Investment Plan 2020-2022

Victoria University of Wellington

Approved by the University Council, 29 July 2019
Approved by Tertiary Education Commission, 12 December 2019
## Tertiary education organisation (TEO) details

Please complete the following details.

<table>
<thead>
<tr>
<th>TEO name</th>
<th>University of Wellington</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUMIS number</td>
<td>7004</td>
</tr>
<tr>
<td>Lead contact for Plan discussions – Dr Leon Bakker</td>
<td>Director Planning and Management Information</td>
</tr>
<tr>
<td>Work phone</td>
<td>04 463 5990</td>
</tr>
<tr>
<td>Mobile</td>
<td>027 563 5990</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Leon.bakker@vuw.ac.nz">Leon.bakker@vuw.ac.nz</a></td>
</tr>
</tbody>
</table>
1. Mission and role

Victoria University of Wellington’s vision

As New Zealand’s globally ranked capital city university, Victoria University of Wellington’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.

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 Tertiary Education Strategy (TES) and New Zealand’s education vision.

Victoria University of Wellington’s strategic direction

Our Strategic Plan outlines the mission, role, and strategies that the University will be adopting to achieve its mission. The Strategic Plan drives all decision-making and resource allocation across the University and focuses our activities and development of capability.

The Strategic Plan is being revised in 2019 and outlines a long-term path for the University. The previous Strategic Plan approved by Council in 2014 set 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 addressed the aims of the Government as expressed in the Tertiary Education Strategy. The Plan also laid 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 the University. The University will continue to 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 the 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.

The strategies outlined in our Strategic Plan have been, and will continue to be, well aligned to the Government’s priorities as expressed in the Tertiary Education Strategy 2014–2019. Those relevant to universities are to:

- deliver skills for industry
- boost the achievement of Māori and Pasifika students
- strengthen research-based institutions
• grow international linkages.

Victoria University of Wellington 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 and employment outcomes. Our activities will contribute to the outcomes, included in the outcome framework agreed with the TEC, 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.

The University’s Strategic Plan expires in 2019 and a revision process is underway. Key tenets of the existing plan remain with modifications being largely refinements. For example, better articulating the distinctiveness of the University and how this flows through to its curriculum and research. The revised Strategic Plan will be published on the University website when it has been completed and approved by Council; a process running parallel to development of this document. Consequentially, the key results areas and targets for monitoring the university’s performance in the statement of forecast service performance will be set once the Strategic Plan has been approved by Council.

The process of revising the Strategic Plan included a comprehensive analysis of the current environment in which the University operates—both internationally and nationally; consideration of trends in tertiary education and society and the University’s response to these have been workshopped and forums held with Council, senior leadership, university staff, and key stakeholders.

The new Strategic Plan revises our view of what is distinctive about Victoria University of Wellington and replaces the concept of distinctive themes with a weaving in of a number of elements that collectively set us apart.
These are reflected in the diagram that shows we consider our focus on being a great civic university with our marae at our heart influencing our values; our research-enriched teaching; increased agility as an organisation based on professional processes and systems, with students seen as partners in our joint endeavours. These in turn are demonstrated in the way we focus on our commitment to the Treaty of Waitangi, sustainability, and governing for the future, our focus on having an Asian–Pacific global mindedness and a creative impact, and recognition of, and contribution to, having a Wellington ‘vibe’.

In section 1.3 below we describe our past performance against the previous Strategic Plan before describing the new projects proposed under the 6 revised strategies of the new Strategic Plan.

1.1 Mission-related capability

Governance

The University’s Council provides governance over the institution, with six sub-committees plus the Academic Board focusing on key organisational capability. The Council also includes representatives of the student body and staff to ensure that these key stakeholder groups are represented in governance. Its constitution can be found at the following link.

https://gazette.govt.nz/notice/id/2015-au5554

The University is fortunate to have a notable and capable group of Councillors ([https://www.victoria.ac.nz/about/governance/council](https://www.victoria.ac.nz/about/governance/council)) whose credentials and experience underline the governance capability of the Council.

The following link contains a description of the roles and functions of Council.

[https://www.victoria.ac.nz/about/governance/council/about-the-council](https://www.victoria.ac.nz/about/governance/council/about-the-council)

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

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

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

Council ensures that its own capabilities develop through a comprehensive induction for new Council members to ensure they have a good understanding of the University and its environment and the markets in which it operates. As part of the programme, members receive essential Council and university information, meet key management and visit the University’s facilities. Each year, Council critically evaluates its own performance, including its processes and procedures. The performance of individual members is also evaluated by self-assessment. Council has a ‘board-wide’ membership of the Institute of Directors (IoD) and this provides all Council members with full membership rights (apart from voting rights). Members are expected to attend basic governance training.

The University is managed by a senior leadership team (SLT) that reports to the Vice-Chancellor, Professor Grant Guilford, who is appointed by Council. Descriptions of the members of SLT and their roles are at the following link.

https://www.victoria.ac.nz/about/governance/senior-leadership

The University has a set of key performance indicators, agreed with Council, which have targets established as part of the *Annual Plan*. Progress towards these are tracked and quarterly reports provided to Council to monitor progress. Annual results are published in the *Annual Report*, which is independently audited. The *Annual Plan* specifies the initiatives and activities that will occur in each year across the total range of the University’s activities that will give effect to the *Strategic Plan*. Teaching and research, engagement and support services are listed with their initiatives, funding, and key performance indicators and how they will be monitored during the year.

In addition, a series of long-term plans (e.g. Campus Master Plan, Accommodation Long-Term Plan, Digital Roadmap) are also approved by Council, which sets the long-term strategy, funding, and projects in place for specific areas of focus. They ensure that the capital intense infrastructure of the University is well thought out, implemented coherently with future priorities in mind, and adequately funded. These plans support the *Strategic Plan* enabling strategies.

Such plans, combined with regular monthly financial reporting, ensure that the SLT and the Council are well informed and able to prudently steer the University to meet its vision and mission.

The University has a risk-management toolkit that includes a step-by-step process to follow when managing risks. The toolkit helps risk assessors identify, assess, and rank risks so that appropriate controls can be identified.

In addition, this is underpinned by advice and training in risk management and use of the toolkit provided by the University’s Safety, Risk and Assurance Unit. The Audit and Risk committee of Council receives reports that track the risks and hazards identified to ensure adequate mitigations are in place.

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

Victoria University of Wellington’s Te Tiriti o Waitangi Statute was enacted in 2019, to replace our previous Treaty of Waitangi Statute. It is the formal expression of our commitment to Māori as tangata whenua and Treaty partners. The statute outlines the principles adopted by Council to enact the University’s obligations. The principles are:

- Kawanatanga (governance)
- Rangatiratanga, which recognises Māori autonomy and self-determination
- Kowhiringa (options) acknowledge Māori rights to pursue their own personal direction
- Mahi tahi (partnership) requires Māori and the Crown to work together
• Kaitiakitanga (protection) ensures Māori rights and interests are actively protected through honourable conduct, fair processes, robust consultation, and good decision-making
• Whai wahi (participation) ensures that Māori are fully involved in all parts of society, which ensures Māori representation in key decision-making bodies
• Rite tahi (equality) focuses on providing an environment that supports equitable Māori outcomes
• Whakaoranga (redress) provides for the effective resolution of Māori grievances.

The University 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 scholarship 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 the University.

More information about how the university is implementing its commitment to the Treaty is provided in Section 3.3, Boosting Achievement for Māori.

The University has equality of opportunity as one of its core values. Our new Equity, Diversity and Inclusion Framework identifies priority equity groups and sets out the high-level objectives and actions to meet the University’s commitment to equity and diversity. Detailed Action Plans for both staff and students underpin the Equity, Diversity and Inclusion Framework and capture heightened ambitions in this area.

The Provost’s office provides leadership in achieving equality of opportunity across the University. Several policies and plans are in place, including the student retention plan, a framework and plan for students from socio-economically disadvantaged backgrounds, a Pasifika student success plan, Pasifika staff success plan, and a disability action plan. Accompanying these are guidelines for equal employment opportunities in both recruitment and promotion processes.

Stakeholders

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

This is the mandate upon which the University was founded approximately 120 years ago. It remains just as important today.

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

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

**Infrastructure**

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 the University 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 Group operating result (including all entities) generated a surplus of $15.0 million, equating to 3.1 percent of revenue. Revenues and the resulting surpluses were positive and largely in line with the **Strategic Plan**, which can be found on our website. For the third year in a row, the University’s real revenue growth exceeded 5.0 percent, a significant achievement given that current school-leaver student numbers in New Zealand have been gradually declining on an annual basis. Achieving the 3.0 percent surplus required by the Government in 2018 is noteworthy in a challenging environment of fewer school leavers and a strong job market. As much as possible, we have endeavoured to reinvest funds into improving facilities, purchasing new equipment, and supporting the demand for accommodation.

The University has a large portfolio of buildings and other resources critical to its functioning. As described above, Council has approved several forward-looking long-term plans to guide the development of its infrastructure. All projects from these plans must still be approved through business cases but the projects themselves are planned, prioritised, and sequenced to maximise the benefits of the capital required.

A campus master plan provides a long-term view of how our building assets will be managed and prioritises capital spend on refurbishment and construction. Given the impact of the 2016 Kaikoura earthquake, ongoing repairs to buildings is still occurring. An additional decant building is being constructed to facilitate refurbishment of other buildings on campus.

A similar plan exists for the enablement of the digital strategy. The Digital Roadmap provides prioritised projects to enhance the delivery of key applications and information to support the learning, teaching, research and professional activities of the University. The Roadmap has several horizons to ensure projects that are reliant on one another are integrated and focus on key pain points identified through the design-thinking process that was run to produce the Roadmap.

The **Accommodation Business Plan** aims to ensure our students have an experience second to none, the lack of accommodation is a major concern for our students. Based on strategic research on what is happening internationally and nationally, the plan addresses the need for student accommodation that is affordable and tailored to address student preferences.

**Support for staff**

As staff are our key resource and a critical stakeholder group, the wellbeing and development of staff is critical to the University meeting its **Strategic Plan** goals. Many resources and activities are in place to support staff to thrive in Victoria University of Wellington’s community.

- The **Our Voice** survey has been used to understand better the perceptions staff have of the environment and organisation in which they work. The survey provides benchmarks against which comparisons can be made with other universities in New Zealand and overseas. From the results of the survey, individual work plans are in place for organisational units, and three areas are being focused on at an institutional level:
  - growing our leadership capability through programmes such as the **Leading People Programme**, **Management in Action**, and the **Head of School Professional Development Programme**
embedding our core ethical values through a plan to enable, support, and enforce values-based culture—SLT has endorsed this approach and is committed to ensuring its success
- developing our Equity, Diversity, and Inclusion (EDI) practices

- The University is committed to supporting the physical, emotional, and social wellbeing of staff, including those facing personal or professional challenges, with workshops, counsellors, and online resources available. Vaccinations and eye tests are included.
- A new Vocational Early Academic Career Framework, VECAP, and a revised promotions process have been developed and are in place.
- A new Equity, Diversity, and Inclusion Framework has been established.
- A new sexual harassment prevention policy has been developed.
- Professional development of academic staff is provided through the Centre for Academic Development (CAD), which provides training to support teaching at the University; a two-day workshop provides induction for all new academic staff. Professional staff can also apply for training as part of their personal development, and development interviews are conducted biennially. CAD has undergone a review to ensure that staff and students have the best possible access to a cadre of academic developers and learning and teaching professionals who will be charged with sharing their expertise both inside and outside the classroom.
- A staff support team is utilised when occasionally, members of the University community are involved in distressing or critical incidents
- All staff are provided with induction training and support from managers and staff to assist them in working at the University.
- The intranet has a wealth of resources to support staff personally and professionally.
- Representation of two staff on the Council to ensure the staff voice is heard at governance level.

1.2 Responding to key global and national trends

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

- demands from students and employers for new skills to keep up with a changing workforce and improved engagement from universities, in line with other modern experiences
- utilising online education, flipped classrooms, and blended learning to complement and enrich class-based education
- changing demographics in both domestic and international students, in terms of volumes and characteristics, with forecasts and analyses suggesting where growth or declines are likely to occur
- greater uncertainty and funding risk as a result of recent government changes in policy
- increased competition for students and research funding
- investment from Asian countries, especially China, in their own tertiary education sectors
- global pressure on university funding, and demands to see impact from research funding.

Assessment of where the University has opportunities, or must address threats, is a critical part of planning for its strategic approach. These SWOT analyses and scans inform developments such as our Student Accommodation Plan, which relied on a research report of the developments internationally and nationally and used extensive case studies to highlight key trends for consideration as part of the plan. Similarly, the Digital Roadmap included consideration of leaders in tertiary education digitisation, site visits, and input from experts in other universities in its development.
Our development of qualifications and courses is informed by such trends as seen in the establishment of the Faculty of Health, completing the pilot of a microcredential and ongoing review of the Bachelor of Arts, following consultation with stakeholders that included students, staff, and employers. The importance of technology use by our students has also helped drive the development of the Digital Roadmap to respond to technological innovations and opportunities and to ensure technology supports teaching-related activities. The Roadmap includes a sequence of projects that will focus our efforts for several years and includes, for example, piloting digital exams, developing learning analytics to support staff working with students, revising the online enrolment processes and system, and integrating our learner-management system and student-management system. Establishing a design-thinking capability to assist with ensuring user-centred development is also included.

Responding to future trends includes the design of new and refurbished buildings as part of our Campus Master Plan. The Plan provides a long-term view of the University’s requirements for space and prioritises such capital-intensive activity. As shown in the development of Te Toki Arata, our new Biological Sciences facility, the layout and fitout of the building is focused around the needs of staff and students, considering best practice for such specialisations.

Updates to key strategic plans such as the Research Strategy and the International Strategy will occur after the publication of the Strategic Plan later in 2019. Descriptions of the future focus of these activities are still being developed, but broad areas have been included in this investment plan.

1.3 Information about past performance

This section of the Investment Plan highlights how we have progressed towards the outcomes of our Strategic Plan during the last plan period and signals our planned focus and activities for the next three years. 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 refreshed and further implemented.

The sections below use the current Strategic Plan priorities to report performance. The new Strategic Plan changes to these will be described prior to the forward-focused section on our 2020 and beyond projects.

Learning and teaching performance.

Excellence in learning, teaching, and research lie at the heart of our vision to become a world-leading capital city university and one of the great global–civic universities. 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. Alongside this, the University’s Research Strategy seeks to increase the quality, quantity, and intensity of our research; deliver greater diversity, impact and scale; increase and diversify external research funding; and consolidate the University’s current status as the first-ranked university for Performance-Based Research Funding (PBRF).

A distinctive academic emphasis (Primary Strategy 1) has resulted in several initiatives. We have established eight academic distinctiveness themes that are fostering interdisciplinary research and engagement. We have launched the Faculty of Health, realigned the Faculty of Humanities and Social Sciences and Victoria Business School, and increased the enrolments in the Faculty of Law. A portfolio of new programmes has been developed (e.g. Applied Statistics, Climate Change Science and Policy, Design, Fine Arts (Creative Practice), Meteorology, and Science and Society,) and consolidated the EdX MOOC infrastructure and portfolio.

Primary Strategy 3 states that the University will ‘Provide a holistic learning, teaching, and student experience that is second to none’. To progress this, we have:

- initiated the Student Services Transformation Programme
• continued growth in civic-engagement activities and work-integrated learning, including the Victoria International Leadership Programme and Victoria Plus
• fully implemented and consolidated offerings under a refreshed Bachelor of Arts programme
• modernised and redeveloped teaching infrastructure and facilities
• established a policy for tutors to ensure consistency of recruitment and employment practices, and revised the tutor training programme
• rolled out ‘Publish’, enabling students an improved, mobile-friendly timetable view of teaching, exams, and tutorials.

Primary Strategy 4 states that the University will ‘secure the intellectual potential put at risk through experience of disadvantage. Progress to date has been:
• continued development of the strategic outcomes framework Mai i te Iho ki te Pae to enhance outcomes for Māori
• completion of the Māori and Pasifika Interventions review with the establishment of a Māori Student Support team (Awhina) and Pasifika Student Support team
• appointment of new Māori and Pasifika staff in Victoria Business School and the Faculty of Health
• more than 60 agreements signed with iwi and iwi-related organisations in the Taihona partnership programme
• expanded range of 100-level courses in established Tohu, Māori, and Pasifika pathways programmes
• appointment of the kaiārahi rautaki in the Library and a Māori advisory committee for teacher education programmes
• increased incorporation of mātauranga Māori in programmes and courses
• appointment of a rainbow and inclusion adviser to develop and implement strategy
• recipients of the Ngā Hoe a Kupe Pathfinder Scholarships, funded by the divestment of the former Karori campus, began their studies at the University this year. The scholarships are available to students from low-decile schools with large numbers of Māori and Pasifika students in the Wellington region.

The Strategic Plan’s enabling strategies are also key to success in learning and teaching.

Enabling Strategy 1: Double the community of world-class scholars choosing Victoria University of Wellington. Progress to date has been:
• the new, VECAP Framework, and revised promotions process in place
• organisational development role addressing the five priority areas identified in 2015’s Your Voice survey
• review of academic professional development opportunities completed
• high-quality academic appointments being made across the University
• establishment of new Equity, Diversity and Inclusion Framework

Enabling Strategy 2: Attain the scale, quality and academic profile of leading public universities
Progress to date:
• strong growth in international student numbers, market share of domestic students holding
• establishment of the Entrepreneurial University Initiative-funded Computational Innovation Centre
• improvements to Academic committee functioning to ensure quality programmes and courses are offered
• roles created to advance digital strategy and implementation of SPOCs and MOOCs.

The impact of these activities on our performance is evident. Over the course of the last Strategic Plan (2014–2019) we have seen a 5.1 percent increase in total equivalent full-time students (EFTS), 2.1 percent in domestic EFTS, and 29.1 percent in international EFTS. Our Māori and domestic Pasifika EFTS have increased by 12 percent and 15.4 percent over the same period. Course-completion rates for Māori have increased 3.7 percent over the past decade and Pasifika rates have increased 11.7 percent. The difference between these groups and non-Māori non-Pasifika (NMNP) have reduced by 0.5 percent and 8.5 percent.
Retention rates have also improved across this period, with first-year retention rates rising 3.2 percent overall between 2014 and 2018, with increases of 6.6 percent for Māori, 5.2 percent for Pasifika, and 3.1 percent for NMNP students. This halved the difference between NMNP students to 3.1 percent and reduced the difference for Pasifika from 7.5 percent below in 2014 to 5.4 percent below by 2018.

Similarly, qualification completion rates have also increased at both undergraduate and postgraduate levels: in 2017, Māori undergraduate completions were 55.9 percent, up from 46.8 percent in 2014. Postgraduate completions had risen from 59.7 percent to 66.9 percent over the same period. Pasifika undergraduate completion rates rose from 34.1 percent to 50.8 percent and postgraduate from 60.3 percent to 65.2 percent in the same years. The gap between Māori and Pasifika and NMNP at undergraduate level has reduced by 5 percent and 13 percent, and at postgraduate level by 4 percent and 2 percent for Māori and Pasifika respectively.

Our graduate employment rates also demonstrate Victoria University of Wellington’s successful delivery against the Government’s Tertiary Education Strategy. A year after completing their studies, 96 percent of our graduates are in work, further education, or not looking for employment. This is supported by students’ teaching evaluations that remain consistently high—above 90 percent as good or very good. Increasing numbers of students are engaging in the Government’s Tertiary Education Strategy priority areas. Science, technology, engineering, and medicine are areas where growth has occurred, especially with the introduction of the new Faculty of Health in 2017. Science and Engineering increased by over 540 EFTS and Health by 41 EFTS since the start of the Strategic Plan.

Our refreshed Strategic Plan has reframed our enabling strategies and distinctiveness as described in Section 1 above. Our new Strategies and proposed projects to achieve them (including those underway) follow.

**Strategy 1: Ambitious research for transformative impact**

1. Research funding to support ambitious research
   - Increase PhD scholarships
   - Establish faculty research funds
   - Reposition URF
   - Postdoctoral research fellow scheme
   - Research leadership programme

2. Research mobilisation
   - Policy lab
   - Sabbaticals in industry/profession
   - Policy fellowship
   - Co-location

3. Embrace mātauranga Māori and support kaupapa Māori research
   - Mātauranga Māori research fund
   - Partnerships for research

4. International visibility
   - Wellington fellowship
   - Research tools
   - Deep bi-lateral relationships with leading universities

5. Collaboration initiatives

---

1 Source Tertiary Education Commission App Nga Kete
2 2017 results are used as 2018 results were not complete and available at the time of drafting this Investment Plan
3 Annual Report 2018
Develop existing strategy research centres
Start 2–3 new large-scale collaborations

Our research performance of the past three years has been significant. The contribution the University is making in knowledge creation and new research is evidenced by the ongoing increases in external research revenue, which has risen from $42.5 million to $68.3 million per annum since 2014. This highlights the increasing value that stakeholders are placing in our research contribution. Victoria University of Wellington has increasing success in the Marsden and Health Research Council awards for research: 22 Victoria University of Wellington-led projects received more than $14.5 million from the Government’s 2018 round of Marsden Fund grants. Victoria University of Wellington-led research teams working on a treatment to combat antibiotic-resistant bacteria, improving quality of life for multiple sclerosis sufferers and investigating ways to integrate digital-health surveys with matching therapies, received more than $3.5 million in the mid-2018 Health Research Council of New Zealand funding round. Another Victoria University of Wellington-led team of researchers received a $4.78 million Health Research Council grant to assess the effectiveness of New Zealand’s primary healthcare system.

Eleven Victoria University of Wellington-led projects—a sixth of the total funded—received more than $34 million from the Ministry of Business, Innovation and Employment’s Endeavour Fund. The University has more projects supported than any of the other institutions in the 2018 round of New Zealand’s largest contestable research fund, acknowledging the quality, innovation, and impact of our research. Annual invention disclosures, a sign of the impact of knowledge creation, are also up across the period of the plan from 26 per annum to 44 per annum.

Improvements have also been noted in the international rankings with the QS rankings rising from 275 to 215 across the previous Strategic Plan period. The rankings data allows the University to compare research outputs internationally; such benchmarking is primarily through the feedback from the international rankings agencies and by using databases such as SciVal to compare discipline-specific performance on research outputs with universities of similar scale. Appointment of an analyst to support strategic-research policy and analysis will enhance the ability of the University to consider its research performance compared to others. Currently, trends are monitored at an institutional and discipline level, with QS data showing a comparatively high level of outputs per academic staff member. Internal data shows that many disciplines such as music performance and arts cannot readily be compared using databases of published citations. The results from the 2018 PBRF have provided a rich source of information to compare against other New Zealand universities for quality of research. The results show particular strengths in Arts, Humanities, Law, and Social Sciences. They also show that the strategy of focusing on growing research careers has been successful, particularly for women researchers at the University, where they perform higher than the national averages, and better than their male counterparts in senior academic positions. Victoria University of Wellington has seen a substantial increase in research income from competitive processes, which is a key metric in demonstrating the value of its research.

More information is provided below in the section on strengthening research-based institutions.

**Strategy 2: Education preparing you for an extraordinary life**

Proposed and infight projects under this revised strategy include:

1. **Academic infrastructure (learning and teaching)**
   - Roll out of digital exams across the University (2020–23)
   - Curriculum management system (2019–2021)
   - Deliver CAD Review recommendations, ensuring stronger academic leadership, pedagogical leadership, effective digital learning and teaching, Māori and Pasifika support (by 2021)
   - Foster new roles such as professional teaching fellows and learning designers (2020–25).
   - Update the Learning Platform to deliver a flexible digital learning environment that brings together online and physical realms (2020–25)
• Use learning analytics to improve student retention (2020–25)

2. Curriculum redesign (learning and teaching)
• Map the current curriculum against the Curriculum Framework (2021)
• Develop a whole-of-university Curriculum Framework (2020)
• Enhance the extracurricular opportunities for students to ensure they complement Victoria University of Wellington’s curriculum. This will be achieved by establishing a university framework and enhancing the portfolio of non-degree offerings (short courses, microcredentials, MOOCs, SPOCs) (2020–25)
• Make necessary amendments to related policies and regulations to reduce complexity and ensure internal consistency with the new Curriculum Framework (2022)
• Realign the curriculum to take advantage of new national and international markets (2020–25)

3. Student civic and cultural engagement (learning and teaching)
• Establish university framework for civic engagement and experiential learning (2020)
• Embed civic engagement and experiential learning as an integral part of all undergraduate programmes, including work-integrated learning, entrepreneurships hubs and incubators (2021–25)
• Establish university framework for global and cultural engagement (2020)
• Embed global and cultural engagement as an integral part of all undergraduate programmes, including work-integrated learning, entrepreneurships hubs and incubators (2020–025)

4. Student Services (student experience)
• Implement Student Services Transformation Programme through new operating model (2020)
• Realignment of student services around the student journey (includes, among others, pathways, enrolment, admissions, advising, assessment, graduation) (2021–25)
• Implement other student-facing aspects of the Digital Roadmap (details and dates are in the Roadmap)

5. Academic year (student experience)
• Embed Trimester 3, including changes in curriculum and support systems (2020–22)
• Deliver a full Trimester 3 (2023)
• Consider options for shortening the exam periods at the end of trimesters to facilitate timely reporting of important information (grade entry, aegrotat decisions, etc.) (2020)
• Consolidate an enhanced portfolio of Trimester 3 offerings (2020)

6. Improving living conditions for students (student experience)
• Implement new Scholarships Strategy, including new Te Herenga Waka scholarships
• Deliver the new Accommodation Strategy

The University has successfully trialled digital examination using innovative, accessible pedagogically informed digital technologies to complement face-to-face learning and teaching. This initiative will ensure that the University will remain competitive in the modern tertiary education environment. It is being piloted by the Faculty of Law and Victoria Business School. The proposed new Curriculum Framework will provide a cohesive set of definitions and regulations for the development, approval, management, and evaluation of Victoria University of Wellington academic offerings. It seeks to promote a strong and integrated structure for programmes, underpinned by five core principles: transparency, flexibility, relevance, coherence, and distinctiveness. Additional major projects are already underway, such as the use of digital exams and embedding of opportunities for student civic engagement and work-integrated learning into programmes, mapping the curriculum against the Curriculum Framework, and the development of a business case for a new curriculum management system.

Over the next three years, our focus is also on delivering a comprehensive Student Success Transformation Programme with workstreams related to the student journey from easier and enhanced enrolment. The Programme has been running for the past two years and is responsible for reviewing and redesigning
The Programme takes a holistic view of student services, with the intention of improving the experience for staff and students. It has employed a co-design approach to:

- change the way we work
- deliver our services through the adoption of a new operating model
- plan and redesign the enrolment experience via a student portal.

Implementation of the programme will begin in 2019 and continue through the following years.

The vision for the Student Success Project is to put in place a framework to provide an organising and coordinating approach to Victoria University of Wellington’s retention, progress, and student success that is sensitive to our policy and governance constraints. Workshops with students and staff have informed the development of the first two workstreams, following the development of our target operating model. The first stage of the project has been a stocktake of retention- and success-related student engagement activity, and the next phase will fit these activities in the context of the new Student Success Framework to assess investment, measures, outcomes, and opportunities. The effectiveness of these success activities will be enhanced through the piloting of student-success software that will help us engage with students throughout their education journey and connect students with the right supports in a timely manner.

Projects such as the new Scholarships Strategy, the Accommodation Strategy, and delivering a full Trimester 3 are also projects that are underway in 2019 and will continue through the new plan period. Proposed new programmes include, among others, the Master of Communication (following an approved Bachelor of Communication), Midwifery, Design, Intelligent Cities, and Meteorology. In addition to traditional degrees, the University will develop new short course, executive education and microcredential offerings.

**Strategy 3: Equitable Outcomes for all**

Proposed and in-flight projects under this revised strategy include:

1. **Attraction and recruitment**
   - Māori and Pasifika pathways (underway)
   - Attract and recruit students and staff from our identified equity groups

2. **Participation**
   - Māori outcomes framework
   - Pasifika student success plan
   - Pasifika staff success plan
   - Compulsory te reo Māori/mātauranga Māori in curriculum

3. **Influence and engagement**
   - Taihonoa partnerships
   - Engagement with Pasifika communities domestically and in the Pacific region
   - Policies and practices to support and value the activities of all staff and students will be developed
   - International partnerships between Victoria University of Wellington and the National University of Samoa, Solomon Islands National University, the University of Papua New Guinea, the University of the South Pacific, and their respective governments
   - Pasifika alumni engagement

4. **Retention**
   - Learning analytics

5. **Creating spaces**
   - Living pā
   - Fale (underway)
We plan to continue the development of new compelling pathways for Māori and Pasifika students integrated with the University’s undergraduate offerings. This will become part of the broader suite of outreach, recruitment, transition, and support that the University already delivers. We will also deliver the Māori and Pacifica Interventions Review to ensure that the new ‘hub and spoke’ model combines Māori and Pasifika student support services in a truly university-wide, culturally responsive way, able to support the entire student life cycle.

The Taihonoa programme has enabled the University to develop a significant number of relationships with iwi and other Māori groups. Continued investment in this programme will enable deepening of those relationships, including a range of research and development opportunities, enhancing the University’s reputation as a university that is proactive in the mātauranga Māori space. This work would be complimentary to the initiatives to enhance participation and retention of Māori students.

**Strategy 4: Deepen engagement and reputation**

Proposed and inflight projects under this revised strategy include:

1. **Reputation and brand**
   - Visual identity/refresh
   - Marketing (Including web development, brand campaigns, and digital engagement)

2. **Partnerships**
   - Develop relationship management plan

3. **Civic Engagement**
   - Student–city partnering with Wellington City Council and others Wellington stakeholders

4. **Alumni**

5. **Philanthropy**
   - Launch fundraising campaign, "what if"

**Strategy 5: Deep international engagement with Asia–Pacific**

Proposed and inflight projects under this revised strategy include:

1. **Teaching and learning**
   - Overseas partnering and delivery to include teaching Victoria University of Wellington content face to face, online, and via credit or non-credit-bearing short courses or mixtures of these
   - Digital channels
   - Conversion from MOOCs (e.g. edX)
   - Postdoctoral opportunities
   - One-year Master’s programmes
   - Experiential learning
   - Multiple intakes
   - Culture change to greater internationalisation
   - Providing a pathway to the University’s degrees to include the University’s content delivery at diploma/pathway level (with credit), English Language Academy, links to secondary/further education, and ITPs

2. **International Reputation**
   - In-country presence/interventions
   - Targeted communication and marketing strategy
   - Awards, conferences, and events
- International alumni
- Professional hosting of international visitors by the University
- Student-feedback loop
- Rankings strategy
- Research at scale
- Citation and research promotion strategy
- International partnerships: Between Victoria University of Wellington and the National University of Samoa, Solomon Islands National University, University of Papua New Guinea, the University of the South Pacific, and their respective governments

3. External engagement

- Establish a central repository (client record management) to help manage and give visibility of engagement activities (research, teaching, partnerships)
- Establish partnership managers in each faculty
- Deep-dive MOUs
- Establish key strategic partnerships with global institutions
- Leverage membership of relevant global professional groups and bodies (e.g. capital city network)
- Maintain strong relationships with government, commercial, and other education institutional and training providers

4. Student experience

- International Student Barometer survey
- Accommodation for international students
- Lifelong student experience

5. Internal

- Communication/marketing to raise international profile internally
- Creative arts faculty development (Creative Fields)
- Creation of an international working group to establish greater cross-collaboration
- Resourcing to ensure high-quality support
- Potential market opportunities analysis

Engagement and internationalisation are core components of Victoria University of Wellington’s mission and strategy. Effective engagement has tangible benefits for our partners and the University’s community. The Engagement Strategy provides a plan for Victoria University of Wellington’s future approach to engagement. It sets out how the University will:

- cultivate a culture of engagement at the University
- connect with our partners of influence
- continue to strengthen our reputation and profile.

The major step-change initiatives in the engagement space include a focus on increasing our international reputation via a suite of targeted initiatives aimed at increasing the University’s rankings performance by extracting maximum value from the University’s participation with rankings agency leaders and growing the capital city and Latin American relationships to support ranking goals. We will implement programmes of work to deliver these outcomes, including core membership of the International Reputation and Federation strategic projects; annual submission of QS reputation survey recipients; annual reviews of the University’s performance in QS and THE rankings; triennial QS Stars audits; analysis, purchase, and review of rankings tools measuring performance; participation in rankings conferences to maintain up-to-the minute knowledge of rankings systems and their future directions; direct engagement with capital city and Latin American partners, and the continuation of Capital City Universities Initiative symposia.
The web is the single biggest opportunity to promote those many things that influence how people behave towards the University, and in many cases, it is the first point of engagement in which we have the chance to ensure Victoria University of Wellington is included in the consideration of our audience.

Targeted initiatives are to preserve quality in the current website and enhance content management through a review of the University’s web resources.

In 2019, the University will continue to leverage its brand-marketing strategy campaigns: (i) Capital Thinking. Globally Minded (our external communities of interest), and (ii) Know Your Mind (prospective students).

Work will also progress to continue to enhance Victoria University of Wellington’s brand campaign, highlighting Victoria University of Wellington’s positioning: Capital Thinking. Globally Minded.

Significant progress has been made with the creation of the University’s Scholarship programme (Great Futures) and accelerated fundraising for the national music centre. Progress has also been made to enhance our web presence. The Confucius Institute’s Mandarin language programme is now the largest in Australasia and has made a significant contribution to the rapid overall growth of Chinese language learning in New Zealand schools. In 2017, Confucius Institute VUW Mandarin Language Assistants were involved in the teaching of an estimated 20,000 New Zealand students.

Our influence in the Asia–Pacific region has also been a focus, with planning underway for the South-East Asia (SEAC) initiative: stakeholder engagement and business needs’ research project offerings. We have appointed an Assistant Vice-Chancellor (International Engagements) and a principal adviser (international reputation) to provide specialist skills and undertake work programme to enhance Victoria University of Wellington’s international reputation and develop an international engagement strategy. The development of an international engagement strategy connects various international initiatives across the University; we plan to create new relationships in the UK, Europe, and Asia, with a view to enhancing research, teaching, and reputation. We also plan development for a new Capital City Universities Initiative symposium.

Monitoring of our success against the primary strategies and the progress we make against this suite of initiatives will be through the setting of targets for our key results areas. Our targets and key results areas will be completed after the Strategic Plan has been approved by Council.

**Strategy 6: Transforming the way we work**

The key areas of focus for this strategy will be to significantly change our policies, practices and operational models and structures deploying our resources and adapting the way we work to thrive sustainably in a challenging, financially constrained and competitive environment. As part of the strategy refresh, we are currently working through the specific people, property, partnership and efficiency projects required to execute this strategy.

### 1.4 Contribution to economic, social, and cultural outcomes

In keeping with our global–civic university mandate, Victoria University of Wellington 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. Large numbers of staff are involved in such public debate and on local and 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 University of Wellington 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.

Victoria University of Wellington is the second largest employer in Wellington and plays a key role in the economic, social, and cultural life of Wellington.

Programmes make contributions such as:

- unrivalled access to work experience and professional connections with New Zealand’s world-leading film, animation, and game design industries through relationships with Weta and Park Road Production fostered by the Miramar Creative Centre; training at the Centre is highly intensive and practical, matching the realities of the film and animation industry.
- a unique opportunity to perform in world-class surroundings at the planned national music centre, in conjunction with the New Zealand Symphony Orchestra and the University’s New Zealand School of Music–Te Kōkī.
- the continual stream of outstanding writers from the International Institute of Modern Letters (IIML), whose works are widely hailed; for example, the finalists for the 2019 Ockham New Zealand Book Awards shortlist include five graduates of the IIML and a current staff member.
- supporting Māori language, through Te Kawa a Māui.
- media releases, opinion pieces, and submissions to the Government on issues of societal importance and government policy.
- opportunities to input on government policy and to speak on social issues, through the professorial chairs and research institutes; the importance and success of the University’s researchers are exemplified by Professor James Renwick receiving the Prime Minister’s Science Communication Prize in 2018 based on his work on climate change, and Associate Professor Rebecca Priestly on 2016 for her work on climate change in New Zealand.
- research that is driven by our distinctive academic themes, covering the economic, social, and cultural spectrum of: Advancing better government; Cultivating creative capital; Enabling our Asia-Pacific trading nation; Digital futures; Stimulating a design-led; high-value manufacturing region; Resilience and sustainability of our natural heritage and capital; Improving health and wellbeing in our communities; Enriching national culture, civil society and global citizenship.

Our own research has shown that the contribution the University makes to the city economically is in the order of $1 billion annually. As an active member of the Wellington Regional Economic Development Agency, the University is well placed to support the region’s development aspirations. University staff contribute to the cultural and social life of the city through public lectures across a range of subjects.

The University also contributes to the high growth sectors in the community through the Faculty of Engineering’s focus on software engineering, the ICT Graduate School, and the Computational Media Innovation Centre.

With export education being the fifth largest sector in the economy, our focus on increasing our international student numbers is also a major means of contributing to Wellington and supporting the Government’s agenda.

The Faculty of Education also continues to provide initial teacher education—to a sector with a recognised shortage—and we have signalled to government agencies our willingness to respond to increased demand. In addition, the Schools of Health and Psychology provide programmes well suited to meet the demand of more professionals to work in areas related to wellbeing such as the Health Psychology and Clinical Psychology programmes.

Our contribution to outcomes through research, teaching, and learning and engagement are elaborated in the sections below on how we respond to stakeholders and contribute to their needs, and how we respond to the Government’s Tertiary Education Strategy.
2. **Key stakeholders**

Victoria University of Wellington’s mission and purpose is to ‘undertake excellent research, teaching and public engagement in the service of local, national, regional, and global communities’.

Engagement is a core component of the University’s mission and is explicitly and implicitly outlined throughout the six primary strategies in Victoria University of Wellington’s *Strategic Plan*. For example, Primary Strategy 1 highlights the engagement required in our distinctive academic themes, and Primary Strategy 6 highlights the University’s natural advantage as a capital city university to engage effectively with our wider region in solving global challenges.

Primary Strategy 5 explicitly focuses on deepening engagement with alumni, benefactors, and communities. It is this strategy, coupled with Victoria University of Wellington’s Enabling Strategy 5 (to communicate the quality, values, and distinctiveness that define the University), which emphasise Victoria University of Wellington’s commitment to be a more engaged university.

Victoria University of Wellington’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.

Victoria University of Wellington 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
- Māori communities
- Pasifika communities
- international partnerships
- alumni and benefactors.

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

A stakeholder survey, annual brand research, and surveys of graduates and students inform activities to improve our performance for our stakeholders and enable us to monitor our performance following changes made in our activities, services, or approach. We benchmark our student experience at both undergraduate and postgraduate levels with a consortium of international research intensive universities (SERU). Generally, the University is doing better than the benchmarked averages of European and American groups in the ‘overall satisfaction’ category.

Regular events, meetings, and consultation with alumni help provide a voice for this group of stakeholders. Engagement with the Wellington City Council, Wellington Regional Economic Development Agency, and community groups ensures that we keep abreast of changes, concerns, and opportunities in our environment. The stakeholder survey run in 2018 showed a 4 percent increase (from 66 percent to 70 percent) in advocacy from the survey run in 2016, indicating our efforts in engagement are yielding positive results in increasing the proportion of stakeholders who advocate for us.

Our students have several avenues for engagement to influence the University’s activities—from two members who sit on Council giving voice to student concerns through to surveys that are conducted annually at both a pan-university and unit levels. These surveys provide information on a range of services provided to students and on the overall state of their wellbeing. From 2019, an additional research survey will track the wellbeing of cohorts of commencing students across time to inform the University of key factors that affect student wellbeing.
Further information is provided below about our engagement with stakeholder groups.

**Students and their families**

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

Prior to enrolling at the University, 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 university and how the teams at Victoria University of Wellington support students during their enrolment and through their studies. Special events for Māori and Pasifika students are organised to ensure that culturally relevant material is provided to families to assist in their decision-making. Māori and Pasifika recruitment advisers are involved in these school visits and recruitment events.

Once students begin study, 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.

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

As described under Section 3.1, Delivering Skills for Industry, Victoria University of Wellington 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 University of Wellington engages with each year is significant; more than 800 are involved in career expos, offering work, or having representatives on boards and committees.

In addition to attending Career Expos, individual employers hold sessions where they present and inform students of what careers with them involve, and give students the opportunity to meet recent graduates working in the organisation. Throughout the year, the Careers and Employment service liaises with academic faculties, departments and the business community to promote discipline and industry-specific events. These events are open to all currently enrolled students. Information, not recruitment, is the key purpose of these informal events. Presenters participate on the understanding that they will speak about their personal career path and experiences, answer questions, and network with students.

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

The ICT Graduate School is another example of the working relationship between industry partners and the University in providing work-ready graduates and ensuring an industry-driven and experiential education, so our graduates are ready to be future leaders in the sector. The ICT Graduate School also brings together our staff and students with ICT firms, start-ups, and our tech ecosystem to develop talent, ideas, and connections that can fuel growth across the region and New Zealand. It delivers education that has a strong vocational emphasis with input from, and engagement with, industry, combined with academic rigour.

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 professorial chairs. Many of these stakeholders participated in the recent stakeholder survey.

Employers, industry, and professions are key partners in research conducted by Victoria University of Wellington. The University receives more than 450 external grants each year, involving a substantial number of companies that contract researchers from the University.

Government and the public service

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

- establishing several externally funded professorial chairs to enhance our research and learning and teaching capability in strategic areas that will benefit New Zealand’s economy and wider society. These positions involve a high level of collaboration with external partners, including government and business, and have been established in areas including digital government, public finance, business in Asia, economics of disasters, and restorative justice.
- investing in other key professorial appointments such as in cybersecurity and sustainable energy.
- participating on many government boards and advisory committees. More than 350 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, the New Zealand Contemporary China Research Centre, the New Zealand India Research Centre, and the Centre for Strategic Studies, which link academic research and public policy by providing opportunities for independent study and the neutral and informed discussion of important issues.
• The university is involved in two centres for Asia–Pacific excellence hosting the Latin American Centre for Asian–Pacific Excellence.

Māori and Pasifika communities
Victoria University of Wellington engages with Māori and Pasifika communities through formal and informal arrangements. The University has a Deputy Vice-Chancellor (Māori) and Toihuarewa—a university-wide Māori academic forum. These are just two examples of the University’s commitment to the Treaty of Waitangi.

Te Aka Matua is the Māori advisory committee of Council and provides advice on the University’s relations with Māori communities as they support the development and implementation of the Strategic Plan.

Mai i te Iho ki te Pae (the Māori Strategic Outcomes Framework) conceptualises the Māori outcomes derived from Victoria University of Wellington’s Strategic Plan and promotes a university community that enables a collective impact approach to Māori success. It is a resource that helps link activities with the outcomes sought and provides the Deputy Vice-Chancellor (Māori) and the wider university with targets to measure and monitor Māori progress against the University’s Primary and Enabling Strategies. Key outcomes sought are the socialisation and integration of Māori interests as part of the normal, day-to-day business of the University, while also supporting and enhancing those students and staff members who are engaged in Māori advancement. This Strategic Outcomes Framework draws on the Māori aspirational notion that from our iho (essence, core) we strive to extend to the pae (horizon, surrounds) and beyond. The essence of Māori identity is linked to whakapapa (genealogy), and the recognition of Māori as tangata whenua is embedded in the values of the University’s Strategic Plan, namely te reo Māori, mātauranga Māori, and Te Tiriti o Waitangi. At Victoria University of Wellington, the essence of Māori is represented by the ornately carved meeting house, Te Tumu Herenga Waka. Figuratively, the marae is the ‘mooring post’ from which staff and students can be connected to the Māori world during their time at the University, and it provides a platform to enhance teaching, learning, research, and engagement. This notion of connectivity provides the basis for the Māori Strategic Outcomes Framework, which integrates all of the University’s key strategic documents. Furthermore, it identifies objectives that will enhance the strategic objectives of the Office of the Deputy Vice-Chancellor (Māori). Mai i te Iho ki te Pae also includes specific objectives already identified in other key university strategic documents, including the Human Resources Capability Strategy, Research Strategy 2016–2020, Engagement Strategy 2016–2020, and the Learning and Teaching Strategy 2017–2022.

Toihuarewa provides an important Māori perspective and voice on academic issues and maintains representation on most of the University’s key committees as well as the Academic Board. It provides a forum for considering issues and opportunities that relate to Māori learning and teaching, Māori research, Māori engagement, and other matters relating to Māori.

Victoria University of Wellington has more than 60 Taihonoa partnerships with iwi and other Māori entities. Most involve scholarships for Māori students in which the University matches our Taihonoa partner’s contribution dollar for dollar. The University is committed to building long-term and mutually beneficial relationships with iwi and other Māori groups, and increasing the participation and success of Māori students at the University across all disciplines and at both undergraduate and postgraduate levels. For many of our students, financial difficulty is a major hurdle to overcome and the University is always exploring ways to increase our scholarship offerings to Māori. In 2018, 27 He Herenga Tangata relationship agreements were signed with new partners and more than $500,000 of scholarship money went towards increasing the goals stated above.
A reorganisation of support for Māori and Pasifika students occurred in 2017 and 2018, led by the Deputy Vice-Chancellor (Māori) and the Assistant Vice-Chancellor (Pasifika). The review established a new pan-university Māori student support team (Āwhina) and a new pan-university Pasifika Student Support team, each with a director. These replace the existing structures that operated independently across various faculties and Student Academic Services. The aim of the review was to concentrate and focus the existing student support more directly and cohesively to Māori and Pasifika students in the most effective manner.

Victoria University of Wellington has demonstrated national leadership in fostering the success of Pasifika students through the role of the Assistant Vice-Chancellor (Pasifika). A Pasifika Student Success Plan has guided a range of activities, including working with Pasifika students and their families prior to the students leaving school as well as all key steps in their time at the University. Important cultural considerations and perspectives come from the komiti Pasifika. 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 3.4, Boosting achievement of Pasifika.

**International partnerships**

Our Strategic Plan states that Victoria University of Wellington 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 3,300 international students attend the University 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, the University is investing in relationships and in the people required to maintain bilateral relationships involving two-way flows of students and expertise. The University is proud to be the host of the Centre for Asia–Pacific Excellence (Southeast Asia) and hosts the New Zealand Centre for Contemporary China Research and a Confucius Institute.
- The University also hosts the Centre for Asia–Pacific Excellence (Latin America) and the New Zealand India Institute, and partners on the third Centre for Asia–Pacific Excellence (North Asia) that is hosted by the University of Auckland.
- We are the only New Zealand university to be a partner in the Xiamen University-led University Consortium of Maritime Silk Road. This initiative will provide opportunities for partnership not only with Xiamen but also with 60 other leading universities around the Asia–Pacific region and the world in general.
- Victoria University of Wellington is also New Zealand’s first university to have a double degree agreement (Master of International Relations / Master of Public Policy) with Peking University, China’s foremost university.
- Victoria University of Wellington has had a long-standing commitment to the Pacific region, through the development of research and scholarship partnerships with the Government of Samoa, the National University of Samoa, and the 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 University of Wellington’s School of Government to build PNG diplomatic capacity has been running over the plan period.

Examples of the societal impact aspect of Victoria University of Wellington’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.

Alumni and benefactors

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

- cultivate a culture of engagement at the university
- connect with its partners of influence
- continue to strengthen its reputation and profile.

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

The University holds regular alumni events in New Zealand and overseas to maintain and develop relationships with the 115,000 graduates from Victoria University of Wellington worldwide. Events are organised regularly around the world to allow opportunities for alumni to connect, network, and contribute. Victoria University of Wellington currently offers library access (at cost), free events, and an annual alumni magazine. More recently, the Centre for Lifelong Learning offers a 15 percent alumni discount on all short courses (excluding workshops and study tours). Seven regional ambassadors promote the University, connect with, and support, alumni in their home country or country of residence. The ambassadors have been appointed to the two-year positions in Beijing, Hong Kong, Singapore, Sydney, Melbourne, San Francisco, and Berlin.

Thanks to the generosity of donors, the University is able to offer more life-changing scholarships, fund additional strategic projects, attract and retain world-class academics, and undertake more research for the betterment of society. In 2018, $1.8 million was raised towards Great Futures, resulting in more than 400 students being offered philanthropic scholarships and prizes to support their studies from 2019.

Great Futures represents a tangible commitment to two fundamental aspirations of Victoria University of Wellington’s Strategic Plan—to provide a student experience that is second to none and to secure the intellectual potential put at risk through experience of disadvantage.

The University is grateful for the support of our alumni, whose donations to the annual appeal will provide Great Futures Alumni Appeal Scholarships to 15 students from backgrounds of hardship.

Victoria University of Wellington and the Victoria University of Wellington Foundation had their most successful philanthropic fundraising year to date in 2018, receiving donations (including cash, multi-year pledges, realised bequests, and gifts-in-kind) totalling $32 million. Donations of $6 million were made in 2018 towards the planned national music centre in central Wellington which, once completed, will be home to the University’s New Zealand School of Music—Te Kōkī and the New Zealand Symphony Orchestra. The centre will provide an excellent foundation for musical performance, education, culture, and the arts in Wellington and strengthen New Zealand’s international reputation as a major destination for arts and culture.

3.1 Delivering skills for industry

As a capital city university, Victoria University of Wellington has strong links with government departments and agencies, international organisations, industry, regional and local government, iwi, and environmental organisations, as well as some of New Zealand’s major research institutes. We work with a range of partners in business, the public, and voluntary sectors, engaging with important issues and significant ideas.

As described in Section 2, Key stakeholders, we have continued to leverage the advantages delivered through our location in Wellington. Both employers and the community increasingly appreciate the importance of our students having transferable skills and opportunities for work-integrated learning during their study. We have sought feedback from stakeholders about the emerging work opportunities in the region to help shape the curriculum and our advice to students. An example of this process is through a key new initiative, the Working Capital project, developed by Victoria University of Wellington, Grow Wellington, and the Wellington Regional Strategy—a partnership between tertiary education, local government, and businesses with the aim of attracting, growing, and retaining talent. Working Capital focuses on the skills, employment, and training issues crucial to the future prosperity of the Wellington region and is designed to highlight labour market issues and influence change in the quality and supply of the Wellington region’s work force.

In the latest report from the Working Capital project: It Takes a City to Raise a Graduate, 86 interviews were conducted by students from the School of Management with a cross-section of Wellington businesses and public-sector and not-for-profit organisations. Wellington employers highlighted the importance of work experience (e.g., extracurricular activities, internships and/or volunteer work) when choosing from similarly qualified job candidates. Insights from this study also identified key skills and attributes for employability as being communication, teamwork, engagement, openness to change, work ethic, critical thinking, emotional intelligence, and creativity.

This study echoes similar findings from the 2015 Employability Skills Survey carried out by Victoria University of Wellington’s Careers and Employment Service, where the top 10 skills and attributes ranked by employers were consistent with the employer surveys we have conducted over many years.

These studies have informed the University’s Graduate Profile and the attributes are reflected in the formal curriculum and tested through academic assessment. The Graduate Profile prepares our graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information, and the capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.

The University offers opportunities for its students to develop further attributes both through formal learning and from the range of informal and extracurricular learning experiences. It also prepares graduates who are active and engaged global citizens who:

- demonstrate international perspectives
- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.
Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities. The outline of how programmes and courses are designed to bring these about is provided in the programme design handbook. In developing a programme, consideration of the demand from students, employers, and professional bodies occurs. The University then assesses the effectiveness of the programmes through our annual graduate destination surveys (GDS) that show that our graduates find employment in a diverse range of careers both domestically and internationally.

Many of the qualifications offered by the University are directly related to professions such as accountancy, midwifery, clinical psychology, software engineering, and teaching. The ICT graduate school is another example of a targeted industry-focused and collaborative programme giving employment opportunities. All qualifications have an outcome statement that must include the fields the graduates will be qualified to work in or, if appropriate, what job titles are applicable.

During their time at university, students have access to careers advisory services and the employment outcomes of other students (from the GDS) to help prepare them for employment. They are also provided with course advice prior to, and during, their studies to assist them to participate in learning that reflects both their interests and abilities. Programmes such as Psychology have the attraction of a range of postgraduate professional qualifications in clinical psychology, health psychology, and educational psychology, all of which are areas of skills shortage, and the Faculty of Science is working with the Psychology Workforce Taskforce of the Ministry of Health to increase the flow of qualified graduates into the health workforce.

Careers and Employment also works with staff to link students’ academic development with employability outcomes. As the university sector now focuses closely on graduate attributes and employability outcomes, the team works with faculties in linking academic development to graduate attributes and translating these into employability outcomes. Careers and Employment does this by:

- working with students to identify career options and preferences
- organising employer presentations, seminars, networking events, and career expos where students can meet, and learn about, a variety of employers in the public, private, and volunteer sector
- providing career presentations tailored to a particular faculty
- helping students become job-ready by offering a range of workshops, including CV preparation and interview skills, preparing for psychometric tests and assessment centres, and providing research about employers.
- providing a state-of-the-art online job vacancy and career information system (CareerHub), from which students can access part-time, temporary, summer and vacation jobs, internships, and final-year and graduate positions that relate to their degree.

Tracking and monitoring achievement and subsequent employment is a critical part of the accreditation of our Commerce qualifications, in which the triple crown of international accreditations (European Quality Improvement System (EQUIS), Association to Advance Collegiate Schools of Business (AACSB), and the Association of MBAs (AMBA)), requires us to determine the number of graduates who go into the appropriate industries.

**Experiential learning**

The University aims to produce graduates whose learning has been developed inside and outside the classroom, experientially, and informed by a global perspective. The Learning and Teaching Strategy / Te Rautaki Maruako 2017–2021 provides direction and guidance for the entire university and signals our commitment to working in partnership with students to create and maintain an effective, inclusive learning and teaching environment.

Giving students the opportunity to experience real work situations is an important part of the design of each programme of study at the University. Undertaking a Bachelor of Arts at Victoria University of Wellington offers exciting opportunities for students to integrate work-related learning and industry
engagement into their degrees. Students can complete an approved and supervised work-based project while on a voluntary placement in a public-sector agency, private-sector establishment, or a non-governmental organisation. There are courses that provide both specific skills and experience to assist in the process of securing a job upon graduation and provide direct access to employers in Wellington that are looking to hire graduates. Postgraduate internship programmes are also available to students, including Master’s programmes in museum and heritage studies and practice, migration, politics, economics, government, Māori and Pacific studies, and the fine arts (creative practice). Similar examples are found in our four-year Bachelor of Engineering with Honours and the Master of Science in Forensic Psychology.

A new course, The Future of Work, offers second-year students from the Faculty of Humanities and Social Sciences and Victoria Business School an internship-like experience without having to leave the lecture theatre. The course brings in industry experts from organisations such as Flick Electric, Inland Revenue, and Wellington Zoo, which give presentations on how they are being challenged by social and technological change.

We partner with agencies and other tertiary institutions around the world to create international study opportunities for students through sponsorship agreements, joint degrees and articulation, and study abroad and exchange in which we partner with more than 160 universities and institutions.

The Victoria International Leadership Programme is a free, self-paced, extracurricular programme aimed at enhancing degree study and making participants more globally aware. It is designed to develop leadership potential, advance knowledge, build global competency, and enable students to think critically about the leadership challenges in world affairs. It also creates opportunities for international experiences and global connections. Compulsory elements of the programme include attendance and participation at seminars and speaker events, plus experiential activities that are international in nature. Enrolments in this programme have increased by 53 percent over the past five years, with a record total of 118 students participating in 2018.

The Victoria Plus Programme allows students to make connections with other students, employers, and people in the not-for-profit sector across Wellington. Students can develop leadership, social responsibility, and employability skills. Extracurricular activities include a range of workshops and seminars on leadership and social responsibility, and personal and career development. Students create an ePortfolio that helps them reflect on their learning and achievements and prepares them for CV writing and interviews. Enrolments in this programme have increased 33 percent over the past five years.

Other opportunities such as through the Summer of Tech, Summer of Biz, and summer research scholarships provide students opportunities to connect with businesses and academic staff through internships.

As an entrepreneurial university, we have funded the Computational Media Innovation Centre (CMIC). Based in the Faculty of Engineering, the CMIC provides postgraduate students an opportunity to work with an industry-linked research programme, either engaged in postgraduate study or as interns. Both potential start-ups and industry pipelines are incubated to strengthen New Zealand’s computing and media ecosystem, placing it at the forefront of an emerging global digital media market. Industry partners include Epic Games (with video games such as Fortnite), and the Unreal, Gears of War, and Infinity Blade series; OLM Digital, one of Imagica Group’s companies, is a digital production company in Tokyo, best known for their work on the Pokémon films and TV series; and Square Enix, which leads a diverse range of content and service businesses as an integrated entertainment group and includes a valuable portfolio of intellectual property including Final Fantasy, Dragon Quest, Tomb Raider, and the Space Invaders. CMIC research expertise spans computational science, including computer graphics, computer vision, machine learning and applied mathematics. Its goal is to apply research to new and existing digital media technologies, ensuring technology transfer from research to industry to strengthen New Zealand’s capability in interactive media such as virtual reality and augmented reality, as well as films and computer games. It aims to develop an entrepreneurial pipeline from academic research to industry commercialisation, and recently launched a shared training and research space with the ICT Graduate School. The new premises
are custom-designed to support collaboration, innovation, a high-quality student experience and research experience—including direct connections with industry—as well as attracting top local and international talent to the city. The central-city location puts the CMIC and the ICT Graduate School in the heart of the digital and tech industries, allowing students and staff access to the latest advances in industry practice and in turn providing a pipeline for the latest research developments to reach industry. The combination of these factors is designed to attract top talent to work and study at the CMIC and the ICT Graduate School.

Teaching
To ensure our students are well equipped for their future, technology is also playing an increasingly important role in teaching and learning. An overarching goal of the university’s learning platform is to deliver a flexible, enabling digital learning environment spanning the online and physical realms to staff and students. Its purpose is to enhance and extend student learning experiences through participation in a lively, innovative, and scholarly community, both physically and virtually.

Strategically, leadership and support of Victoria University of Wellington’s digital learning platform underpins the vision, mission, and all strategies outlined in the Strategic Plan. This includes:

• ensuring our campus-based and online learning experience is evolving and in line with global higher education trends and expectations
• supporting our mission and purpose by providing the underpinning platform that enables the delivery of excellent learning and teaching experiences that inspire our local, national, regional, and global learning communities
• digital learning platform design, projects, delivery, and organisational capability being core to the outcomes and success of all primary and enabling strategies; this includes initiatives such as designing research-focused learning environments, increasing global engagement through MOOCs, and attaining increased EFTs by providing a platform to deliver in new modes such as online-only programmes and microcredentials
• underpinning the learning platform with design principles aligned with the University’s core values.

The Vision and Strategy for Digital Teaching and Learning 2012–2017, referenced in the last Investment Plan, has helped drive significant advances in the scale of adopting digital learning and teaching and in developing staff confidence and capability in using educational technology. As the lifecycle of this founding document closes, a new vision has been developed to build upon, and extend our aspirations for, digital learning and teaching.

The importance of the digital learning platform, and its criticality to the delivery of our learning experience, makes this one of the key strategic drivers for the new Vision and Strategy for Digital Teaching and Learning 2018–2021, which is drawn from the Strategic Plan and Primary Strategy 3 (to provide a holistic learning, teaching, and student experience second to none), and from the Learning and Teaching Strategy / Te Rautaki Maruako 2017–2021 (LTS). The LTS articulates six values that are used to guide work in this area:

• akoranga: collective responsibility for learning
• whanaungatanga: collaboration
• whai mātauranga: intellectual curiosity
• kaitiakitanga: responsibility for, and guardianship of, knowledge, and the duty of care for students
• manaakitanga: generous fostering of knowledge
• rangatiratanga: strong and distinctive educational leadership.

Some of the key action items from the new plan include:

• creating a relevant governance group, incorporating student and faculty representation, to oversee digital learning activities
• engaging in benchmarking and ongoing review of digital learning and teaching initiatives
• developing and investing in key personnel to support digital learning, including learning technologist and learning designer roles
• increasing the awareness and visibility of digital learning innovation and good practice through a range of online resources, including exemplars, case studies, and formal guidelines
• developing the University’s ability to increase student digital capability through scalable support models, including face-to-face and online learning opportunities
• providing students with opportunities to engage in developing digital learning services and providing direct feedback on the utilisation, and quality, of existing digital learning environments.

**edX at Victoria**

Victoria University of Wellington is the first university in New Zealand to partner with prestigious online course provider edX, offering a variety of online courses under the name VictoriaX. The courses are free to study, interactive, and provide learners from around the globe access to our world-class teaching and learning.

The unique courses are designed and taught by Victoria University of Wellington academics carrying out cutting-edge research at the forefront of their field and offer learners the flexibility to study from wherever they are. In March 2018, the University launched the world’s first restorative justice massive open online course (MOOC) and in August 2018, New Zealand Landscape as Culture: Maunga, which explores New Zealand’s mountains through the lens of Māori and Pasifika cultures. More than 14,000 learners have enrolled in VictoriaX courses since 2016, with more than 400 verified certificates being issued. New courses in 2019 include Ethical Leadership and Worldbuilding with Weta Workshop.

Over the next three years, VictoriaX will deliver various courses, including further MOOCs, SPOCs (small private online courses) and MicroMasters courses as part of its commitment to spearheading digital futures.

**Microcredentials**

Victoria University of Wellington, under the leadership of the office of the Vice-Provost (Academic), has been the first university in New Zealand to approve a policy for developing microcredentials. This policy has now been shared among the other universities that are looking at developing similar policies. The Deputy Vice-Chancellors (Academic) group and Universities New Zealand have agreed a set of principles around microcredentials to ensure their quality and that they meet a clear industry or community need.

The University’s Faculty of Humanities and Social Sciences recently piloted a 5-point online microcredential on Digital Fluency. The content was developed with input from industry partners and covered five areas: cybersecurity, digital collaboration, digital identity, design thinking, and data and information literacy. An internal university assessment of Digital Fluency as a microcredential is currently taking place. The University is considering other areas where need has been identified, which include intercultural communication, cybersecurity, and leadership in the Pacific.

The University would want to work closely with TEC and CUAP to deliver well-designed microcredentials to meet the needs of learners, communities, and industries, and to support government priorities.

**Next steps**

In building on our performance over the past *Strategic Plan*, we propose to continue to focus on the following priorities.

• Viclink aims to double its portfolio within the next decade.
• Over the next three years, VictoriaX will deliver various online courses, including MOOCs, SPOCs, and MicroMasters courses as part of its commitment to spearheading digital futures.
• Health and Engineering EFTS are to be increased.
• Working with the Ministries of Education and Health, we will increase the number of graduates from Initial Teacher Education and Clinical Psychology programmes.
Following the successful pilot of the Digital Fluency online course in 2018, further microcredentials are in the pipeline.

Amendments to the Initial Teacher Education (ITE) programmes are expected to come in Round 1 2020, depending on Teaching Council requirements. At the suggestion of the University, CUAP is exploring options for its timing for ITE proposals.

Further health provision is currently under development for 2020 and beyond.

3.2 Getting at-risk young people into a career

As described in the section above on key stakeholders, our recruitment teams work extensively with schools to provide information to prospective students and their families about university, programmes of study, and what it takes to succeed at university. This occurs through ongoing engagement and on-campus events prior to enrolment. These relationships can start early in students’ secondary schooling and continue through the time leading up to enrolment, so they are best prepared to pursue their chosen academic goals.

The University has recognised that the aspirations of some students cannot be realised, based on their academic results to date. This can be due to poor course selection, lack of base knowledge, or inadequate academic results in required areas. To help students make better decisions, the University engages extensively with schools through hosting careers advisers’ conferences, its recruitment activities and school visits, providing substantial information on its website, and offering course-advice services to students throughout their time at the University. Many lecturers accompany the teams on school visits and inspire interest in university study. Our Āwhina programme is designed for Māori to work together to share knowledge and build strong communities and leaders.

Advice about options is provided to students who don’t meet University Entrance (UE) requirements—either once UE results are available or if they approach us before applying and need help identifying what they need to do in order to come to the University (this issue might be identified in a course planning appointment, for example). For those who narrowly miss UE, they are often able to do catch up NCEA credits and still make it to the University by the start of their programme here. Others, with more to catch up on, may have to do a Level 4 or Level 5 diploma or certificate to obtain admission. Our student recruitment team works with the Admission Office each January to contact students who are declined to the University and give them advice on their options.

Our Tohu programme continues to provide a pathway to staircase into university study for Māori students who do not have UE. We are looking at expanding this programme in the future. We have also developed a Pasifika pathways programme to serve a similar function for Pasifika students.

3.3 Boosting achievement of Māori

This section should be read in conjunction with the sections on learning and teaching performance (Section 1.3) and key stakeholders (Section 2) for current activities that will continue into the next plan period.

Victoria University of Wellington has a long tradition of supporting Māori students to participate and succeed in tertiary study. Successive Strategic Plans and initiatives have included a commitment to Te Tiriti o Waitangi, and our current Strategic Plan includes a specific goal to address and optimise “the intellectual potential that has been put at risk through experience of disadvantage”. More recent developments have included the Māori Strategic Outcomes Framework, Mai i te Iho ki te Pae. This provides direction and guidelines for faculties, schools, and central service units to operationalise the goal of enhancing the experience and success of Māori staff and students.

As described in the governance section (Section 1.1), we have adopted a new Te Tiriti o Waitangi Statute (replacing our old Treaty of Waitangi Statute) as the formal expression of our commitment to Māori as
tangata whenua and Treaty partners. The eight principles outlined in the new Statute guide our activities with and responsibility to Māori students.

The learning and teaching performance section shows that we have progressed against our current Investment Plan objectives; the progress in participation rates, course-completion rates, and first-year retention rates are leading to improved qualification completion rates and are reducing the gap in the achievement rates of non-Māori and non-Pasifika students. Māori participation was at 9.5 percent of EFTS in 2010, equating to 1,511 EFTS. By 2018, this had increased to 11.2 percent or 1,757 EFTS. Year-to-date figures show that Māori are now 11.5 percent of EFTS. Commencing students have also shown improvement and, at 564 EFTS (May 2019), have exceeded the end-of-year result for 2018 of 552 EFTS.

The achievement of Māori students, using course completion rates since 2010, has improved with the gap between Māori completion rates and Non-Māori/Non-Pasifika also reducing. The course-completion rate at undergraduate degree level (Level 7) for Māori in 2017 was 79.8 percent compared with 75.9 percent in 2010. The gap between achievement rates at the undergraduate degree level between the groups improved from 8.2 points in 2011 to 7.3 points in 2017. At taught and research postgraduate levels (Levels 8 to 10), the improvement has been from a rate of 89.2 percent in 2010 to 91.6 percent in 2017. The gap between the Māori and non-Māori/non-Pasifika students has also reduced from 3.8 points in 2010 to 1.6 points in 2017. Similarly, qualification-completion rates by cohort and expected completion year have improved at undergraduate degree level from 47 percent to 55.9 percent and at taught and research postgraduate levels from 53.8 percent to 66.9 percent over the same time period.

We will build on these improved outcomes for Māori students in the coming years. 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 the University has made to increase the participation and achievement of Māori students, and of how many Māori are still not participating in university education. The university will continue to focus on increasing the numbers of Māori students who are enrolling at the University. 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.

Universities are limited in their ability to enrol students without UE; the difference between Māori with UE and non-Māori and non-Pasifika with UE attending university is 2 percent. This is a much narrower gap than the proportion of Māori students at secondary school who obtain UE. Even more important is how each student progresses while at the University; learner gain is a better measure of such performance, and analysis of our student school-leaver cohort shows that grade-point average progression of all ethnic groups is similar. We are continuing to run our Tohu Māoritanga programme to assist Māori students to meet the requirements for attendance at degree level for those who do not have UE. The University will continue its successful Māori community outreach programme through the newly centralised Āwhina team. The University will continue to offer scholarships annually to first-year students in any of the University’s equity groups. The minimum requirement is NCEA Level 2 endorsed with Merit or an equivalent. The University will also continue to offer 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.

To incentivise Māori students to choose to attend Victoria University of Wellington, we have developed match-funded scholarships with more than 60 iwi partners. Victoria University of Wellington is committed to building long-term and mutually beneficial relationships with iwi and other Māori groups.

Organisation-wide accountability and supporting Māori strategies

To achieve its growth targets, the University will need to continue high levels of Māori student recruitment into Commerce, 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 Engineering, ICT, and Science. Increasing the number of Māori students undertaking postgraduate qualifications is also dependent upon retaining those students through the undergraduate programmes where they currently progress in the highest proportions: 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 Engineering, ICT, and Science. 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 University of Wellington’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. This role leads the activities that come from the Strategic Plan related to growing Māori student enrolments, retention, and achievement. A priority for the University over the next plan period will be to build on the existing activities, services, and supports for Māori.

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 Tertiary Education Strategy.

A major initiative over the last plan period was the development and implementation of Mai i te Iho ki te Pae, which includes specific objectives already identified in other key university strategic documents, including the Human Resources Capability Strategy, Research Strategy 2016–2020, Engagement Strategy 2016–2020, and Learning and Teaching Strategy 2017–2022. Monitoring the academic improvements is only one element of ensuring achievement is boosted.

Mātauranga Māori pedagogy, programmes, resourcing, and staffing capability

- Initiatives over this plan period will continue to build on the successful piloting of grants that fund supporting staff to develop mātauranga Māori research, allowing staff to deepen their working relationships with Māori communities. This will now become available to all research staff, who are encouraged to embed tikanga Māori into their academic research practices and thereby building cultural competence and helping invoke the University’s values and give effect to its Te Tiriti o Waitangi Statute. The increasing success of obtaining external research grants shows the benefits of increased awareness and inclusion of mātauranga Māori research at the University more broadly and is an area of distinctiveness that we will focus on in our new Strategic Plan.
- Māori-related staff development will continue to be offered. The Centre for Academic Development (CAD) provides an orientation for new academic staff that covers meeting the learning needs and interests of Māori students. CAD’s Māori academic developer also provides training and advice about Māori pedagogy, course design, and assessment that supports Māori student achievement. The Te Hāpai training programme also teaches all staff about te reo Māori, tikanga Māori, and the Treaty of Waitangi, and how to apply all three to their work at the University.
The living pā project is also currently in its initial business-case phase. The concept of the living pā project is to create a precinct that:

- places mātauranga Māori and sustainable praxis at the heart of the University
- increases the University’s capacity for interdisciplinary, civic, and culturally progressive engagement
- positions the University at the forefront of sustainable design, practice, and application as the first urban living building in New Zealand
- creates a ‘living lab’ for cross-faculty teaching, learning, and research.

The proposed development will replace existing buildings at 42–50 Kelburn Parade. The carved meeting house, Te Tumu Herenga Waka, will remain and the ‘living pā’ will be built around it.

**Review of Student Services for Maori**

A major review of Māori student support services chronicled what activities and funding has been available to help boost enrolment and support the continued success of Māori students. The report suggested a major reorganisation of service delivery with two new teams being established: Āwhina, a university-wide student support team for Māori, and a parallel university-wide Pasifika student support team. The change in organisational structure and focus, and the collaborative nature of the two teams in partnership with faculties and other student services will help to enhance the participation, retention, and achievement of Māori and Pasifika students.

The new teams are organised in a hub and spoke model. The Āwhina central hub is located at Te Herenga Waka marae and the Pasifika hub is located at Pasifika Haos. The ‘spokes’ of the model are the whānau and Pasifika rooms located within faculties across all campuses. Student engagement advisers from both teams are available to advise students on all aspects of university life. During 2019, the teams are consolidating their activities under the new structure and developing plans on delivery of the services to, and for, students as well as enhancing the abilities of staff, both professional and academic, to support the academic aspirations of these students.

The activities of the two teams also includes reaching out to schools and providing advice to students and their families before they arrive. The teams will continue these diverse activities with schools, providing discipline-specific information and evidence to students and their families so they can make informed decisions and successfully transition from their previous study to university-level study. Māori mentors, advisers, and liaison officers in each faculty support Māori students to feel connected and supported. Individual schools in faculties also have Māori study spaces, dedicated tutorials, and tuakana/teina programmes (senior-student mentoring).

Other projects will impact Māori students over the next plan period, such as the Student Success Transformation Programme and development of learning analytics to support staff engaging with students. These will be aligned with the developments that have been described in this section and will contribute to boosting achievement of Māori at the University.

The education performance indicator commitments agreed with the TEC reflect our ambition to continue to increase our performance for Māori and also recognise that the substantive changes in the student support teams will take time to produce measurable improvements.

### 3.4 Boosting achievement of Pasifika

As described in our earlier performance section, we have seen improvement in Pasifika qualification and course completion rates as measured using the TEC education performance indicators. The University 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 number of Pasifika students has steadily increased over the past few years. Participation rates for Pasifika have increased from 4.6 percent of EFTS (735 EFTS) in 2010 to 5.9 percent of EFTS (923 EFTS) in 2018. Year-to-date figures show that trend is likely to continue, with Pasifika representing 6.1 percent of EFTS (921 EFTS), with commencing EFTS this year at 309 (May 2019) already ahead of the end-of-year position in 2018 of 291 EFTS. Pasifika students have also shown improvements in course and qualification completion rates. The course completion rate for this group was 61.4 percent at undergraduate level in 2010 and had improved by 10.9 points to 72.4 percent in 2017. The gap in performance between Pasifika and non-Māori or non-Pasifika during that period improved from 21.8 points to 14.8 points. Postgraduate results at taught and research levels showed an improvement to 84.5 percent in 2017, compared to 77.9 percent in 2010, with the gap reducing from 15.1 points to 8.7 points. The qualification completion rates by cohort and expected completion year started at a low of 38.8 percent in 2010 to 49.3 percent in 2017 at undergraduate level. Taught and research postgraduate levels also improved over the period concerned, from 55.6 percent to 61.7 percent. However, improvement over the past two or three years has been less than in the past. We have set ourselves challenging and aspirational commitments and have recognised that to see a step change going forward involves changing what we do: holding on to what works well and modifying what could be better.

The plan to do this brings together the different activities that support Pasifika students at the University and these activities have been captured in the monitoring framework, a le malaga Pasifika (our Pasifika journey). All services and support available at each stage of Pasifika students’ journey are monitored and evaluated for evidence of best practice and to ensure continued improvement.

Victoria University of Wellington’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, the University 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 with the New Zealand proportion of 7 percent. These programmes are key to the University meeting this Tertiary Education Strategy priority in the near term as they provide a pipeline into the University and postgraduate qualifications. Maintaining and increasing Humanities and Education provisions will enable the University 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 science, technology and engineering and ICT subjects through our outreach activities and working with schools as described below.

**Effective engagement 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 local, community-based action-research project, the 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 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 AVC (Pasifika).

- In keeping with research about supporting Pasifika students, Pasifika school leavers—with their families—are welcomed into Victoria University of Wellington’s learning community with orientation sessions designed to meet their specific needs. These are followed by workshops to assist with developing time-management, exploration, and study skills. All Pasifika students admitted below the guaranteed entry score participate in the support programme Ave Mamao.

**Strategies to improve performance of Pasifika learners**

- 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.

- Victoria University of Wellington’s Pasifika@Vic website will remain an important resource for Pasifika students, providing information about support and services available across the University, 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 Pasifika students to attend university.

The Pasifika Student Success Plan / A le Malaga Pasifika has been a key driver of monitoring and guiding interventions to support Pasifika students. The student journey is represented in a culturally appropriate context and applies an intervention logic to identify which supports can be applied at different parts of the student journey. Monitoring of these activities is regular and the outcomes of Pasifika students used to identify which are working well. A report is provided annually to the senior leadership team on progress with recommendations for change. This is a continual improvement approach which, combined with the student services review changes described earlier, ongoing developments in learning analytics, and the Student Services Transformation programme (SSTP), will help boost achievement of Pasifika students going forward. The SSTP has a workstream looking specifically at retention and identifying which students can be best supported. The plan is to use ‘nudges’ that will encourage students to improve performance, focus their efforts in ways that are known to be useful, or seek help. Piloting and implementing this over the coming plan is a major focus for the University and will benefit all students, including Pasifika.

The review of student services for Pasifika has also resulted in a new team focused on providing wrap around support to Pasifika students during their time at the University. A new team structure with a Director and staff embedded in faculties will ensure a more coordinated and cohesive approach to supporting student success.

A project to develop a fale has commenced to business-case stage. This is a concept business case to support the ultimate goal of building a fale malae, a traditional pan-Pasifika venue that will be used by the University for student engagement and for hosting local, national, and international conferences and events. The proposed complex is a large covered open space built in traditional fale style but with a contemporary design, recognising the site and to cater for Wellington’s climate. Designed to accommodate up to 335 people seated, or 475 standing, the approximately 415 square metre fale will be combined with separate spaces providing up to 1,500 square metres of flat-and floor teaching, learning, seminar, conference spaces, and a café facility. In front of the built complex will be an open area, the malae, facing
Parliament and providing students, staff, and the general public an attractive welcoming space to complement the proposed nature of the building.

3.6 Strengthening research-based institutions

The University intends to continue to increase the quantity, quality, and impact of the research it performs across all faculties. Building on our achievement of being first in average research score in the 2012 PBRF round and first in the intensity of high-quality research measure in 2019 has remained a focus through the current plan period. Our current Research Strategy is set to be revised in 2020 and so some of the aspects of our future research focus listed in this section may be modified.

An area of emphasis will be to ensure the University 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.

By further refining 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, the University is well placed to continue to achieve even higher national and international recognition for its research excellence.

The University is also investigating how best to align research and curriculum, where appropriate, with its revised areas of distinctiveness. These cross-cutting 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 the University to host major national research projects.

The Strategic Plan also signals our commitment to working with the communities we serve to mutual benefit. The Deputy Vice-Chancellor (Engagement) role provides government, community, and industry engagement, and supports 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.

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. These programmes are professionally focused with students being taught by some of the University’s top research-led teachers
- growing postdoctoral opportunities.

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

Increasing the volume and effectiveness of commercial innovation

As mentioned in Section 1.3, Information about past performance, the past four years have been outstanding for the University in terms of research. Becoming first in New Zealand’s PBRF for overall
research quality in the 2013 PBRF has been followed by several years of accelerated growth in external research income (ERI) and success in research grant applications—doubling the ERI over this time to just under $70 million. The University can now boast of the highest per capita funding of research for its academics and, in sheer quantum, with 35 successful Marsden grants, has the second highest number for universities in New Zealand. The excellence of the research that is conducted at the University and the value of that research has been well recognised by funding agencies. Mobilising research through contributions to communities, policies, and commercialisation will remain a key focus. As an example, we are supporting our researchers to develop sustainable relationships with Māori in the co-development of research through our mātauranga Māori research programme. Our researchers across many disciplines regularly interact with government agencies on the development of policies and programmes. Additionally, our development of intellectual property has accelerated over the last plan period, with the number of disclosures and patents increasing annually across the past five years. These fuel the opportunity to make research innovation more accessible to industries and society through the work of Victoria University of Wellington’s subsidiary, Viclink.

Viclink helps our researchers launch their inventions successfully into the world, where they can do most good. Through Viclink, our research is making a real difference, creating jobs, and earning profits in the process. A number of spinout companies have been developed as a consequence, including AuramerBio, Magritek, Accent Learning, Marama Labs, Avalia Immunotherapies, and Epotential Reata Pharmaceuticals. In 2018, Viclink established a new partnership with New Zealand financial services company Booster, which will see Booster invest at least $10 million in businesses spun from the University’s world-leading research. It marks the first time a New Zealand financial institution has joined forces with a university to invest in its start-up companies, and will transform how we grow and support them. A fantastic new initiative for 2018 saw Viclink working with Return on Science and KiwiNet to deliver the first student project investment committee (Momentum) in Wellington, providing advice and mentoring, as well as access to a $100,000 seed fund to support early-stage student start-ups.

The University also invests in research infrastructure and has celebrated the opening of its new world-class biological science building, Te Toki a Rata, in 2018. This significant investment in our second largest subject area in science signifies the intention to invest resources in creating and maintaining world-class research-intensive environments.

**Recruiting and developing new researchers to ensure sustainable research capability**

Additional funding for PhD scholarships has also contributed to an increase in the number of PhD students at the University over recent years and 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 degrees 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.

A future focus is to grow the proportion of our high-achieving and ambitious researchers. 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 for Pacific Business Region and the Chair in Ethical Leadership. As has been outlined in the previous 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. This will involve reinvesting research funding into growing capability, identifying and supporting research leaders, and aligning our investment with our areas of distinctiveness, including a focus on mātauranga Māori (see Section 3.3, Boosting achievement of Māori). It will also involve increasing support of early-career researchers.
Benchmarking research productivity against international standards

As part of its new research strategy, the University intends to:

- increase the quality, quantity, and intensity of research activities and strengthen national and international recognition of Victoria University of Wellington’s research and researchers, including at postgraduate level
- be nationally and internationally regarded for a distinctive academic emphasis
- achieve critical mass 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.

Understanding better our own data and research performance will be a focus going forward and a key enabler of better utilisation of resources and monitoring of performance. Strategic development of our international reputation through bilateral relationships that drive collaborative research will be a key element of enhancing our research reputation and improving our rankings.

3.7 Growing international linkages

Victoria University of Wellington has a vision of being one of the great global–civic universities in the world. To help achieve this, international engagement is a key aspect of developing a global reach. The University recognises it exists in a global network of disciplines and scholars, and our reputation is vital if we are to attract the best people, both staff and students. In turn, this provides a crucial contribution to the University’s revenue and future growth. 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 engagements through staff, students, and alumni all increase the strength of our international linkages as summarised below.

- Currently, more than 3,760 international students attend the University from more than 110 countries. We foster a sense of global citizenship in domestic students through innovative initiatives such as the Victoria International Leadership Programme. Our annual surveys of students show high satisfaction ratings of international students and demonstrates the success of our Victoria International unit in providing outstanding pastoral care to our international students.
- Our rankings, which are often used by international students to decide whether to attend the University, have improved in the QS rankings over the period of the Strategic Plan, and we are now ranked 215th of the world’s 18,000 universities.
- We are committed to multifaceted international stakeholder engagement with China and the ASEAN region. In the area of Asian business, language, and culture, the University is investing in relationships and in the people required to maintain bilateral relationships involving two-way flows of students and expertise.
- The further development of country plans was delayed in 2018 in favour of redevelopment of a university-wide international strategy that reflects current directions and thinking. As part of that development, a new International Board was established and approved by the senior leadership team in December 2018. The new Board, which commenced work in early 2019, is charged with considering local and international interventions to support realising agreed strategic goals. This will then inform further development of new and existing strategies for regions and countries.
- Activities under the approved China Strategy have continued apace, including a joint Master’s programme being developed in the field of Architecture involving the main campus for Xiamen
University in China, as well as new pathway agreements with its international campus in Malaysia. In addition, along with a number of high-profile world universities, Victoria University of Wellington was invited to participate in the University Consortium of the 21st Century Maritime Silk Road initiative. Xiamen University continues as our Confucius Institute partner. Other high-profile and meaningful partnerships have been developed in China, including one with the Beijing Film Academy, which further highlights Wellington’s position as a creative capital.

- The University has also invested in India, including in-country staff resource in Mumbai to work with potential students, agents, and university partners.
- The University also continues to work closely with Malaysia, in particular with the KYS Business School, and the Malaysian Government scholarship agencies.
- Work in the Pacific continues with stronger relationships being formed with the Government of Vanuatu and the University is collaborating on tourism programmes delivered there. Further cooperation is to be advanced in 2019.
- The University is considering how to expand offerings in diplomatic training, already available in Papua New Guinea, to other disciplines for the government there as well as in other parts of the Pacific region.
- Discussions continued with the National University of Samoa regarding the delivery of English language training and for postgraduate study in nursing and midwifery. It is expected that the programmes, which are supported through aid from the New Zealand Government to the Samoan Government, will commence in 2019 and continue over a five-year period.
- The university has 880 memorandums of understanding with other universities relating to student exchange agreements and a broader range of university engagements.
- The University hosted many conferences in 2018, bringing thousands of academics to Wellington from institutions around the world. These included the Third International Conference on Wellbeing and Public Policy, which brought together more than 350 policymakers, wellbeing researchers, and members of the public; and the Australasian Association of Philosophy’s 2018 conference, in which hundreds of philosophy academics and students presented and discussed their ideas.
- A number of new collaborations, within New Zealand and internationally, were also launched. One example of many is a collaboration between researchers at Victoria University of Wellington, the Universities of Oxford and Reading in the United Kingdom, and the Centre for International Climate Research in Norway, to develop better ways of thinking about how methane fits into carbon budgets.
- The Southeast Asian Centre of Asia–Pacific Excellence is hosted by Victoria University of Wellington, as is the Latin America Centre of Asia–Pacific Excellence. The work programmes for these centres are at the following links: https://seacape.org.nz/about-us/sea-cape-2019-planned-programme-of-work/ and https://latamcape.org.nz/ . The Centres of Asia–Pacific Excellence aim to harness academic expertise, evidence-based research, stakeholder know-how, and industry acumen to build sustainable commercial and cultural relationships with the region and grow public awareness of the importance of Southeast Asia and Latin America to New Zealand.
- Our best advocates for Victoria University of Wellington’s are our alumni, who are spread worldwide. As discussed in Section 2, Key stakeholders, we engage regularly with international alumni through written and electronic communication and in-person visits from roving staff, individually, and through the alumni office.

Our international strategy being developed this year will provide an integrated approach to the recruitment, research, and engagement activities internationally with the aim of increasing our rankings, international student numbers, and additional international research income.
4. 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.

<table>
<thead>
<tr>
<th>TEC Course Classification</th>
<th>Name</th>
<th>Level</th>
<th>EFTS</th>
<th>$s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ecology/Environmental Management/Conservation</td>
<td>Undergraduate</td>
<td>157</td>
<td>3,336,564</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>28</td>
<td>737,055</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>59</td>
<td>1,645,079</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>243</strong></td>
<td><strong>5,718,698</strong></td>
</tr>
<tr>
<td>2</td>
<td>Architecture</td>
<td>Undergraduate</td>
<td>685</td>
<td>8,072,725</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>110</td>
<td>1,647,690</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>116</td>
<td>1,861,860</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>911</strong></td>
<td><strong>11,582,275</strong></td>
</tr>
<tr>
<td>3</td>
<td>Arts/Humanities/Maths</td>
<td>Pre-Degree</td>
<td>35</td>
<td>221,525</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate</td>
<td>4,052</td>
<td>25,962,012</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>457</td>
<td>3,696,823</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>366</td>
<td>3,130,764</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>4,909</strong></td>
<td><strong>33,011,123</strong></td>
</tr>
<tr>
<td>4</td>
<td>Business/Commerce</td>
<td>Undergraduate</td>
<td>2,407</td>
<td>15,424,056</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>244</td>
<td>1,973,472</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>106</td>
<td>903,302</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2,757</strong></td>
<td><strong>18,300,830</strong></td>
</tr>
<tr>
<td>6</td>
<td>Computer Science</td>
<td>Undergraduate</td>
<td>560</td>
<td>5,489,680</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>41</td>
<td>510,983</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>41</td>
<td>542,660</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>642</strong></td>
<td><strong>6,543,323</strong></td>
</tr>
<tr>
<td>11</td>
<td>Engineering</td>
<td>Undergraduate</td>
<td>14</td>
<td>164,990</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
<td><strong>164,990</strong></td>
</tr>
<tr>
<td>11.1</td>
<td>Priority Engineering</td>
<td>Undergraduate</td>
<td>497</td>
<td>6,498,772</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>68</td>
<td>1,118,532</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>40</td>
<td>708,160</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>605</strong></td>
<td><strong>8,325,464</strong></td>
</tr>
<tr>
<td>12</td>
<td>Design</td>
<td>Undergraduate</td>
<td>475</td>
<td>4,659,856</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>20</td>
<td>249,260</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>24</td>
<td>314,877</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>519</strong></td>
<td><strong>5,223,993</strong></td>
</tr>
<tr>
<td>13</td>
<td>Deaf Studies/Health Sciences</td>
<td>Undergraduate</td>
<td>5</td>
<td>58,925</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------</td>
<td>---------------</td>
<td>---</td>
<td>--------</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>5</td>
<td>58,925</td>
</tr>
<tr>
<td>14</td>
<td>Law</td>
<td>Undergraduate</td>
<td>1,117</td>
<td>7,157,736</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>49</td>
<td>396,312</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>13</td>
<td>106,925</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1,179</td>
<td>7,660,973</td>
</tr>
<tr>
<td>15</td>
<td>Postgraduate Medical</td>
<td>Taught Postgraduate</td>
<td>6</td>
<td>163,932</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>9</td>
<td>245,898</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>15</td>
<td>409,830</td>
</tr>
<tr>
<td>16</td>
<td>Music/Performing Arts</td>
<td>Undergraduate</td>
<td>325</td>
<td>3,185,975</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>72</td>
<td>891,105</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>44</td>
<td>589,556</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>441</td>
<td>4,666,636</td>
</tr>
<tr>
<td>17</td>
<td>Nursing/Midwifery</td>
<td>Taught Postgraduate</td>
<td>100</td>
<td>1,246,300</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>16</td>
<td>210,364</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>116</td>
<td>1,456,664</td>
</tr>
<tr>
<td>18</td>
<td>Science</td>
<td>Undergraduate</td>
<td>1,772</td>
<td>24,813,401</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>275</td>
<td>4,855,675</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Postgraduate</td>
<td>276</td>
<td>5,203,105</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>2,323</td>
<td>34,872,180</td>
</tr>
<tr>
<td>19.1</td>
<td>Early Childhood Teaching</td>
<td>Undergraduate</td>
<td>140</td>
<td>1,362,480</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>140</td>
<td>1,362,480</td>
</tr>
<tr>
<td>19.2</td>
<td>Primary Teaching</td>
<td>Undergraduate</td>
<td>121</td>
<td>1,177,572</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>32</td>
<td>390,752</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>153</td>
<td>1,568,324</td>
</tr>
<tr>
<td>20</td>
<td>Secondary Teaching</td>
<td>Undergraduate</td>
<td>173</td>
<td>1,683,636</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught Postgraduate</td>
<td>73</td>
<td>891,403</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>246</td>
<td>2,575,039</td>
</tr>
<tr>
<td>27</td>
<td>Midwifery</td>
<td>Undergraduate</td>
<td>5</td>
<td>58,925</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>5</td>
<td>58,925</td>
</tr>
<tr>
<td>34</td>
<td>Clinical Psychology</td>
<td>Taught Postgraduate</td>
<td>15</td>
<td>186,945</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>15</td>
<td>186,945</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td></td>
<td>15,235</td>
<td>143,747,616</td>
</tr>
</tbody>
</table>
5. Outcomes and measures

The University adheres to an outcome framework agreed with the TEC that shows how its strategic goals align with the higher-level outcomes sought by the Government for its tertiary education sector. A set of metrics are used to monitor progress towards these goals and are reported in our Annual Report. Previous sections described how performance against the TEC’s education performance indicators (EPIs) has shown improvement over the time of the previous Strategic Plan. While these have not been at the level aspired to in the commitments template from the previous Investment Plan, they nevertheless are moving in the right direction. Actions to improve these over the coming plan period have also been described and, while some of these may take some time to embed, our commitments show our intent to see further improvement; for example, the review and transformation of the support services for Māori students and Pasifika students as previously described. The commitments template reflects the expectation that these changes will result in the improvements intended, although they may take some time to bed down.

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

The forecast statement of service performance, although it will remain in draft until after the Strategic Plan has been approved, also shows an ongoing commitment to monitor and track performance against a set of indicators that reflect the range of activities of the University, covering the student experience, student success, research, and our contribution as a global–civic university to broader societal outcomes.

As described earlier, a comprehensive scan of environmental data including employment data, has been used to inform our Strategic Planning process.

5.1 Responding to employment outcomes

Victoria University of Wellington has long tracked the employment outcomes of its graduates through its Annual Graduate Destinations survey. The data is used to inform curriculum development, support accreditation of professional programmes, and 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 undertook enables specific monitoring and feedback to be provided to subject areas to improve curriculum offerings to students. The University focuses on ensuring that a high-quality curriculum is developed with input from employers and then delivered by excellent staff, as evidenced by our Academic Audit results. The Employment Outcomes of Tertiary Education (EOTE) data has been considered by the University 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 the University’s websites.

As described earlier, the University regularly conducts programme reviews and provides information about employment outcomes from its Graduate Destinations Survey to students and prospective students to, among other things, help inform their subject choices.

5.2 Strategic activities

The activities described in Section 3 on factors giving effect to the Tertiary Education Strategy provide information on those activities that are expected to shift the organisation’s performance. Examples are below.

Research:
- enhance Taihonoa programme to deepen relationships with iwi, including a range of research and development opportunities that would be complementary to the initiatives to enhance participation and retention of Māori and Pasifika students
• identify multidisciplinary and disciplinary areas for strategic development (for example, China, creativity, carbon neutrality, data science, biodiversity and synthetic biology) aimed at growing research reputation, developing new international partnerships, and enhancing external research income
• continue to increase the number of sponsored professorial chairs
• invest in growing up-and-coming research leaders
• diversify external research income both in terms of broader subject areas and in line with distinctiveness themes.

**Increase participation and retention of Māori and Pasifika:**
• continue the development of a new compelling pathway integrated with the University’s undergraduate offerings; this will become part of the broader suite of outreach, recruitment, transition, and support the University already delivers
• deliver the Māori and Pasifika Interventions Review to ensure that the new ‘hub and spoke’ model combines Māori and Pasifika student support services in a truly university-wide, culturally responsive way, and able to support the entire student life cycle.
• increase the number of Taihonoa scholarships
• Complete the business cases for living pā and fale

**Refreshed programme portfolio:**
• Proposed new programmes include, Media and Communications, Midwifery, Design, Intelligent Cities, and Meteorology. In addition to traditional degrees, the University will develop new short course, executive education and microcredential offerings.
• A further focus will be the embedding of opportunities for student–civic engagement and work-integrated learning into programmes. This initiative will focus also on more effectively using institutional infrastructure, including digital delivery and enhanced offerings in Trimester 3.
• Work with government agencies to increase the flow of graduates from Clinical Psychology and initial teacher education programmes.
• Enhance the Entrepreneurship Collective.

**Investment in quality teaching:**
• Implement the recommendations from the Centre for Academic Development review (currently underway).
• Implement learning analytics, based on pilots in 2019 for academics.
• Review non-degree-based teaching
• Review the Curriculum Framework that articulates clear pathways for students to employment and further study, aligned with the University’s graduate profile and effectively supporting the University’s goal to be one of the great global–civic universities.
• Pilot digital exams in the Law and Commerce faculties to improve the student experience and increase efficiency.
6. Other additional information

Managing resources

Financial sustainability

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

The University Council supports a Fiscal Strategy and a Controlled Entities Framework to guide and monitor how financial resources are managed. The Fiscal Strategy contains the following financial targets:

<table>
<thead>
<tr>
<th>Measures</th>
<th>Target range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return on net assets</td>
<td>1.5 percent–2.5 percent</td>
</tr>
<tr>
<td>Return on revenue</td>
<td>3.5 percent–4.5 percent</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 percent</td>
</tr>
<tr>
<td>Percentage of borrowing/total assets</td>
<td>Less than 20 percent</td>
</tr>
<tr>
<td>Interest expense/operating surplus (before interest)</td>
<td>Less than 33 percent</td>
</tr>
</tbody>
</table>

Due to continued inflationary cost pressures and constraints on increasing revenue, the University has achieved a lower-than-target-return on revenue in recent years (3.4 percent in 2016, 3.0 percent in 2017, 3.1 percent in 2018), although remaining ahead of the TEC guidance of 3 percent. Other targets have consistently been exceeded.

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

- a strong governance model, including the operation of a finance committee to assist Council in relation to the University’s budget, long-term capital plan, funding strategy, treasury management, and financial performance
- operation of the Oracle financial system, including a unique research-expenditure monitoring module, made available to staff across the University
- ongoing investment in systems, including current projects underway to upgrade the core financial modules to the latest Oracle cloud-based software as a service technology
- leadership to improve procurement processes, including collaboration across all universities and the tendering of major contracts
- participation in the Tribal benchmarking project across participating universities
- regular review and updating of key financial governance policies, including the Treasury Statute and the Delegations Statute.
Responses to actual and potential funding changes

Utilisation of funding at the University is linked directly to the Strategic Plan. The annual budget and fee-setting processes are guided by prioritisation decisions informed by stakeholder consultation and strategic imperatives.

The University is cognisant of current government fiscal pressures and has implemented a range of efficiencies resulting from the initiatives described above. Our culture of continuous improvement extends to a rigorous review of annual budgets.

These measures in part help the University to meet increasing cost pressures impacting upon the tertiary sector, including:

- deferred maintenance, and now further insurance-risk remedial work, applying to Victoria University of Wellington’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 and insurance

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

To fund the 2020–2022 Investment Plan, taking into account actual and anticipated government funding initiatives, the University intends to:

- complete an ambitious programme of capital investment, as required, funded by additional debt finance, reflecting Victoria University of Wellington’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 10 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, which is 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**

- continue major strategic developments within the planning period of the Investment Plan, including:
commencing new developments, including a nationally significant centre of musical excellence in Civic Square, working in conjunction with the New Zealand Symphony Orchestra, and a new academic build at 320 The Terrace to enhance the connection between the Kelburn campus, the other university precincts and the city. A state-of-the-art science and innovation precinct is planned at this site.

- investing significantly in the renewal, upgrade, and ongoing seismic strengthening of various existing buildings across the Kelburn, Pipitea and Te Aro campuses. A large proportion of the portfolio was built in the 1960s and 1970s and investment is necessary to ensure the portfolio is suitably resilient and of an appropriate quality to support the needs and aspirations of the University. Weather-tightness remediation and seismic strengthening programmes will continue to be a focus for the University, particularly as the building code is constantly evolving to reflect evidence of building performance and lessons learnt from the Christchurch and Kaikoura earthquakes.

- other strategic projects that may commence during the period (subject to funding), including development of the Māori precinct as a living pā to leverage the synergy between environmental sustainability and Māori culture, and the establishment of a fale malae to provide a welcoming and inclusive space that embraces ‘Pacificness’ close to the Faculty of Law and the Victoria Business School in the central business district.

The University will:

- apply student-fee income to maintaining our resources to deliver high-quality teaching and research
- invest PBRF funding provision to continue to develop research initiatives described earlier in this document. Funding will also be utilised to assist the University to take research projects from the laboratory through to commercialisation
- increase collaborative teaching and research with other universities and research centres. The University has already demonstrated a positive track record in collaborative funding initiatives through its leadership of the MacDiarmid Institute and hosting the Southeast Asia and Latin America Centres of Asia–Pacific Excellence.

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

**Capital asset management**

The University has been a leader among universities in the development of strategic asset management planning as the basis for ensuring that its assets meet the current needs and future aspirations of the organisation. In managing the 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, 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* and *Campus Master Plan*, which outline the University’s intentions in respect of the property portfolio.
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 will be updated in 2019.

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

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

Several major developments have occurred at Victoria University of Wellington’s Kelburn campus in recent years, with the completion and occupation of the Te Toki a Rata building and the Hub, and the extension of the Wigan Street building at the Te Aro campus. 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 the University 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, renewal, and seismic upgrade programme for existing facilities, together with the development of new facilities. Major building projects currently underway include a decant building in Kelburn (Maru building), Rankine Brown lift reinstatement, and multi-year upgrades of the Te Aro campus and Rutherford House. Other proposed work for the coming decade include a new build on 320 The Terrace, refurbishment and seismic upgrade work on the Easterfield and Cotton buildings, funding for facility enhancements for the creative disciplines, and new developments that include a national music centre, a fale malae, and a living pā.
7. Special requirements for tertiary education institutions (TEIs)

Forecast Statement of Service Performance will be submitted to the TEC once the new Strategic Plan metrics and targets have been agreed, which will be later in 2019 than the submission date of the Investment Plan. The measures will be based on the Vice-Chancellor’s agreement with Council.
Appendix: TEC commitments template for education performance indicators (EPIs).

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Ethnicity</th>
<th>Level</th>
<th>2020 Commitments</th>
<th>2021 Commitments</th>
<th>2022 Commitments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Type</td>
<td>Ethnicity</td>
<td>Level</td>
<td>Text</td>
<td>Text</td>
<td>Text</td>
</tr>
<tr>
<td>Expected Graduates</td>
<td>The expected number of non-Māori, non-Pasifika graduates at level 01-03</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 1 to 3</td>
<td>2020 Commitments</td>
<td>2021 Commitments</td>
<td>2022 Commitments</td>
</tr>
<tr>
<td>Expected Graduates</td>
<td>The expected number of Māori graduates at level 01-03</td>
<td>Māori</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Graduates</td>
<td>The expected number of Pasifika graduates at level 01-03</td>
<td>Pasifika</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 1-3</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 1-3</td>
<td>Māori</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 1-3</td>
<td>Pasifika</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 04-07 (non degree)</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 4 to 7 (non degree)</td>
<td>10.4%</td>
<td>9.2%</td>
<td>9.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 04-07 (non degree)</td>
<td>Māori</td>
<td>Level 4 to 7 (non degree)</td>
<td>30.5%</td>
<td>30.5%</td>
<td>35.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 04-07 (non degree)</td>
<td>Pasifika</td>
<td>Level 4 to 7 (non degree)</td>
<td>20.0%</td>
<td>20.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 04-10</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 8 to 10</td>
<td>80.5%</td>
<td>80.8%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 04-10</td>
<td>Māori</td>
<td>Level 8 to 10</td>
<td>72.0%</td>
<td>74.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 04-10</td>
<td>Pasifika</td>
<td>Level 8 to 10</td>
<td>72.0%</td>
<td>74.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 07 degree</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 7 degree</td>
<td>80.5%</td>
<td>80.8%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 07 degree</td>
<td>Māori</td>
<td>Level 7 degree</td>
<td>72.0%</td>
<td>74.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>Participation</td>
<td>The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 07 degree</td>
<td>Pasifika</td>
<td>Level 7 degree</td>
<td>72.0%</td>
<td>74.5%</td>
<td>75.0%</td>
</tr>
<tr>
<td>First Year Retention</td>
<td>The first year retention rate for non-Māori, non-Pasifika students at level 04-07 (non degree)</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 4 to 7 (non degree)</td>
<td>4.4%</td>
<td>4.9%</td>
<td>5.0%</td>
</tr>
<tr>
<td>First Year Retention</td>
<td>The first year retention rate for Māori students at level 04-07 (non degree)</td>
<td>Māori</td>
<td>Level 4 to 7 (non degree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Retention</td>
<td>The first year retention rate for Pasifika students at level 04-07 (non degree)</td>
<td>Pasifika</td>
<td>Level 4 to 7 (non degree)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Retention</td>
<td>The first year retention rate for non-Māori, non-Pasifika students at level 07 degree</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 7 degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Retention</td>
<td>The first year retention rate for Māori students at level 07 degree</td>
<td>Māori</td>
<td>Level 7 degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Retention</td>
<td>The first year retention rate for Pasifika students at level 07 degree</td>
<td>Pasifika</td>
<td>Level 7 degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Completion</td>
<td>The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 01-10</td>
<td>Non-Māori and non-Pasifika</td>
<td>All</td>
<td>89.3%</td>
<td>89.1%</td>
<td>89.1%</td>
</tr>
<tr>
<td>Course Completion</td>
<td>The course completion rate for Māori students (SAC eligible EFTS) at level 01-10</td>
<td>Māori</td>
<td>All</td>
<td>82.1%</td>
<td>82.9%</td>
<td>82.5%</td>
</tr>
<tr>
<td>Course Completion</td>
<td>The course completion rate for Pasifika students (SAC eligible EFTS) at level 01-10</td>
<td>Pasifika</td>
<td>All</td>
<td>76.0%</td>
<td>77.0%</td>
<td>77.5%</td>
</tr>
<tr>
<td>Progression</td>
<td>The progression rate for non-Māori, non-Pasifika students at level 01-03</td>
<td>Non-Māori and non-Pasifika</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progression</td>
<td>The progression rate for Māori students at level 01-03</td>
<td>Māori</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Progression</td>
<td>The progression rate for Pasifika students at level 01-03</td>
<td>Pasifika</td>
<td>Level 1 to 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>The amount of external Research Income earned</td>
<td>All</td>
<td>All</td>
<td>72,500,000</td>
<td>75,000,000</td>
<td>77,500,000</td>
</tr>
<tr>
<td>Research</td>
<td>The number of international student EFTS</td>
<td>All</td>
<td>All</td>
<td>2,133.00</td>
<td>2,175.00</td>
<td>2,250.00</td>
</tr>
<tr>
<td>Research</td>
<td>The number of Research Degrees completed</td>
<td>All</td>
<td>All</td>
<td>525.00</td>
<td>555.00</td>
<td>555.00</td>
</tr>
</tbody>
</table>