

University of Waikato

Investment Plan 2020-2022

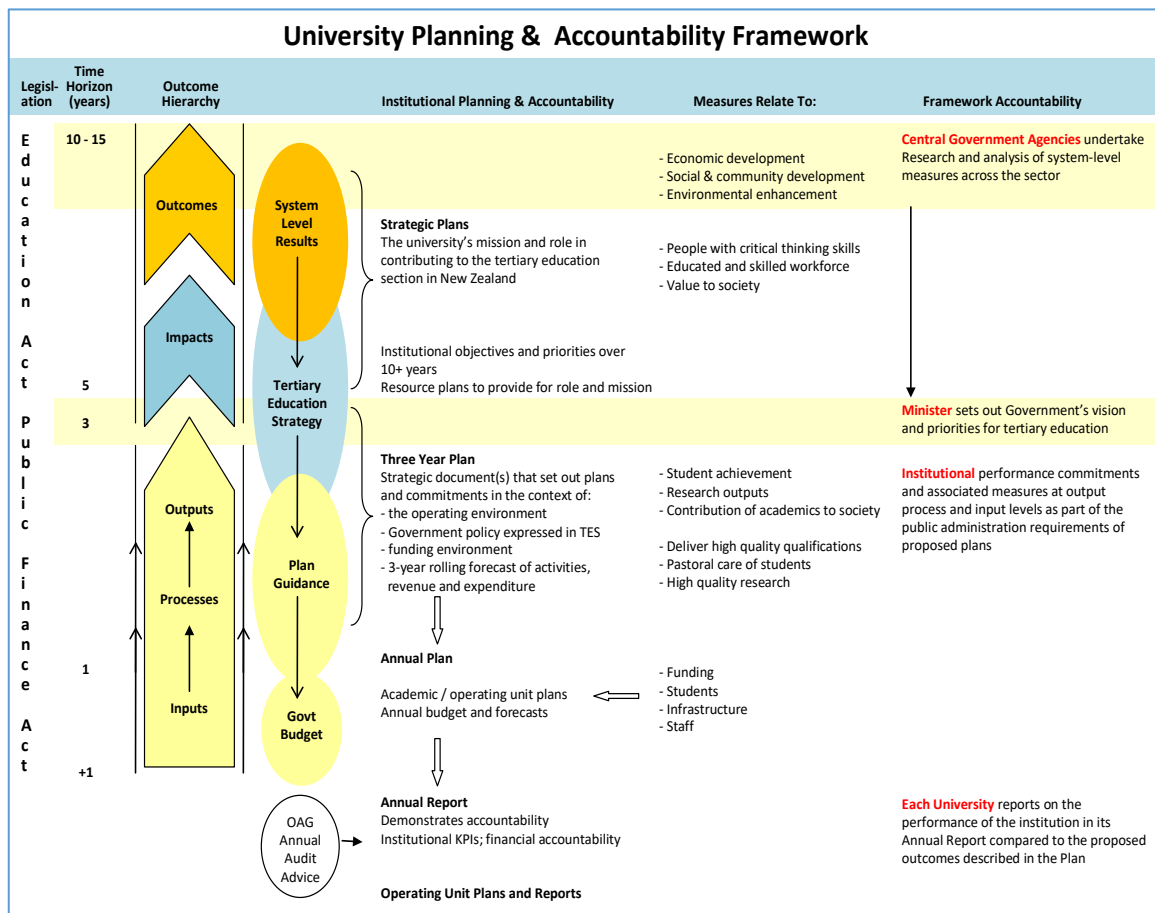
Role of the University of Waikato

Consistent with its statutory role as a New Zealand university under section 162 of the Education Act 1989, the University of Waikato

- is primarily concerned with more advanced learning, the principal aim being to develop intellectual independence
- delivers research and teaching that are closely interdependent, with most of the teaching done by people who are active in research
- meets international standards of research and teaching
- is a repository of knowledge and expertise
- accepts a role as critic and conscience of society.

Strategic Planning in an Outcomes Framework

Alongside all other universities in New Zealand, the University of Waikato operates within a planning and accountability framework focussed on outcomes, as shown below.



Reports compiled and published by the Ministry of Education (primarily *Outcomes of the New Zealand Tertiary Education System*, Smart, 2006) provide a synthesis of evidence of the significant and positive outcomes of the country's tertiary education system.

Mission and Strategic Intent

The mission of the University of Waikato is to combine the creation of new knowledge through research, scholarship and creative works with the dissemination of knowledge through teaching, publication and performance, for the benefit of society.

The University has identified six strategic goals as part of its Strategy 2017-2021, these goals underpin the delivery of its mission and vision:

1. An organisational culture focused on high performance
2. Teaching and research programmes distinguished by academic excellence and relevance
3. A comprehensive programme of community engagement
4. Improved operational efficiency and facilities
5. A distinctive University of Waikato student experience
6. Investment in growth

The University of Waikato is committed to meaningful partnerships under the Treaty of Waitangi, and to providing leadership in research, scholarship and education relevant to the needs and aspirations of iwi and Māori communities.

The University of Waikato operates within the tertiary education sector nationally and internationally, attracting students from across New Zealand and the world. It is internationally ranked and recognised.

Recognising it is part of a network of provision, the University of Waikato offers pathways for students across the tertiary sector seeking to undertake study at the institution.

The University is committed to making a strong contribution to Governments' Tertiary Education Strategy ambitions; through this Investment Plan it will highlight how it is intending, over the period of this Plan, to:

- deliver skills for industry
- get 'at-risk' young people into a career
- boost the achievement of Māori and Pasifika
- improve adult literacy and numeracy
- strengthen research-based institutions
- grow international linkages

Through a clear social justice agenda, the University of Waikato seeks to provide access and opportunity for a diverse student population and to ensure that students from all communities have the opportunity to undertake university study in a supportive environment.

National and Regional Needs Analysis

Over the period of this Investment Plan, the key tertiary age population nationally will be reasonably flat, with the school-leaver cohort to 2022 remaining relatively consistent over this period.

Population growth will not be shared evenly across the country. Indeed, the population growth rate for Waikato (2.4%) and Bay of Plenty (2.1%) was higher than the national average over the 12 months to 30 June 2017, with the regions respectively showing the 2nd and 5th largest increases nationally – behind Auckland (and Northland and Otago for the Bay of Plenty). Significant population growth is anticipated in the Bay of Plenty over the period of this Investment Plan with National Institute of Demographic and Economic Analysis (NIDEA) projecting the population to increase from 135,000 to 146,000 between 2018 and 2023.

Both the Waikato and Bay of Plenty regions have relatively high proportions of Māori; both higher than the national average. The school-leaver age band for Māori in both regions indicates strong growth over the period of this Plan and the University will be implementing a number of strategies to encourage these school-leavers to consider Waikato as a tertiary study destination.

Beyond population growth in the Bay of Plenty, over the period of this Investment Plan the University is anticipating that its new Tauranga CBD campus will lead to a change in student behaviour across the

region. Typically the region's school-leavers have either left the region for tertiary study or studied at a polytechnic within the region. A genuine option for university study in the region now exists with students able to undertake a significant number of programmes in their home region. Over the period of this Plan enrolments at the Tauranga CBD campus are expected to increase by over 50%.

Of significance to the University of Waikato is the long-term economic health of its core regions (Waikato and Bay of Plenty).

While the Waikato and Bay of Plenty region is a significant contributor to the nation's economic output and contributes 13.5% of New Zealand's Gross Domestic Product and 15.8% of New Zealand's population. It is generally accepted that tertiary education is a catalyst for economic development and that there is a strong interrelationship between resident population qualifications and economic prosperity. As evidenced by the table below, both the Waikato and Bay of Plenty regions trend behind the national average for the proportion of the population aged 15+ that have a bachelor's degree or higher qualification.

2013 Census – Highest qualification by regional council areas

Regional Council	No of resident population aged 15+ with bachelor's degree or higher	Total resident population aged 15+	Proportion of population aged 15+ with bachelor's degree or higher
Northland	12,501	118,938	10.5%
Auckland	245,001	1,119,195	21.9%
Waikato	44,745	316,155	14.2%
Bay of Plenty	26,106	210,018	12.4%
Gisborne	3,549	32,922	10.8%
Hawke's Bay	14,247	118,284	12.0%
Taranaki	9,324	86,466	10.8%
Manawatu-Wanganui	22,515	177,123	12.7%
Wellington	96,528	379,311	25.4%
Tasman	4,974	37,722	13.2%
Nelson	6,306	37,692	16.7%
Marlborough	4,062	35,664	11.4%
West Coast	2,274	26,001	8.7%
Canterbury	71,466	438,741	16.3%
Otago	30,045	167,553	17.9%
Southland	7,635	74,145	10.3%
TOTAL NZ	261,603	1,621,848	16.1%

In order to address current limitations around qualifications and deprivation in the region, additional investment is required in tertiary education to ensure that the two regions can improve their contribution to the New Zealand economy and its global advancement.

Evidence that the Waikato and Bay of Plenty regions have been under-resourced is clear through the deprivation index score for both the Waikato (5.7) and Bay of Plenty (6.1) regions, as reported by the Ministry of Business, Innovation and Employment. These scores are higher than any other region in New Zealand that is home to a major city, and reflect other economic factors such as annual household income and the proportion of households with an income of \$100k or more.

A continued predominance of low-level tertiary education provision within the Waikato and Bay of Plenty regions is likely to place a limitation on the economic development of the region. The University remains committed to upskilling the populations of the Waikato and Bay of Plenty and enabling individuals to achieve their potential and contribute to the ongoing economic health of their region and the country.

In the third quarter of 2018, the Waikato and Bay of Plenty regions had a higher proportion of young people (18-24 year olds) who are not in education, employment or training (Waikato 11.3%, Bay of

Plenty 11.6%) than the national average (9.6%). Through a range of different initiatives, including Te Ara ki Angitū (a transport, support and scholarship programme) and pathway arrangements through other tertiary providers, the University is committed to providing tertiary study options for these students.

Meeting Stakeholders' Needs

On-going local, regional, national and international engagement is crucial to the University's success. High-level engagement with the University's community of stakeholders also ensures that it is contributing to the development of its regions, and the nation, as it advances knowledge and research on global economic, social and environmental issues.

The University continues to work with Crown Research Institutes (CRIs) and other research entities to expedite the development of joint postgraduate programmes in areas aligned to our academic strengths. It is also extending its collaborations with local and central Government, District Health Boards, businesses and co-operatives to increase access to undergraduate internships, work-integrated learning opportunities, postgraduate research placements and graduate employment opportunities.

The University's collaborations with world-leading universities and businesses are dynamic and interactive and lead to

- the design and delivery of research programmes that are relevant to current and future business needs, ensuring progression opportunities at every level of achievement and a smooth transition between the different environments of universities and business
- graduates who seek knowledge and skills that are relevant to their future careers and who are confident in their ability
- opportunities for students to integrate work experience and study, ensuring connectivity between academic study and the world of employment
- a culture amongst university students and staff where success in enterprise and entrepreneurship is celebrated, rewarded and promoted
- businesses effectively and efficiently updating employee skills and seeing universities as a natural source of the expertise to do so
- graduate employment that aligns with business need with graduate skills
- sustaining world-class research, attracting the best talent to NZ, developing research informed leaders in both universities and business, and ensuring that there is a constant exchange between academia and business of research ideas and people
- a culture of pursuing the application of University-based research excellence, ensuring that University research capabilities are fully exploited in generating economic wealth, optimising the use of government support in research, innovation and development
- collaboration with Government agencies to undertake regular forecasts to co-identify areas of future knowledge and capability creation, where research investment should be allocated and, wherever possible, collaboratively developed and resourced.

The University has developed strong relationships and networks with communities and businesses to ensure that its programmes and qualifications are relevant and responsive to student and employer needs as well as the needs of the community. The University is also responsive to a range of social and economic goals that have been identified as priorities by Government. It engages with industry groups, community members and employers through a wide range of means, including

- advisory boards – at University, Faculty, degree and programme level
- representation on formal University committees, e.g. the Animal Ethics Committee, Audit and Risk Committee, Te Rōpū Manukura
- inclusion of external members on academic review committees
- input into accreditation and re-accreditation reviews
- significant student work placements, internships and projects
- guest lectures by members of public and private organisations
- staff research, consultancies, and commercial activities
- presentations and participation in conferences and symposia, public lecture series
- corporate and executive education programmes for corporates
- staff membership of external associations and boards

- stakeholder events e.g. regular stakeholder breakfasts in Tauranga and Hamilton
- graduate and employer surveys.

Industry-Business Advisory Board

A key element in the University's cementing of strong industry links has been the establishment of an Industry-Business Advisory Board (IBAB). The purpose of the IBAB is to provide strategic guidance and practical assistance to the University of Waikato in engaging with industry and business by leveraging their expertise, capability and networks. It has led to the following benefits for the University:

- increased research and research funding (demand and supply side)
- increased commercialisation of intellectual property and taking a more commercial approach to the management of University assets such as the halls of residence
- better integration of work placements and practice-based components into a broader range of areas of the teaching curriculum
- industry and business input into the design and review of academic programmes
- alignment of capability development with economic need
- advice on all aspects of industry and business activities and engagement that are relevant to the University's research, commercialisation and education goals
- support for the acceleration of product development and commercialisation
- support for, and development of, interdisciplinary teams focussed on key research areas with industry representatives as required
- support for engagement with Māori and iwi business
- support of open innovation and partnerships for intellectual property.

The University reports to its stakeholders and others with respect to its progress against this Plan through its Annual Report.

Campus Development

In December 2017, the Council of the University of Waikato endorsed the Hillcrest Campus Strategic Master Plan as the basis for the University's future campus development and refurbishment over the next 20 years.

Over the period of this Investment Plan, the University will be focussing its capital developments on a range of projects that have been signalled as part of the Hillcrest Campus Strategic Master Plan. These projects include the Pā – a multipurpose development including social learning space, the University Marae, and retail space - an extension to the Gallagher Academy of Performing Arts, a new student accommodation project on Silverdale Road, and progression of an accelerated programme of upgrades and renewals. The University is anticipating spending in excess of \$140M on capital developments on its Hillcrest campus over the period of this Investment Plan.

The focus of the campus developments are on increasing social learning space on the campus, providing specialised teaching spaces, increasing activation of the campus by students and the public and redefining the residential campus experience.

The University will also be progressing its developments in the Bay of Plenty with work anticipated to commence on a new Marine Research Centre and the development of student accommodation. The University will also be closely monitoring enrolments at its new Tauranga CBD Campus to ensure that it progresses Stage 2 of the campus project at an appropriate point in time.

Student Learning and Support

Over the period of this Investment Plan, the University of Waikato is planning to roll out a new learner analytics framework across its student body with a view to better identifying what student support is needed and where this should be targeted. By engaging with 'at-risk' students in a timely way and offering targeted support, the University expects to see improvements in student success and retention over the period of this Plan.

The University is increasing thinking of assessment as a means to enhance student engagement and learning and is encouraging dialogue amongst its academic staff about the best ways of assessing students. The University is also utilising academic research on student learning and encouraging the use of new pedagogies through its professional development opportunities for staff.

Māori and Pacific Student achievement

The University of Waikato has, over many years, provided a suite of support services and learning development opportunities for Māori and Pacific students. These have been funded, in part, through Māori and Pacific student equity funding and have included faculty-specific student mentoring, offers of support services, activities designed to connect students, induction programmes, social media engagement and student engagement events. While these programmes have had some success, the University recognises that it needs to do more to reduce the gap between the achievement of Māori and Pacific students and non-Māori and non-Pacific students.

The University is developing its institutional capability to design, develop and deliver inclusive, culturally responsive, rewarding and fulfilling education for Māori and Pacific students. The use of data analytics to identify student needs and intervening to direct students to appropriate, targeted, student learning support is a foundation step along this journey.

The work being undertaken:

- will be conducted by a university-wide project team drawing on expertise from across the University and beyond, including from within existing University Māori and Pacific communities
- will address both strategic and operational levels
- is underpinned by a concept of learner success rather than deficit
- will create a framework for using learner analytics and student voice in an ethically and culturally responsible way in order to build a culture of sustainable, responsive change to benefit students.

Over the period of this Investment Plan the University of Waikato is looking to create systems, programmes and experiences that are inclusive, culturally responsive, rewarding and fulfilling for its Māori and Pacific students.

The University has been in discussions with the Tertiary Education Commission for some time about undertaking a prototype targeting improvements in Māori and Pacific student achievement based on increased use of data analytics. The scale and pace of change associated with this project is dependent on outcomes of conversations about the prototype with the Tertiary Education Commission and the level of resourcing available for this programme.

Research Activity

The University has developed a Research Plan to help operationalise the University's research ambitions as set out in its Strategy 2017-2021. The Research Plan seeks to act as a guide for ensuring 'a culture of research excellence is embedded in every University programme' and to improve 'research quality and impact across the University', along with supporting 'academic staff to develop aspirational research plans that create a pathway to distinction in research performance' (Strategy 2017-2021).

The Research Plan aims to deliver on the following objectives:

1. Improved quality and quantum of University research
2. Increased income from Research and Development activities
3. Mātauranga Māori in Waikato Research
4. Research excellence embedded in academic programmes.

To deliver on these objectives and to achieve the goals of the Strategy, over the period of this Investment Plan the University will continue to develop its research portfolios, led by its Schools, Research Institutes, Centres and Units. The University will demonstrate research leadership and grow its research portfolios by:

- developing the skills of our researchers with respect to research planning, proposal development
- building collaborations and engaging with private- and public-sector partners and end-users of research
- using the University's own funds to support (and jointly with other investors, where possible) preliminary, exploratory, proof-of-concept and postgraduate research projects, and applications for external funds
- supporting applications for external investment through the Research & Enterprise team; and managing teaching loads to enable academic staff to be fully active researchers.

Particular areas of emphasis will include supporting researchers to develop excellent research concepts for the Marsden, Endeavour, Health Research and other funds, building more interdisciplinary research, helping more applied researchers build links to end-users and private-sector investors, and building teams in areas of high research demand to balance workloads.

The excellence and relevance of university-based research is central to innovation, and of fundamental importance to the intrinsic, economic and social values of society. Over the period of this Investment Plan the University of Waikato will continue to build its research capability and its reputation for excellent research, which is reflected in both national and international indicators, both at the subject and university level. It will focus on maintaining its role as a prominent source of research expertise and will invest in its premier concentrations of established excellence, interdisciplinary research and valuable national and international partnerships.

A wide range of the quality research being undertaken at Waikato is leading to positive outcomes for New Zealand and overseas. The mission-led nature of much of the University's research requires highlighting the relevance and application of research being undertaken, to work closely with research partners – including industry, communities and other research institutions and encouraging students to participate on projects that will enhance their research skills and technical knowledge. Over the period of this Investment Plan the University is committed to enhancing the interdisciplinary and applied nature of its research programme. As noted above, the University is strongly committed to the concept of interdisciplinary research; it firmly believes that, in order for research to have true benefit to communities, that it needs to be conducted for a purpose and to have social applications. A significant component of the University's research strength is the flexible nature of the structures around research institutes, centres and groups which lend themselves to interdisciplinary research projects.

Internationalisation

The University of Waikato Strategy 2017-2021 provides a framework and important point of reference for the University's international activities and internationalisation.

The University of Waikato is an international and globally respected university. It ranks highly in World University rankings and it is known for the impact of its research and its high quality teaching partnerships. It was the first NZ University to deliver education off-shore which continues to be a key aspect of the University's international strategy. The University's international status and the reputation of its research attracts high-quality international academic staff from a diverse range of countries around the world. By New Zealand standards it has a high proportion of international students (at more than 17%) and its international students report high levels of satisfaction with both their learning experience and their overall experience at the University (2nd in New Zealand).

Over the period of this Investment Plan the University is intending to roll out a planned and intentional process of 'internationalisation' across an increased number of the University's core activities. In particular, the University will be seeking to create opportunities for students to develop their cultural competence to be respectful, confident and successful in diverse local and global contexts in accordance with the Graduate Attributes that underpin our Curriculum Design Framework.

The International Plan, developed to help operationalise the Strategy sets out the following objectives:

1. To advance the internationalisation of the curriculum and provide opportunities to enable all students to develop intercultural and global competencies
2. To increase the proportion and diversity of international students studying in a wide range of disciplines across University of Waikato campuses
3. To provide international students with an experience that is immersive in New Zealand culture and distinct to the University of Waikato and has ensured student access to an integrated and comprehensive support network
4. To create a supportive and enabling environment that encourages academic staff to engage in and generate enhanced international research outputs and impacts
5. To develop a strategic portfolio of international partnerships and connections to bring more tangible outputs that meet the needs of divisions/faculties and the University, covering all core business areas of the University
6. To expand our portfolio of flexible modes of delivery including delivery of our programmes offshore through high quality partnerships.

Over the period of this Investment Plan the University will be focusing on enhancing existing international partnerships and developing new partnerships recognising that international partnerships are a critical component to the success of the University's international plan and overall standing globally. The University is developing an international partnership framework that seeks to develop strategic elements to each of its partnerships with international organisations. The University's international partnerships will be divided into three categories:

- **Strategic Alliances:** University level; small number, involve more than three discipline areas; include multiple activities; Universities of peer standing, mutually beneficial with agreed outcomes and resources directed to maintaining the alliance. E.g. Lancaster University
- **Strategic Partnerships:** University level; involve more than two disciplines; have at least one active activity which is of key significance to the University Strategy – e.g. joint degrees/capacity building e.g. ZUCC
- **Partnerships:** University level; involve more than one discipline and have at least one active activity e.g. student exchange partnership.

These University-level partnerships will be supported by Divisional or School level partnerships where particular disciplines share common interests with international partners and focus activities around research and teaching collaborations, student transfers or student exchanges.

The University's international partnership framework will create an environment that supports different levels and types of partnerships without alienating partners or making them feel inferior to others whilst ensuring all partnerships, irrespective of their level produce tangible benefits and outcomes aligned to the University's overall strategy.

Investment in Quality Teaching

The University's Academic Plan has been developed to help operationalise the University Strategy. The Plan sets out the following objectives:

1. To invest in high-quality, future focused and relevant programmes delivered by excellent teachers
2. To make the University a national leader in high-quality digital teaching and learning
3. To provide opportunities within and beyond curriculum to develop work-ready graduates who can operate effectively in local, national and international contexts
4. Provide students with an outstanding learning experience and a sense of a distinctive academic identity at the University of Waikato.

In order to deliver on its Academic Plan the University is committed to investing in quality teaching. To this end, the University provides a range of professional development opportunities for its staff through its Centre for Tertiary Teaching and Learning. The Centre offers formal qualifications for staff, one-on-one professional development opportunities, a range of teaching resources, networks for sharing best

practice, step-by-step guides for using the University's range of e-tools, advice about using and responding to student evaluations and resources specifically targeted at new staff.

Individual schools have been tasked with developing their own detailed academic plans through which they are required to commit to their contribution to the objectives of the University's Academic Plan. A number of schools have developed specific initiatives that will enhance teaching at the University, these initiatives include

- encouraging staff who have no formal teaching qualification to undertake a qualification to support their on-going teaching skill development
- working towards culturally inclusive teaching practice
- encouraging staff to regularly engage in professional development
- exploration of alternative delivery models for courses
- using appraisal data to monitor quality of teaching
- build e-learning teaching capacity and quality through professional learning opportunities
- establishment of a peer (staff to staff) mentoring programme to enhance the quality of teaching
- extend staff understandings of flipped classroom models of teaching and other innovative digital pedagogies
- organising School-based workshops or teaching development sessions for staff in areas of priority such as student engagement in learning
- identification of common staff development needs through professional goal setting meetings and running professional development workshops to cater to these needs.

The University recognises staff achievement through a number of teaching excellence awards; many recipients of these awards have gone on to win national teaching excellence awards through Ako Aotearoa.

The University's academic promotions panel also seeks evidence of teaching quality and evidence of regular professional development in the area of teaching as part of its criteria for academic staff promotion.

Treaty of Waitangi

The University is committed to meaningful partnerships under the Treaty of Waitangi and to providing leadership in research, scholarship and education relevant to the needs and aspirations of iwi and Māori communities. The University values its relationship with Tainui as mana whenua, and is committed to the iwi forum of Te Rōpū Manukura as a partner of the University. The University is dedicated to supporting our Māori student and staff communities with a focus on leadership and academic excellence.

The direction and goals which underpin the University's commitment to Māori and the Treaty of Waitangi are outlined in the University Strategy and Māori Advancement Plan. The general areas of priority include:

- building on the University's reputation for making a unique and significant contribution to the educational success of Māori
- enhancing the teaching and research capacity of Māori academic staff, with a focus on leadership and academic excellence
- providing a distinctive University of Waikato experience for both staff and students which draws on kaupapa Māori and the heritage of our region
- positioning the University as a leader in research relevant to the needs and aspirations of iwi and Māori communities.

The University has established strong links with iwi in the Bay of Plenty and these have been cemented through the development of its Tauranga CBD Campus. Over the period of this Investment Plan the University will continue to develop its partnerships with the iwi communities and organisations of Tauranga Moana and the Bay of Plenty. This will include through the formally constituted forums of the Tauranga Moana Advisory Committee and Te Rōpū Manukura, and through other collaborations with iwi, hapū and Māori organisations and communities of the Bay of Plenty region. Consolidating the

University's existing framework and mapping the scope of current and potential strategic collaborations will be focus points for this planning period.

Description of Programmes and Activities

Following a period of significant change through the University's undergraduate Curriculum Enhancement Programme, over the period 2020-2022 the University is expecting a period of consolidation. The redesign of the undergraduate curriculum has led to a more distinctive Waikato experience with all general degrees incorporating disciplinary foundations, cultural perspectives and work-integrated learning components. The University has introduced its new curriculum as the cohort of students who commenced in 2018 have progressed through their studies. As a consequence, 2020 will see the roll-out of work-integrated learning at scale.

Over the period of this Investment Plan the University is planning on introducing a small number of new qualifications and new majors. These include:

- Bachelor of Health (2020) and associated developments in health and allied health (2021)
- Master of Legal Studies (2021)
- Masters degree in data analytics/data science/machine learning (2021)
- Undergraduate programme in data engineering within BE Hons (2021)
- Industrial Design major for Bachelor of Design (2020) and associated new design specialisations (2021)
- Mechatronics Engineering programme within BE Hons (2020)
- Electrical and Electronic Engineering within BE Hons (2020)

The University will also be looking to make changes to some of its 180-point taught Masters programmes with a view to increasing their attractiveness to international students.

Literacy and Numeracy

While the University's National Centre for Literacy and Numeracy was closed in December 2017, the University continues to contribute to Government's ambition to increase adult literacy and numeracy. This contribution is demonstrated through the University's extensive student support programmes, its compulsory disciplinary foundations papers (a component of all comprehensive undergraduate degrees), and through its teacher education programmes (which provide students with the latest research and tools to help improve the literacy and numeracy skills of the next generation of learners).

Past Performance

The University of Waikato has undertaken significant activity over the past few years to support the delivery of its 2017-2019 Investment Plan and the achievement of the key performance indicators included as part of its forecast statement of service performance. Reporting against the activities undertaken in support of the achievement of the key performance indicators has taken place as part of the University's Annual Report 2017 and 2018.

Informed Choices

The University makes available comprehensive qualification information for students, particularly at undergraduate level. Through the University's website, cost, possible career opportunities, entry requirements, study options are made available to students; a link is also provided to Government's Key Information for Students data set. See <https://www.waikato.ac.nz/study/qualifications/>

The University has a comprehensive Marketing and Recruitment Strategy in place and has a long history of engagement with school-leavers through its future students' team. The University utilises ambassadors from its current students to work alongside its future student advisers with a view to strengthening the connection between current and future student experiences.

Governance

The University of Waikato has a stable and productive Council with its members contributing significant governance experience as well as experience in education. The University has four ministerial appointed members on its Council, together with members appointed following consultation with Te Arikiniui, the Chair of Te Rōpū Manukura – the University’s iwi engagement forum, the Vice-Chancellor and three members appointed directly by the Council with a view to providing a balance to the membership of Council. Council meets at least six times through the year and is supported by a suite of committees, many of which include Council members and which provide regular, detailed, reports to Council. These Committees include Academic Board, Audit and Risk Committee, Campus Development Committee, Honours Committee, People and Culture Committee and Te Rōpū Manukura.

Sub-Contracting

The University’s current sub-contracting arrangements with Study Group NZ for sub-degree provision will continue over the period of this Investment Plan. Sub-contracting arrangements will be reported to the Tertiary Education Commission as required.

Financial Sustainability

The University of Waikato has maintained a ‘low risk’ rating against the TEC’s Financial Monitoring Framework for a number of years, consistently exceeding Government’s expectations of returning an operating surplus of 3%.

The University has strong levels of cash reserves to fund its campus redevelopment projects. In addition, it has received approval from the Secretary for Education for a line of credit to help fund its campus redevelopment projects.

Academic Audit

The Academic Quality Agency (AQA) for New Zealand Universities provides external quality assurance for all New Zealand universities via a regular cycle of audits.

The University’s Cycle 5 Academic Audit was completed in 2016 and the University has provided its mid-cycle report Cycle 5 Report back to AQA. The 2016 audit report made 11 recommendations, seven affirmations and five commendations. The University has taken action to address all 11 recommendations. The mid-cycle report sought to provide assurance to the AQA Board of the University’s progress to date against the recommendations from its Cycle 5 Academic Audit.

The Cycle 6 Academic Audit includes an Enhancement Theme in which universities collectively address an issue which is important to individual universities and is of national significance. The topic of the Cycle 6 Enhancement Theme is “access, outcomes and opportunity for Māori students and for Pasifika students”. The University’s Deputy Vice-Chancellor Academic, is Chair of the Enhancement Theme Steering Group. Work on the Cycle 6 Enhancement Theme will continue through the period of this Investment Plan.

The Cycle 6 Academic Audit will again be a whole of institution audit, but will include a particular focus on the Enhancement Theme. The University’s Cycle 6 Academic Audit is scheduled to be conducted in late 2022 and preparations for the Audit will take place during the period of this Investment Plan.

Analysis of Graduate Employment

Utilising data from the TEC’s post-Study Outcomes tool, it is evident that University of Waikato graduates achieve well in employment statistics in comparison with other New Zealand universities, with the:

- 2nd highest proportion employed
- 2nd (equal) highest in further study
- 2nd lowest overseas (9.0% vs 13.1% highest)

It must be noted that while the University of Waikato has the highest proportion of graduates job seeking, all universities are within 1.4% of each other.

Employment outcomes of degree-level graduates from the University sub-sector are generally stronger than those of other sub-sectors.

The table below sets out the achievement of University of Waikato graduates:

	Employed	Further Study	Job Seekers	O/Seas	No of Learners
ALL	69.9%	13.4%	2.0%	9.0%	9,449
Māori	69.5%	16.7%	3.3%	6.9%	1,922
Pacific	56.5%	26.6%	2.6%	9.6%	428
Non-Māori, Non-Pacific	70.4%	12.4%	1.8%	9.3%	7,185
Female	70.8%	13.3%	1.8%	8.1%	5,849
Male	68.9%	14.4%	2.6%	9.9%	3,673
Under 25	66.5%	16.5%	2.0%	10.1%	5,242
25+	74.5%	10.3%	2.3%	7.2%	4,280

Labour Market Demand

Unlike providers of vocational education, most universities do not have a strong correlation between qualifications and careers. With the significant general skills developed by students through their university qualifications students have wide options and opportunities for their future careers. While beneficial for graduates, it is therefore difficult to track labour market demand.

University courses typically have a longer-term payoff. Over the long-term university graduates typically earn higher salaries than vocational training graduates.

For those qualifications and majors with a more linear career track the University’s offerings are in strong demand as evidenced by the Ministry of Business, Innovation and Employment Occupation Outlook. For example:

Area of Study	Job Prospects
Engineering	very high
Software Developers	very high
Accountants	high
Lawyers	moderate/high
Counsellors and Psychologists	moderate/high
Teachers	moderate/high
Social Workers	moderate/high
Scientists	high

TEC Focus Areas

Tai Tokerau Northland

The University has a longstanding relationship with Ngāpuhi. A significant proportion of the University's Māori students originate from Northland. The smaller, community feel of Waikato tends to prove a draw card for Northland students who are more familiar with life outside large cities.

Over the period of this Investment Plan the University will continue its recruitment activities in Northland as well as working with other tertiary providers in the region to ensure that appropriate pathways are in place for students wishing to undertake university study.

Food and Fibre Sector

While the University does not offer any specific qualifications in the area of food and fibre, through work-integrated learning experiences students have the opportunity to apply their skills to food and fibre sector opportunities provided by businesses and employers.

Innovation Skills for the Economy

The University offers a significant number of programmes that encourage the development of innovation skills, these include programmes in engineering, science, design, and computer science, Additionally opportunities provided through work-integrated learning and applied research mean that a significant quantum of the University's students have the opportunity to develop innovation skills.

The University is also exploring opportunities to leverage the opportunities afforded by existing Entrepreneurial Universities investments to further research that provides new opportunities for the New Zealand economy.

Forecast Statement of Service Performance

	Sub-Category	2016 Actual	2017 Actual	2018 Actual	2020 Target	2021 Target	2022 Target
1. Volume of MF/SAC Funded EFTS	Total	8,250	8,256	8,409	8,591	8,806	8,916
	Tauranga	516	508	533	≥860	≥1035	≥1070
2. Proportion of SAC Funding Achieved		99.1%	99.2%	100.9%	≥100%	≥100%	≥100%
3. Volume of FCI EFTS (NZ)		1,510	1,599	1,791	1,850	1,925	2,050
4. Proportion of total EFTS (NZ) generated by FCI students		15.4%	16.2%	17.5%	17.7%	17.9%	18.7%
5. Proportion of FCI EFTS (NZ) generated by students	Top 3 Countries	62.4%	63.4%	69.0%	69%	68%	67%
	Rest of the World	37.6%	36.6%	31.0%	31%	32%	33%
6. Volume of Total EFTS (NZ)		9,805	9,892	10,257	10,441	10,731	10,966
7. Volume of off-shore EFTS delivered	ZUCC	-	28	82	529	567	568
8. Risk rating against the TEC's Financial Monitoring Framework		Low Risk	Low Risk	Low Risk	Low Risk	Low Risk	Low Risk
9. Research and Development (R&D) revenue generated		\$73.3M	\$61.6M	\$67.2M	≥\$70M	≥\$72M	≥\$74M
10. Proportion of MF/SAC-eligible EFTS who are:	Māori	23%	23%	23%	≥21%	≥21%	≥21%
	Pacific	6.8%	6.9%	7.4%	≥7%	≥7%	≥7%
11. Paper completion rates (Level 4 and above) for:	MF/SAC-eligible students	85.2%	85.7%	84.2%	≥85%	≥85%	≥85%
	MF/SAC eligible students who are Māori	78.8%	79.1%	76.1%	≥78%	≥80%	≥82%
	MF/SAC eligible students who are Pacific	70.8%	72.0%	69.6%	≥72%	≥78%	≥82%
	FCI students	92.2%	93.4%	93.8%	≥85%	≥85%	≥85%

	Sub-Category	2016 Actual	2017 Actual	2018 Actual	2020 Target	2021 Target	2022 Target
12. First year student retention rates (Level 3 and above) for:	MF/SAC-eligible students	72.4%	74.3%	70.9%	≥75%	≥75%	≥75%
	MF/SAC eligible students who are Māori	66.0%	65.2%	63.3%	≥68%	≥70%	≥72%
	MF/SAC eligible students who are Pacific	71.0%	69.0%	67.7%	≥70%	≥72%	≥75%
	FCI students	90.4%	89.8%	94.4%	≥75%	≥75%	≥75%
13. Qualification completion rates (Level 4 and above) for	MF/SAC-eligible students	64.0%	60.2%	59.5%	≥62%	≥62.5%	≥63%
	MF/SAC eligible students who are Māori	54.9%	50.6%	47.1%	≥50%	≥53%	≥56%
	MF/SAC eligible students who are Pacific	47.1%	51.0%	37.2%	≥50%	≥53%	≥56%
	FCI students	76.1%	78.4%	79.5%	≥75%	≥75%	≥75%
14. Number of Work-Integrated Learning experiences undertaken		-	-	-	2,850	3,000	3,100
15. Staff Survey results	Staff survey completion rate	-	-	71%	≥70%	≥70%	≥70%
	'I feel proud to tell people that I work at the University of Waikato'	-	-	80.3%	≥81%	≥81.5%	≥82%
	'I would recommend the University of Waikato as a great place to work'	-	-	60.3%	≥62%	≥64%	≥66%

	Sub-Category	2016 Actual	2017 Actual	2018 Actual	2020 Target	2021 Target	2022 Target
16. Student Survey results (i-Graduate)	(domestic) student satisfaction with overall university experience	-	93.1%	-	-	≥90%	-
	(domestic) student satisfaction with learning experience	-	90.2%	-	-	≥90%	-
	(domestic) student satisfaction with student support services	-	88.5%	-	-	≥90%	-
	(international) student satisfaction with overall university experience	-	92.6%	-	-	≥90%	-
	(international) student satisfaction with learning experience	-	89.4%	-	-	≥90%	-
	(international) student satisfaction with student support services	-	91.3%	-	-	≥90%	-
17. Ranking	In the annual World THE University Ranking	401-500	351-400	401-500	<500	<500	<500
	In the annual QS World University Ranking	324	292	274	<500	<500	<500
18. Halls Occupancy Rate (term time)	Hamilton Fully-Catered	95%	95%	99%	98%	98%	98%
	Hamilton Self-Catered	99%	99%	99%	99%	99%	99%
	Tauranga	-	-	-	98%	98%	98%
19. Number of students undertaking study abroad and exchange	Outbound exchange	44	74	71	75	85	100
	Inbound study abroad	56	64	79	85	90	120
	Inbound exchange	71	68	70	75	85	100