit entity's general purpose financial report. The two documents convey a coherent picture about the performance of the entity, and they are linked through the resources that have been applied to each of the three outcomes.

For example, to achieve high-quality research outcomes, the University relies on PBRF funding and external research income, as well as income gained from other sources. All of these sources of funding are relevant to the University's ability to deliver key outcomes.

A University's performance objectives are long term and not meaningfully captured within singular output categories. University research and teaching are closely interdependent (as required by the Education and Training Act 2020) and the outcomes of university activities are not fully known within one year (e.g., research results, graduate outcomes).

While noting these interdependencies, the University, using high-level assumptions, is able to estimate that in 2020, 41.9 percent of total operating expenses was attributable to research, 50.7 percent to teaching and learning, and 7.4 percent to engagement/community service. This result reflects the distinctive nature of a research-led university

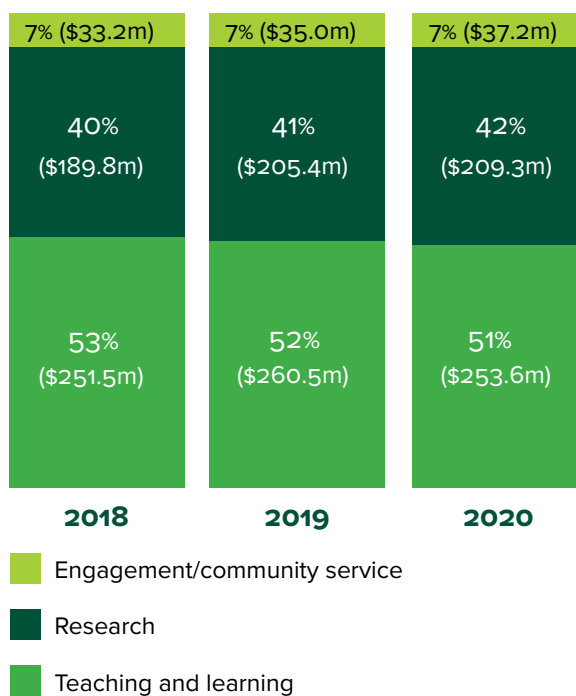
committed to the student experience, high-quality research, and serving its communities.

In determining this estimate of allocation of expenditure, the University has reviewed major operating expenses as reported in the financial statements. Where there is a clear allocation of cost to a particular output, these have been adopted. Where there is ambiguity (e.g., related to the interdependencies described above) the University has exercised judgement based on an underlying workload principle for academic staff involved in both teaching and research of 40–40–20 (i.e., 40 percent research, 40 percent teaching, and 20 percent administration, with administration then allocated proportionally to teaching, research and engagement/community service).

Costs not directly or solely attributable to teaching and learning or research, such as general administrative support or facilities management, have been apportioned on the same basis as academic salaries.

The following pages explore these outputs in greater detail, focusing on successes and challenges during 2020.

Estimated expenditure by output category



RESEARCH

S1

S3

S6

Service Performance Information indicator

Approximately 54 percent of total revenue is sourced from either government funding, the PBRF, or research-specific contracts. Of this, the University allocates \$112m to Research activities. The remainder of revenue has a non-government source (i.e., direct tuition or commercial revenue).

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 19–20.

Progress made during 2020

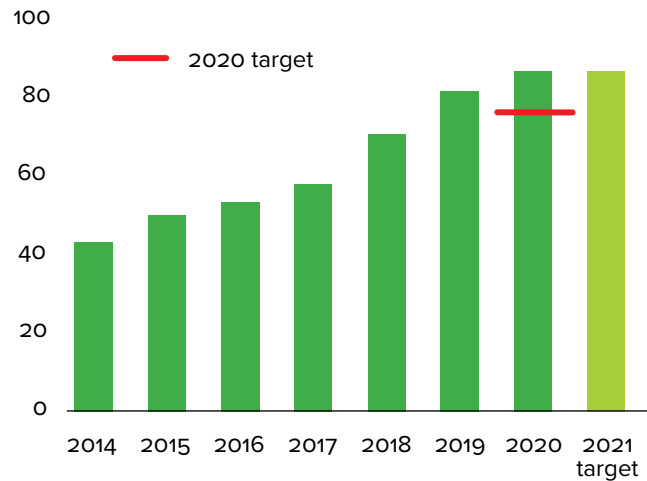
Te Herenga Waka—Victoria University of Wellington reinforced its position as New Zealand’s number one university for intensity of high-quality research². In the midst of COVID-19, we had our best year ever for grants from the Government’s Marsden Fund for ‘blue skies’ research addressing some of the biggest issues of our time. The 27 grants were the highest number for the University in the fund’s 26-year history and their total value of more than \$16m the most we have received in a single round. The projects represent an impressive breadth of our research capability, with more than half led by women and many incorporating mātauranga Māori and co-designing with Māori to tackle issues of shared concern.

External Research Income (ERI), as part of PBRF reporting requirements, was \$77.5m, a 7 percent increase from 2019 (\$72.2m). Continued strong success with contestable funds contributed to a \$7.8m increase to \$57.9m in contracted research revenue (\$50.1m in 2019) in the University Research Trust. Other research revenue streams within the University were \$19.6m (\$22.1m in 2019), including Wellington UniVentures (\$5.9m) and the University Foundation (\$4.6m). Sub-contracted research, which is excluded from the figures above, increased to \$9.3m in 2020 (\$9.1m in 2019). This brings total ERI to \$86.8m (\$81.3m in 2019) against a target of \$75m.

The MacDiarmid Institute for Advanced Materials and Nanotechnology received a resounding vote of confidence with its fourth consecutive designation as a national Centre of Research Excellence, and the \$48m that goes with it for the period 2021–2028, which will support the Institute as it partners with business and government to address global challenges such as climate change, renewable energy, and clean water.

Te Kawa a Māui (School of Māori Studies) received \$2.95m from New Zealand’s Biological Heritage National Science

External Research Income (\$m)



Challenge to research a new governance structure based on devolving power, decision making, and responsibility, which is to be delivered in partnership with mana whenua.

The University’s Robinson Research Institute received nearly \$15m from the Ministry of Business, Innovation and Employment’s Science Investment Fund to lead work on high-power electric motors for more environmentally friendly aircraft, ships, and trains, and more than \$11.5m from the Ministry’s Endeavour Fund to develop superconducting magnets for a lightweight and energy-efficient propulsion system for satellites.

Despite the challenges presented by COVID-19, our commercialisation arm, Wellington UniVentures, had another strong year, exceeding its target with 61 new invention disclosures, which continues the growth witnessed in recent years. In addition, Wellington UniVentures concluded a number of commercial transactions, four of these resulting in new spin out companies, one significant exit, and a number of licences.

Wellington UniVentures was also instrumental in the University’s engagement around COVID-19 vaccines research and antiviral research. The University is playing a lead role in the country’s COVID-19 vaccine research and evaluation, collaborating in 2020 with the Malaghan Institute and the University of Otago as part of the Vaccine Alliance Aotearoa New Zealand, which received \$10m in government funding.

Commencing research postgraduate EFTS³ were flat in 2020 (100 EFTS, compared with 99 in 2019) with growth plans impacted negatively by COVID-19. The total number

² Performance-Based Research Fund, the country’s main measure of research activity.

³ Commencing students are defined as those new to Victoria University of Wellington and are only a subset of new PhD students (many of whom had undertaken previous study at the University).

of research degree completions grew from 538 to 552. The University remains committed to growing postgraduate research numbers and worked hard with students and various government agencies to support current and prospective PhD students commence and continue their studies offshore wherever possible. From 1 October 2020, the value of Wellington Doctoral Scholarships was raised to \$27,500 per annum plus fees. The increase signals our commitment to supporting and developing the careers of our next-generation academics, who will be critical to realise the aspirations of the University and our country.

Overall, the proportion of research postgraduate students is now 6.1 percent, down from 6.5 percent in 2019. Conversely, the proportion of taught postgraduate students increased from 12.3 percent to 12.9 percent, reflecting the increased demand seen in 2020 for the University's expanding suite of taught Master's degrees.

A team led by Professor Bev Lawton (Ngāti Porou) from our Wellington Faculty of Health, partnering with iwi, received more than \$1m from the Health Research Council of New Zealand to explore how empowering rural communities to screen and provide on-site rapid test results could reduce barriers to cervical cancer screening and treatment. Professor Lawton also received the RANZCOG (Royal Australian and New Zealand College of Obstetricians and Gynaecologists) Māori Women's Health Award and was shortlisted in the Innovation, Science & Health category of New Zealand's Women of Influence Awards.

Professor Rawinia Higgins was awarded the Royal Society Pou Aronui Award for distinguished service to humanities—aronui for Māori language revitalisation.

Associate Professor Maria Bargh was awarded the Royal Society Puāwaitanga Award for her self-determination for Māori through political economy and environmental research.

Our Antarctic Research Centre's Melting Ice and Rising Seas team, a partnership with GNS Science and NIWA, won the Prime Minister's Science Prize (the second time this award has gone to the University). The team's Associate Professor Robert McKay was also awarded the 2020 Asahiko Taira Scientific Ocean Drilling Research Prize by the American Geophysical Union.

Many other university staff received prestigious medals, awards, and other recognition during 2020, including: Dr Carolyn Boulton, Dr Kyle Clem, and Professor John Townend, School of Geography, Environmental and Earth Sciences; Dr Nathaniel Davis and Professor Jim Johnston, School of Chemical and Physical Sciences; Professor Claudia Geiringer, Faculty of Law; Dr Martino Lupini, School of Mathematics and Statistics; Associate Professor Michael Norris and David Long, New Zealand School of Music—Te Kōkī; Dr Robin Skinner, Wellington School of Architecture; Raqi Syed and Areito Echevarria, School of Design Innovation; and Professor Damien Wilkins, International Institute of Modern Letters.

TEACHING AND LEARNING

S2

S4

S5

S6

Service Performance Information indicator

Approximately 54 percent of total revenue is sourced from either government funding, the PBRF, or research-specific contracts. Of this, the University allocates \$152m to Teaching and Learning activities. The remainder of revenue has a non-government source (i.e., direct tuition or commercial revenue). Of this, \$136m can be attributed to Teaching and Learning activities.

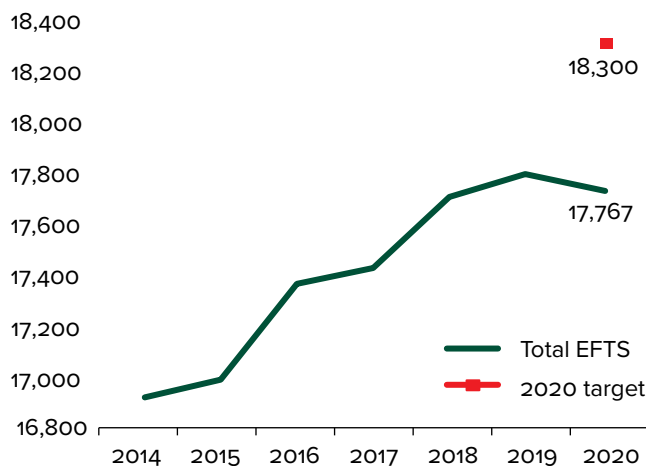
See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 19–20.

Progress made during 2020

The University ended 2020 with 17,767 EFTS, 94 fewer than 2019 (-0.5 percent), with full-fee EFTS down by 230 EFTS (-11.2 percent) primarily as a result of COVID-19 and the accompanying travel and border restrictions. This was offset partially, in terms of student numbers (but

not revenue), by an increase in government-funded EFTS which grew from 15,814 EFTS in 2019 to 15,950 EFTS in 2020, with growth in architecture and design, engineering, health, law, and the humanities and social sciences.

Total EFTS 2014–2020



This increase in domestic EFTS (+136 EFTS, or +0.9 percent) was largely driven by an increase in new and returning mature students in the second half of the year and aided by a fee scholarship offered by the University for Trimester 2 (T2) to support New Zealand citizens and permanent residents whose work or life had been disrupted by COVID-19. The University received 786 T2 Scholarship applications; 562 applications were awarded and 424 of the successful applications undertook Trimester 2 study. Trimester 3 (summer) enrolments continue to grow, rising to 1,183 in the 2020 calendar year—an increase of 16.8 percent from 2019.

Our operational year was dominated by major logistical challenges to ensure that our students and staff were supported at each stage in the pandemic crises, sometimes with as little as 48 hours' notice of a major change. During Trimester 1, a team of 58 professional staff from within the Centre for Academic Development and in the faculties were trained to work alongside academic staff to design, develop, and support course resilience. Fourteen students, through the Ako in Action programme, also contributed. A series of course design and development workshops were developed to support staff to embed resilience standards into courses and to enable dual mode delivery. In preparation for Trimester 2, 508 of 746 taught courses (excluding self-directed study and research project courses) had staff who attend one of the three resilience design workshops, or had applied resilient templates, structure, or assessment practice to their courses. This translates to 68 percent of Trimester 2 courses. The purpose of this first round of course transformation was to ensure a continuity of course delivery and a minimum standard of student experience was achieved under dual-mode delivery.

The University expanded its academic offerings during the year with the launch of the Bachelor of Communication and Master of Communication degrees. Communication is a new subject for Te Herenga Waka—Victoria University of Wellington and both programmes exceeded their enrolment targets this year. We also gained approval for several new programmes to start in 2021 including the Master of Artificial Intelligence, Master of Data Science, Master of Health Psychology, and Master of Nursing Practice.

A new Minor in Innovation and Entrepreneurship was introduced in the Wellington School of Business and Government in 2020. The first cohort of students for a new Master of Business (Professional) will begin studying in 2021, and the Master of Actuarial Science received approval and is anticipated to commence in 2022.

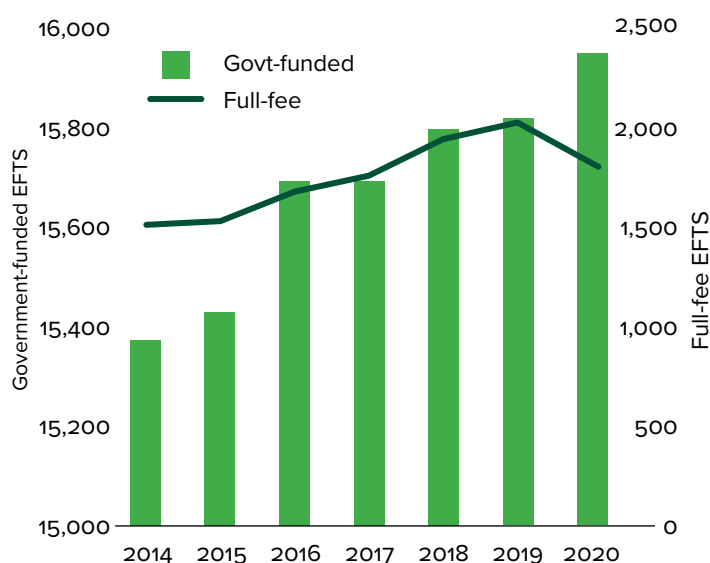
The Wellington Faculty of Education received Teaching Council of New Zealand reaccreditation for six Initial Teacher Education programmes that will be delivered in 2021. There has been extensive programme redesign to remain competitive in the market through meeting new national standards of outcomes-based assessment, authentic community partnerships, increased proficiency in te reo me ngā tikanga Māori, and responsiveness to national education policy settings focused on addressing systemic inequity.

Senior lecturer Dr Awanui Te Huia from Te Kawa a Māui (School of Māori Studies) won a 2020 Tertiary Teaching Excellence Award, one of just nine awarded nationally.

The University approved the introduction of two new academic career option pathways. The Teaching-intensive academic pathway will better support and recognise academic colleagues already in permanent teaching-only roles and provide a career pathway that enables those choosing this route to make a significant contribution to enhancing the University's profile for innovative teaching and providing a high-quality student experience. The Research-intensive pathway is being piloted with Ferrier and Robinson research institutes in preparation for the development of a whole-of-university pathway.

Due to COVID-19, international full-fee paying EFTS declined from 2,047 EFTS in 2019 to 1,817 EFTS. International full-fee paying students represented 10.2 percent of total EFTS in 2020, down from 11.5 percent in 2019. The University met 86 percent of its international full-fee paying student target which it regards as an exceptional result given the pandemic and accompanying challenges.

EFTS by funding source 2014–2020



The number of international students (including government-funded international PhD candidates) decreased from 3,697 in 2019 to 3,215 in 2020, with enrolments from 101 countries. International students (including government-funded international PhD candidates) constituted 14.3 percent of the total student body (headcount), down from 16.5 percent in 2019.

The number of commencing EFTS fell from 5,638 in 2019 to 5,333 in 2020 including 648 international full-fee EFTS. Māori commencing EFTS were slightly below 2019 (561, compared with 567), and below the University's ambitious target of 711 EFTS. Overall, the number of Māori EFTS grew to 11.5 percent of the domestic student population, slightly above 2019 (11.4 percent).

Pasifika commencing EFTS fell to 310, compared with 348 in 2019, in part as a result of fewer international Pasifika students. Overall, the number of Pasifika EFTS remained stable at 6.1 percent of the domestic student population. There was, however, a slight decrease in level 7 (undergraduate degree) participation rates for both Māori and Pasifika students.

We secured philanthropic funding and launched the Ngā Hoe a Kupe Pathfinder Scholarships aimed at growing the participation and success of Māori and Pasifika students, and those from refugee backgrounds and from low socio-economic backgrounds in decile 1–3 Wellington schools. The scholarships provide approximately \$50,000 in support over three years. Ten scholarships were awarded in the inaugural round and the University also increased the distribution of Taihonoa Scholarships to Māori students.

First-year retention rates at undergraduate degree level again rose and exceeded targets for Māori, Pasifika, and non-Māori and non-Pasifika students⁴. This was a pleasing result given the uncertainties and challenges faced by students in 2020. However, Pasifika first-year undergraduate retention rates dropped from 77.4 percent in 2019 to 74.9 percent, just above 2018 levels (74.3 percent) and improving retention remains a necessary focus for the University. The University continues to enrol only small numbers of students in pre-degree-level study, but saw increases in Pasifika participation between 2019 and 2020, boosted by the new level 5 Diploma in University Studies (Pasifika Pathways). This new pre-degree qualification had pleasing retention and completion rates despite the challenges experienced by the first cohort in 2020.

The Student Success Programme was repositioned during 2020 and is moving to a new phase following the approval of a two-year business case. Workstreams include online admissions and enrolment processes, a new approach to student advising, and the establishment of Titoko: Centre for Student Success. These workstreams are underpinned by new ways of working and new technologies. This work will improve both the student experience and our efficiency in delivering it.

The quality of the student experience is measured through regular surveys. This year, as a result of COVID-19, the student evaluation cycle was altered. A one-off internationally benchmarked COVID-19 Student Experience

survey of all students was conducted in May and June 2020, designed to evaluate our COVID-19 response and identify areas for improvement as well as positive experiences. The results found that 62.0 percent of students rated services and facilities as 'good' or 'very good' during this extraordinary time when regular on-campus activities and amenities were curtailed. A second survey of all students was undertaken in August and September 2020 to understand how the student experience changed during the year. In this survey, 77.8 percent of students rated the performance of services and facilities at the University as 'good' or 'very good'—an increase of 16 percentage points from Trimester 1, but below the 2019 result (88.2 percent) and the pre-COVID set target of >90 percent. Given the immense challenges of 2020, the University is pleased that nearly 4 out of 5 students rated the university services and facilities so highly; however, exceeding pre-2020 levels remains a strategic objective.

A total of 1,157 courses and 611 teachers were evaluated in 2020. Against a backdrop of COVID-19 and a pivot to dual-mode delivery from Trimester 2, student satisfaction improved, with 86 percent of courses and 96 percent of teachers assessed as 'good', 'very good' or 'excellent'.

The University's graduates remain in demand, with 95 percent in employment, further study, and not seeking work in their first-year post-graduation (just slightly below the 96 percent target in a year in which graduate employment opportunities were impacted by COVID-19).

An Internships, Placements and Practicums: Good Practice Guide was developed to support academic and professional staff on all aspects involved in coordinating courses that include a placement, practicum, or internship component, including continuity of learning in response to disruptions such as COVID-19. This Guide and accompanying procedures will be integrated into course delivery regulations from 2021.

The University established Wellington Uni-Professional, a new subsidiary that will allow us to scale our non-degree teaching. Wellington Uni-Professional draws together activity that previously occurred within the Centre for Lifelong Learning and Wellington UniVentures and will better position the University to respond to new demands for short-courses, micro-credentials, and professional development.

⁴ Refer TEC-defined Educational Performance Indicators (EPIs) on page 20.

ENGAGEMENT

S3

S5

S6

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 19–20.

Progress made during 2020

The University released *He moana pukepuke e ekengia e te waka: Navigating choppy waters: Te Herenga Waka to 2025* which considers how the University can continue to be a great global–civic university in the future. Prompted by the COVID-19 pandemic, the report looks broadly towards other drivers of change—such as the climate crisis, geopolitical tensions, and social change—and the potential impact of these on the University over the next five years. More than 1,000 staff and students were involved in focus groups, surveys, forums, and workshops. The key recommendation in the report is the adoption of Ngā Herenga, a set of 10 design principles to help develop specific responses to the future. These are that the University is place-based, integrated, inclusive, and agile; and that it fosters creativity, wellbeing, whanaungatanga (connection), kaitiakitanga (stewardship), rangatiratanga (self-determination), in a flexible and fit-for-purpose environment.

Our academics have been prominent conducting COVID-19-related research and providing analysis and commentary to keep the public informed throughout the pandemic, including about mental health issues and economic and legal implications.

With elections in both New Zealand and the United States, our academics also lent their expertise to enhance public understanding. This included pioneering real-time processing of politicians' social media accounts by Professor Jack Vowles and Dr Mona Krewel from our Political Science and International Relations programme.

Mobilising our research within and beyond the academy is a strategic priority which was supported by the launch of the University's Open Access Repository. The repository provides free public access to digital research outputs while respecting the copyright of publishers. By December, there were 970 outputs deposited in the repository with 150,000 views and 79,000 downloads.

In December 2020, more than 1,300 qualifications were awarded to 1,204 students over nine ceremonies in Wellington City. A further 1,644 graduates who received their degrees in absentia due to COVID-19-related postponements earlier in 2020 also took part in the ceremonies.

The University and the Wellington City Council announced a new partnership that will see the University lease 11 hectares of land in Ohariu Valley for 33 years and undertake an annual native tree planting programme to progressively revegetate the site with the aim of removing carbon dioxide from the atmosphere by establishing a new native forest. The initiative is integral to the University's

commitment to becoming carbon neutral by 2030 and also offers significant teaching and research opportunities.

The University's sustainability leadership was reflected in our Times Higher Education ranking among the top 40 universities in the world for social impact and commitment.

During 2020—the first full year since the public launch of the What if ...? philanthropic campaign—we raised \$10.8m. Staff payroll giving was widely promoted, and we streamlined and improved the payroll-giving process. Staff giving increased more than 700 percent over 2019. The University also launched fundraising for the Centre for Women's Health Research with an event followed by a fundraising appeal sent to over 45,000 alumni. Overall, the University's fundraising campaign total grew to \$122.1m in 2020.

Victoria University Press (VUP) continued to grow in scale and profile, producing a substantial list of 28 new books in 2020, which achieved wide media coverage and strong sales. In addition, a number of new editions and reprints were produced. VUP books were recognised in a number of book awards, most significantly the Ockham NZ Book Award for Non-Fiction for *Dead People I Have Known* by Shayne Carter.

Christina Barton, director of the Adam Art Gallery, was made a Member of the New Zealand Order of Merit.

The Adam Art Gallery successfully staged a major exhibition *Frances Hodgkins: European Journeys*, to critical acclaim, with excellent visitor numbers and attendance at public programmes and events. Ane Tonga's catalogue essay in *Edith Amituanai: Double Take*, the Adam Art Gallery publication accompanying the Edith Amituanai exhibition (2019) won the Art Association of Australia and Aotearoa NZ (AAANZ) Arts Writing and Publishing Awards 2020: Best essay by Māori or Pacific art writer.

The Mai i te Iho ki te Pae—Māori Strategic Outcomes Framework was refreshed to align with the refreshed University Strategic Plan. A Māori Language Plan was developed to increase the visibility and use of te reo Māori across the University over the next five years.

The Living Pā project continues to make good progress, with Council support reconfirmed, implementation and planning initiated, the engagement processes commenced, and the preliminary design confirmed. Site clearing is due to commence shortly. The Living Pā will transform 42–50 Kelburn Parade, drawing together mātauranga Māori, innovation, and sustainability.

The University celebrated the formal launch of the Atom—Te Kahu o Te Ao Innovation space on the ground floor of Rutherford House. The Atom is a hub for innovation and entrepreneurship; it is a creative space, a learning space,

a community space for events and other activities, and a research and leadership space.

The University continued to progress delivery of the Digital Roadmap, successfully deploying the new finance planning system and a number of infrastructure projects, alongside supporting the delivery of dual-mode teaching, new network solutions to enhance our offshore online experience, and a major ramp up of our remote working experience and toolset.

Our support for the establishment of a nationally significant Fale Malae meeting house in Wellington continues, with \$10m in central government funding secured in the 2020 Budget. The Fale Malae will celebrate and promote the critical role of Pacific culture in Aotearoa, and be a place to gather, learn, and celebrate culture, the arts, and education.

In September, the Borrin Foundation awarded the University \$230,000 for a ground-breaking study on improving Pasifika legal education in Aotearoa, New Zealand. Led by Pro-Vice-Chancellor and Dean of Law Professor Mark Hickford and Assistant Vice-Chancellor (Pasifika) Honourable Luamanuvao Dame Winnie Laban, the collaborative project seeks to bring together academics, students, graduates, legal practitioners, and policymakers from across the country to take coordinated action to identify the barriers to Pasifika in law schools and recommend interventions or change. The Law Faculty Board also approved a proposal to introduce a Pasifika Admissions Process for entry into 200-level Law, joining the existing similar Māori Admissions Process.

The University signed an agreement to establish a Chinese Ministry of Education-approved undergraduate degree joint programme between the Wellington Faculty of Humanities and Social Sciences and the Communications University of Zhejiang (CUZ) in Hangzhou, China. CUZ is ranked in the top 10 of China's media/communication universities. This will be the University's first joint teaching programme since 2014, and marks a pivot to transnational projects,

which offer particular advantages in the post-COVID environment through proximity to market and local delivery.

The University's Sexual Harassment Response Policy was formally launched in early 2020, together with a new online reporting tool for staff and students. A new Employee Advisory and Resolution Service (EARS)—Te Rauawa was developed by Human Resources in conjunction with staff from the Diana Unwin Chair in Restorative Justice. The service provides staff with the opportunity to seek free and confidential independent advice about workplace concerns or issues and options to address these.

The University successfully remediated a backlog of weathertightness and functionality matters, and, where appropriate, continued to invest in improving the earthquake resilience of our building stock. Major projects delivered during the year included the new Hunter atrium, and the renewal of roofs or windows or facades at Murphy, Laby, Cotton, Robert Stout, and Rankine Brown buildings.

The University successfully moved a large number of international recruitment, student orientation, student collaboration, and student internship programmes into the virtual world. We launched our first interactive digital prospectus for international students, with fully trackable, customisable content for target audiences. The University launched its first market-specific international brand campaign in the US to promote full-degree study, with more than 10,000 new US visitors to our international website.

The University also delivered a host of degree-enhancing and interdisciplinary opportunities for students for global-civic engagement, including 49 seminars with participating academics from around the University, plus globally focused experts from the community (including MFAT, Asia NZ Foundation, VSA, Transparency International, New Zealand Alternative, and the Wellington City Council amongst others, as well as two Diplomatic Dialogues with the Ambassadors of the Netherlands and Viet Nam).

All performance indicators

STRATEGY	INDICATOR	2020 ACTUAL	2020 TARGET	2019 ACTUAL	2018 ACTUAL
Research (pages 13–14)					
S1	External Research Income (\$m)	86.8	75.0	81.3	69.7
S1	Number of new invention disclosures	61	>50	53	46
S1	Publications (Scopus-indexed) in top 25% of journals (%)	>2019⁵	53	53	52
S1, S2	Research postgraduate/Total EFTS	6.1	6.9	6.5	6.4
S1, S2	Commencing research postgraduate EFTS	100	150	99	111
Teaching and Learning (pages 14–16)					
S2	Taught postgraduate/Total EFTS	12.9	13.0	12.3	12.1
S2	Teachers assessed as ≥ good by students (%)	96	>90	95	94
S2, S3	Graduates in employment, further study, and not seeking work first year post-graduation (%)	95	96	96	96
S2, S6	Proportion of students rating services and facilities as 'good' or 'very good' (%)	77.8	>90	88.2	89.9
S2, S4	Commencing Māori student EFTS	561	711	567	555
S2, S4, S5	Commencing Pasifika student EFTS ⁶	310	376	348	337
S4	Proportion of professors who are female (%)	27.8	27.5	24.4	24.0
S4	Proportion of academic staff who are Māori (%)	5.9	5.6	5.9	4.5
S4, S5	Proportion of academic staff who are Pasifika (%)	1.9	3.0	1.9	1.8
Engagement (pages 17–18)					
S3, S5	Commencing full-fee EFTS	648	880	856	895
S3	Fundraising campaign (\$m)—as per accounting policy includes all bequests, pledges, as well as cash donations	122.1	125.0	111.3	97.4
All (pages 13–18)					
S6	Revenue retained as surplus for reinvestment (%)	-0.7	3.0	3.3	3.0
S6	Staff satisfaction— <i>Your Voice</i> (%)	N/A⁷	68	N/A	74

⁵ Provisional based on 2019 journal rankings data.

⁶ Includes international Pasifika students.

⁷ The *Your Voice* survey was not run in 2020.

TEC-defined Educational Performance Indicators (EPIs)

EPI TYPE	DESCRIPTION	2020 PROVISIONAL	2020 TARGET	2019 ACTUAL	2018 ACTUAL
Participation	The proportion of total SAC ⁸ eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 4–7 (non-degree) (%) ⁹	46.2	59.4	68.7	70.8
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 4–7 (non-degree) (%)	29.3	30.5	23.4	21.7
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 4–7 (non-degree) (%)	26.1	20.0	14.2	8.8
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree (%)	82.2	81.4	81.9	82.4
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree (%)	12.4	12.8	12.5	12.2
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 7 degree (%)	6.4	6.8	6.7	6.4
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8–10 (%)	88.3	88.1	88.8	89.1
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8–10 (%)	8.0	8.0	7.7	7.4
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 8–10 (%)	4.2	4.6	3.9	3.9
First-year retention	The first-year retention rate for non-Māori, non-Pasifika students at level 7 degree (%)	82.6	80.5	80.3	79.6
First-year retention	The first-year retention rate for Māori students at level 7 degree (%) ¹⁰	72.6	72.0	72.3	77.3
First-year retention	The first-year retention rate for Pasifika students at level 7 degree (%)	74.9	72.0	77.4	74.3
Course completion	The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 1–10 (%) ¹⁰	87.1	89.0	88.8	88.8
Course completion	The course completion rate for Māori students (SAC eligible EFTS) at level 1–10 (%) ¹⁰	80.1	82.1	80.4	80.6
Course completion	The course completion rate for Pasifika students (SAC eligible EFTS) at level 1–10 (%) ¹⁰	72.1	76.0	72.0	71.6
Research	The amount of External Research Income earned (\$m) ¹¹	77.5	72.5	72.2	63.0
International	The number of international student EFTS ¹²	1,817	2,123	2,047	1,964
Research	The number of research degrees completed	552	>2019 result	538	524

8 Student Achievement Component funding.

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

10 Course completion rates remain provisional until after all final 2020 academic year (including Trimester 3) results are submitted in the following April Single Data Return (SDR). The provisional results tend to underestimate final completion rates as a result.

11 PBRF definition, excluding sub-contracts to other New Zealand universities.

12 International full-fee paying students plus NZAID and Commonwealth Scholarship students.