



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

University of Waikato

Investment Plan

Summary

2022-2024

Role of the University of Waikato

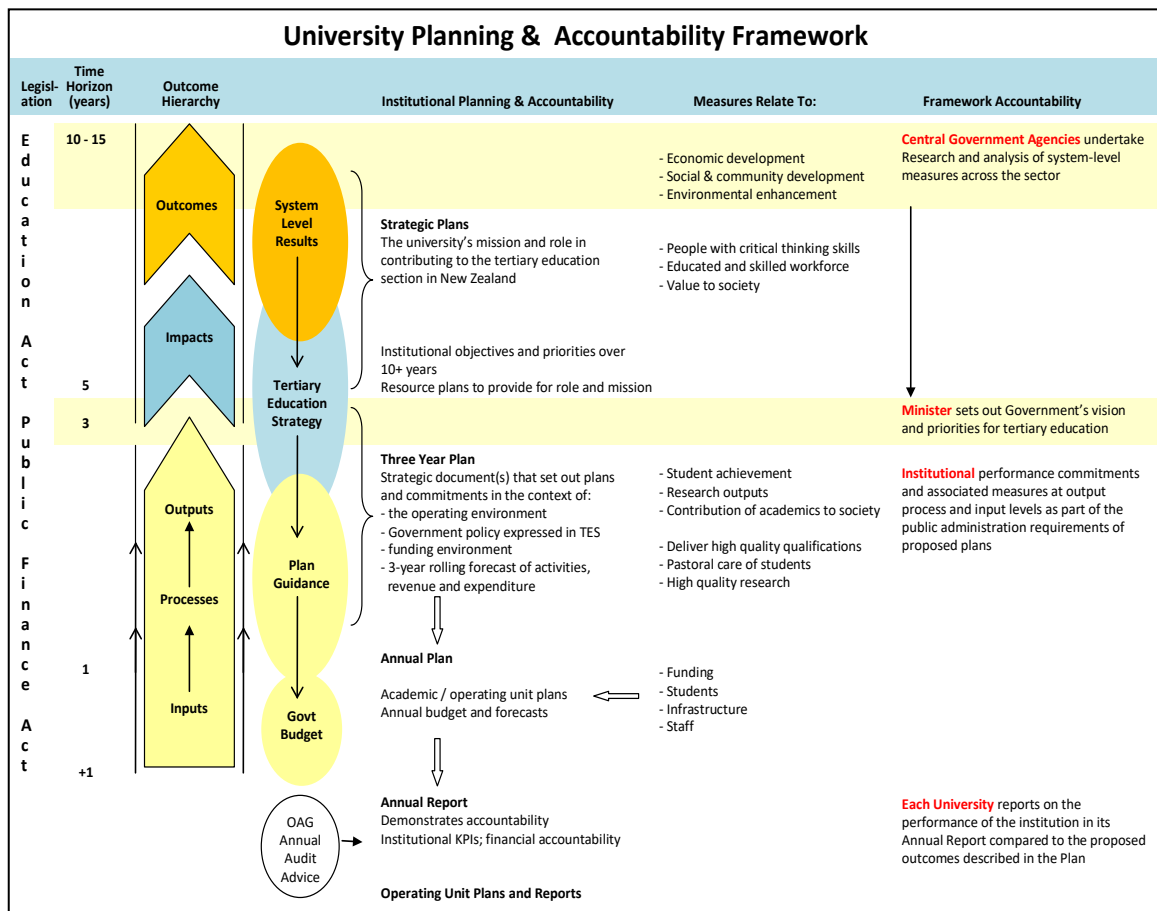
As a University under section 268 of the Education and Training Act 2020, the University is required to have all of the following characteristics:

- (they) are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence
- (their) research and teaching are closely interdependent and most of the(ir) teaching is done by people who are active in advancing knowledge
- (they) meet international standards of research and teaching
- (they) are a repository of knowledge and expertise
- (they) accept a role as critic and conscience of society, and that
- a university is characterised by a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of knowledge, develops intellectual independence, and promotes community learning.

The University demonstrates these characteristics through its wide range of offerings at NZQF level 7 and above, through its strong performance in competitive research funding rounds, its international rankings, its contribution to public debate and the strong employment records of its graduates.

Strategic Planning in an Outcomes Framework

Alongside all other universities in New Zealand, the University of Waikato operates within a planning and accountability framework focused 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 is currently developing a recovery focused Strategy for the period 2022-2024 which will be focused on:

1. Higher levels of learner success and innovation in teaching content and practice
2. Progressing the objectives of the Taskforce
3. Improvement in research performance
4. A whole of University focus on student recruitment
5. Investment in facilities that support academic developments, student recruitment and campus life

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 Māori. To further these commitments, the University is embarking on a stream of work to address and implement the recommendations of the recent Taskforce that considered ways to address casual and systemic racism in the University.

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.

As 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 Government's Tertiary Education Strategy objectives:

- 1. Learners at the Centre
- 2. Barrier Free Access
- 3. Quality Teaching and Leadership
- 4. Future of Learning and Work
- 5. World Class Inclusive Public Education

The University of Waikato is a comprehensive University offering a range of programmes in Arts, Law, Psychology, Social Science, Education, Management, Health, Engineering, Computing, Mathematics, Science, Māori and Indigenous Studies with a wide range of subject options within these broad discipline areas.

The majority of the University's delivery is at NQF level 7 or above.

The University is actively engaged across the Waikato and Bay of Plenty regions, with strong links to employers, industry, social groups and schools across the twin regions. The University actively recruits students from across New Zealand.

The University offers a range of modes of provision including face-to-face, fully online, online supported and flexi-delivery in some papers where students can choose to undertake study at a time that suits them, dipping in to face-to-face classes and tutorials and utilising online provision as it suits them. Flexi-delivery modes have been developed in response to student demand following their experiences over the 2020 COVID-19 Alert Level 4 Lockdown.

A key focus for the University over the period of this Investment Plan is re-establishing international student flows with the view to returning to a strong financial position with scope for additional reinvestment in the institution.

Te Tiriti o Waitangi/The Treaty of Waitangi

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;
- ensuring that every student in an undergraduate degree programme completes a cultural perspectives paper that encourages the development of a critical understanding of Māori and indigenous perspectives;
- positioning the University as a leader in research relevant to the needs and aspirations of iwi and Māori communities.

As reflected in our Charter and Vision, the University has been committed to the Treaty of Waitangi from the outset. We are determined to build on this commitment and on our reputation as a leader in partnership with Māori - to further enhance the relevance and value of the University to Māori communities and to the nation as a whole.

Taskforce

During 2020, in response to claims of racism, the Council of the University of Waikato commissioned an investigation by Hon Hekia Parata and Sir Harawira Gardiner. While the specific complaints of racism were found to be unwarranted, the [report](#) of Hon Hekia Parata and Sir Harawira Gardiner highlighted that as a University founded in settlement history and adhering to western university traditions and cultures, there was structural, systemic and casual discrimination at the University of Waikato.

In October a Taskforce led by two senior members of staff was formed to develop a plan to address the issues raised in the Parata Gardiner Report. Following consultation with students and staff, the Taskforce presented their report to Council at its meeting on 30 March and it was unanimously accepted. The Taskforce report can be found [here](#).

Key Themes

The Taskforce identified three key outcomes that should characterise the future state of the University of Waikato.

1. *The University of Waikato is experienced as a welcoming, inclusive and affirming environment by staff and students of all cultures, as well as tangata whenua, and where systemic racism has been dismantled and casual racism is rejected.*
2. *The mana of tangata whenua teaching, learning and working at the University is enhanced and the University enjoys strengthened and enriched relationships with Waikato-Tainui, the Kīngitanga, the iwi of Tauranga Moana and wider tangata whenua of Aotearoa, offering a model for other decolonisation efforts in Aotearoa and internationally.*
3. *All staff and students enjoy enhanced academic experiences and results from the weaving of mātauranga Māori through existing teaching and research approaches.*

Next Steps

Over the period of this Investment Plan the University will continue to progress a long-term programme of work designed to address and implement the recommendations of the Taskforce. While a number of initiatives are already underway, some pre-dating the Taskforce, the scope and scale of transformation

required to achieve some of the above outcomes is significant and will be embedded across a wide range of the initiatives indicated in this Plan.

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 international university partners, Crown Research Institutes (CRIs) and other research entities nationally and internationally to expedite the development of joint postgraduate programmes in areas aligned to our academic strengths. It is also extending its collaborations with regional, 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 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/industry 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 and community wellbeing, 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, Division/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-integrated learning activities including placements, internships and projects
- guest lectures by members of public and private organisations
- staff research, consultancies, and commercial activities including WaikatoLink
- 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 Boards (IBABs), led by the PVC Management and the Dean of Engineering. The purpose of the IBABs 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 focused 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, as well as through a programme of public lectures and stakeholder events led by senior officers of the University.

Learner Success

While we are pleased that the University's Educational Performance Indicators have shown improvement over the past three years, we are aware that the results have remained generally consistent with sector and sub-sector averages. Therefore, we aim to do better and remain committed to attempting to bring about a more radical improvement in outcomes for students.

	Sub-category	2018	2019	2020
Paper completion rates (Level 4 and above) for:	MF/SAC eligible students who are Māori	75.6%	79.1%	78.5%
	MF/SAC eligible students who are Pacific	71.9%	72.7%	74.8%
	MF/SAC eligible students who are Non-Māori/Non-Pacific	89.1%	90.2%	90.5%
First year students retention rates (Level 3 and above) for:	MF/SAC eligible students who are Māori	63.4%	60.1%	70.7%
	MF/SAC eligible students who are Pacific	70.4%	70.0%	69.7%
	MF/SAC eligible students who are Non-Māori/Non-Pacific	77.0%	76.7%	77.0%
Qualification completion rates (Level 4 and above) for:	MF/SAC eligible students who are Māori	44.0%	50.1%	47.9%
	MF/SAC eligible students who are Pacific	39.4%	45.9%	52.6%
	MF/SAC eligible students who are Non-Māori/Non Pacific	68.0%	67.9%	68.4%

Significant detail about the University's planned initiatives to improve student outcomes over the period of this Plan are set out in this Investment Plan and the associated Learner Success Plan.

A key element of the University's Strategy over the period of this investment plan is on learner success and improving outcomes for learners. To this end the University has embarked on an ambitious learner success project that includes a number of key components that will seek to deliver improved outcomes for learners. These components include:

- the Ako Aotearoa data-informed initiative project that focuses on improving outcomes for Māori and Pacific learners
- the University's Ōritetanga project which builds on the use of data analytics to identify support needs and target support for learners
- upskilling academic staff to enhance delivery and assessment practices to ensure equitable opportunities for success for learners
- upskilling support staff to ensure the efficacy, timeliness and appropriateness of support services for learners
- developing a range of courses that offer students the choice of face-to-face, online and blended delivery
- to constantly listen to the student voice to ensure that the changes the University is making are supported by students and achieving intended outcomes for learners.

The University also offers additional layers of support to specific student cohorts, funded in part by the Tertiary Education Commission's equity funding. Māori students, Pacific students and tertiary students with disabilities are supported by programmes run through the Office of the Deputy Vice-Chancellor Māori, the Office of the Assistant Vice-Chancellor Pacific, and Accessibility Services respectively. Programmes for students include mentoring, prizes and scholarships, learner-specific support based on needs assessments and social events.

Over the period of this Plan, the University intends to further enhance its support for Māori students, Pacific students and tertiary students with disabilities to ensure alignment with the support offered through the University's mainstream support services and to ensure that students' needs are met to the best of the University's ability and that students' have the best opportunity for success.

Ako Aotearoa data-informed initiative project

The University's 'Data-Informed Initiatives to Enhance Māori and Pacific Student Achievement' project, which has been co-funded by Ako Aotearoa, has run in parallel to the University's Ōritetanga project and has utilised many of the same data points as the TEC co-funded project but has retained a specific focus on Māori and Pacific learners. The University has sought to protect the special place of Māori as mana whenua and Treaty partners throughout this project. By taking a case management approach, supported by a learner success dashboard, the University has been able to identify a number of factors that are more likely to impact Māori and Pacific learners than other student groups and to develop a range of interventions that are specifically targeted to address these factors. These interventions for Māori and Pacific learners sit alongside the University's wider suite of student support services that are detailed below and are accompanied by teaching development initiatives that draw on Māori and Pacific staff expertise and experience and seek to empower teachers across the University to create better outcomes for Māori and Pacific students in their classrooms. Over the period of this Investment Plan the University will continue to progress this project alongside the second phase of its Ōritetanga project.

The Ōritetanga project

The University's Ōritetanga project, co-funded by the Tertiary Education Commission, has developed over two initial phases with a view to delivering a "whole of system" change process to improve learner outcomes. The first phase of the project focused on the development of learner analytics and the establishment of a prototype learner success dashboard; use of the dashboard was rapidly accelerated during 2020 as part of the University's efforts to maximise student engagement over a rapidly changing learning environment. The University has continued with phase two of the project in 2021 and built

upon learnings from its COVID-19 experiences utilising a case management style approach to learner success enhancement.

Phase 2 of the Project has seen the implementation of a Study Advising Programme for all first-year undergraduate students which is informed by the learner success dashboard and utilises study advisors who are responsible for managing a case-load of students. Study advisors monitor their students' academic engagement and progress using a data dashboard that consumes and represents learning analytics from Moodle, the University's learning management system. When a student appears to require assistance their study advisor makes contact to offer support, direct them to specialist services (e.g. learner development, language development, financial advice, accessibility services, accommodation advice, counselling) or make contact with academic staff on their behalf.

Over the period of this Investment Plan the University will continue to enhance its learner success dashboard with a view to investing in a more robust and versatile base that will allow the inclusion of additional datapoints, alongside refining its Study Advising Programme. Additionally, the University will consider the development of a third phase of its Ōritetanga project which is likely to involve further maturing of the data dashboard, moving it from a tool used by staff to one that could be used by students to enable them to monitor their own learning patterns; this concept is based on pedagogical research that indicates that data dashboards can motivate students and help themselves to achieve their learning goals. Development of the Study Advising Programme and the enhancement of existing student support services will also continue over time. The University will be looking at upskilling staff in terms of delivery and assessment design to ensure that the needs of all learners are being met and that all learners have the opportunity to succeed at Waikato.

Upskilling academic staff

The University provides a wide range of teaching development opportunities and just-in-time support. Both are available to staff on all campuses and are delivered face-to-face and digitally. These activities are supported by a wide range of self-access digital resources. All staff involved in teaching are required to complete a minimum of two teaching development activities per year. Wherever possible, these development opportunities place materials in the context of participants' own teaching practice.

A strong focus on the teaching development activities offered by the University is on upskilling staff to deliver courses online, with regular free, online courses for staff utilising an experiential learning methodology, so staff can experience learning about effective online learning, in an online environment. Topics include online icebreakers, defining eLearning, models for designing and facilitating eLearning, and an introduction to learner-centred design.

Over the period of this Investment Plan the University will be progressing with its intention to develop and implement a flexible and inclusive framework to help staff meet the diverse and variable needs of all students. Contributing to this framework will be the development of key principles for assessment that take account of learnings from the rapid shift to online delivery under COVID-19 and a need for assessment to be pedagogically sound, inclusive, and to provide appropriate safeguards against cheating.

Upskilling support staff

All staff serving in study advising roles receive ongoing training and development appropriate to the role, including mental health first aid, difficult conversations and how to deal with sensitive disclosures.

Over the period of this Investment Plan the University will continue to enhance training for staff working in study advising roles, firstly to ensure that training keeps pace with changes to the programme over time, but also to ensure compliance with expectations of tertiary institutions under the Education Pastoral Care of Tertiary and International Students Code of Practice.

FLEXI delivery

From A Trimester 2021, the University of Waikato offered a selection of papers in FLEXI mode, meaning that learning can be done both face-to-face (on campus) and online, giving students lots of flexibility as to where and how they learn.

FLEXI papers have been developed in response to feedback from students to provide additional flexibility around where and at what times students learn, so students don't always have to be physically present in class on campus at the same time each week. Papers taught in the usual way face-to-face (on-campus) will also offer some flexibility in that lecturers will record classes (where possible) so that students can watch later but FLEXI papers have been developed to enable students to balance personal or work commitments around study.

For Tauranga students in particular, FLEXI papers will provide students with additional options to take papers which have in the past been solely Hamilton-based. Over the period of this Investment Plan the University expects to increase the number of papers offered in FLEXI mode. FLEXI papers are in addition to NET papers, which we already offer and are fully online.

Student voice

The University has a long history of engaging with students and informing its activities by listening to and responding to the student voice. This is demonstrated, in part, by the University's very strong relationship with the Waikato Students' Union (WSU); with long-term membership on Council by the President of the WSU, WSU representation on a number of University committees – including the University Leadership Group, and a joint University/WSU Student Services Governance Committee that has responsibility for the management of the compulsory Student Services Fee.

The University undertakes consultation with the wider student body on changes that will have an impact on students, and ensures that student opinion is taken into account before actioning any such changes.

Undergraduate Qualification Design

The University of Waikato offers a wide range of undergraduate qualifications, all of these meet the following curriculum design features:

Work-integrated learning (WIL) – all students must engage in at least one 15-point paper WIL paper at undergraduate level. As a bridge leading to students' professional futures, WIL papers are required to adhere to standards of practice, which ensure productive and positive movement towards this goal, giving students the opportunity to apply their knowledge and skills.

Cultural Perspectives – all students must engage in at least one 15-point paper Cultural Perspectives paper at undergraduate level. This aims to give students skills, confidence, and capabilities in understanding their own others' cultures, in order to work and contribute effectively within increasingly diverse local and global contexts. This emphasis on cultural diversity within the University of Waikato curriculum encourages the development of critical understandings of Māori and indigenous perspectives, as well as the importance of valuing diverse forms of knowledge and identity.

Disciplinary Foundations – all students must engage in at least one 15-point Disciplinary Foundations paper at undergraduate level. These papers must provide, sometimes in conjunction with other compulsory papers dependant on the discipline, learning opportunities relevant to all seven of the following attributes: academic integrity, effective academic reading, effective academic writing (discipline appropriate), foundational information literacy skills, basic digital literacy for academic study, basic numeracy skills/use of data (where appropriate), and oral communication skills. Disciplinary Foundation papers afford differential relative weight to these skills according to disciplinary context, and while the focus of these papers is on basic university-level study skills and learner dispositions, the

intention is that opportunities to acquire and practise those skills are embedded within rich disciplinary contexts.

Graduate attributes

Through its qualifications and papers the University aspires to provide opportunities for students to develop the following graduate attributes:

- The ability to apply discipline-specific knowledge and concepts to professional practice and in everyday practical contexts
- An appreciation of how discipline-specific knowledges intersect, creating new spaces of enquiry and new ways of understanding the world
- (Where relevant) The ability to demonstrate professional competence and to meet the technical standards of their profession
- The ability to assemble, analyse, synthesise and evaluate information in systematic and creative ways, making connections across fields of knowledge, and identifying solutions to challenges in familiar and unfamiliar contexts
- Knowledge of current and emerging research methodologies in particular disciplines, and the ability to apply these in systematic and innovative ways
- The ability to engage effectively and critically with technology-enabled information, data and tools
- The ability to communicate clearly in a variety of oral, written and digital formats to a variety of specialist and non-specialist audiences
- The ability to contribute effectively to collaborative tasks and projects
- The capacity for cross-cultural communication and for working constructively with diverse groups and individuals
- The ability to communicate effectively in culturally and linguistically diverse contexts
- The ability to integrate Māori and indigenous perspectives in the contexts of disciplinary knowledge from within local and global perspectives
- The ability to demonstrate adherence to the ethical standards of the discipline and the profession (where relevant)
- The capacity for self-reflection and ongoing learning
- The ability to apply knowledge and skills for the wider benefit of society: locally, regionally, nationally and globally.

Research Activity

The University has developed a Research Plan to help operationalise the University's research ambitions as set out in its Strategy.

The Research Plan aims to deliver on the following objectives:

1. Increase recognition, internally and externally, of our world-class scholarship that reflects our place in the world, and in te ao Māori, and grows the next generation of researchers.
2. Determine, and recognise, the metrics that reflect impact, and invest in our researchers to deliver transformative research outcomes, and tell our story.
3. Increase interdisciplinary research collaborations, both within the University and with external parties, including industry, Universities, Wānanga and CRIs.
4. Increase stakeholder engagement in the co-creation of research programmes, including with iwi, Māori trusts, industry and government.
5. Increase resourcing for research and development from external sources, to enable the University to balance research, teaching and service.

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 Divisions,

Faculties, 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 and 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 well as enhancing its response to the United Nation’s Sustainable Development Goals (SDGs). 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.

Giving Effect to Government’s Priorities

Many of the University’s activities and priorities align strongly with those of Government as set out in the latest Tertiary Education Strategy.

The following table provides examples of how the University is responding, and plans to respond, to the TES objectives and priorities:

TES Objective	LEARNERS AT THE CENTRE: LEARNERS WITH THEIR WHĀNAU ARE AT THE CENTRE OF EDUCATION
TES Priority	<i>Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying</i>
UoW Activities	<ul style="list-style-type: none"> • Ako Aotearoa nationally funded project ‘Data-informed initiatives to enhance Māori and Pacific student achievement’ • New Pacific Strategic Plan 2021-2025 recognises the “high value Pacific People continue to place on knowledge and learning” and its potential to “lift and empower families and communities” • New Māori Advancement Plan 2021-2025 • Providing inclusive learning environments

	<ul style="list-style-type: none"> • Strong role of student voice across the organisation • Strong pastoral care provision, including student spaces • The Taskforce – begin work on establishing what a mātauranga Māori approach to teaching and learning in different disciplines might look like
TES Priority	<i>Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures</i>
UoW Activities	<ul style="list-style-type: none"> • Ōritetanga project – phase 2 • Study advising programme • Launched Imua Learner Leader Initiative in July 2020 – a programme aimed especially at Pacific learners who are new to study. It targets critical transitions in the new student’s journey • Strong role of student voice across the organisation • Celebration of cultures and diversity • Role of Te Rōpū Manukura • Elements of the Taskforce work programme
TES Objective	BARRIER FREE ACCESS: GREAT EDUCATION OPPORTUNITIES AND OUTCOMES ARE WITHIN REACH FOR EVERY LEARNER
TES Priority	<i>Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs</i>
UoW Activities	<ul style="list-style-type: none"> • Study advising programme • Many papers now taught in FLEXI mode • Equity support programmes • Jump Start –summer bridge programme • Unistart - secondary school students can complete university papers while still at high school. • <i>Studiosity</i> - 24/7 online writing feedback service for students. Students identified through this service as needing additional support and development in writing and academic literacies are connected to a student learning developer who works with them one-on-one. • Open-entry for most degree level programmes • Certificate of University Preparation programme for those learners who don’t achieve University Entrance through secondary school • Scholarships • Strong pastoral care provision • Student accommodation provision and associated support • Te Ara ki Angitu – transport and support programme • Elements of the Taskforce work programme
TES Priority	<i>Ensure every learner/ākonga gains sound foundation skills, including language, literacy and numeracy</i>
UoW Activities	<ul style="list-style-type: none"> • Curriculum design framework • Jump Start – supported study offered in academic writing, numeracy, maths and physics for engineering and pre-law • Cultural perspectives – all students must take a paper in their undergraduate degree with an emphasis on cultural diversity within the University of Waikato curriculum, encouraging the development of critical understandings of Māori and indigenous perspectives, as well as the importance of valuing diverse forms of knowledge and identity • Disciplinary foundations – all students must take a paper in their undergraduate degree that focuses on building core foundational understanding for learning in the discipline • Celebration of cultures and diversity

TES Objective	QUALITY TEACHING AND LEADERSHIP: QUALITY TEACHING AND LEADERSHIP MAKE THE DIFFERENCE FOR LEARNERS AND THEIR WHĀNAU
TES Priority	<i>Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning</i>
UoW Activities	<ul style="list-style-type: none"> • PGCertificate Tertiary Teaching and Learning includes a paper on incorporating kaupapa Māori in teaching and learning • CeTTL activities for teaching staff on culturally responsive and inclusive pedagogies • Annual teaching and learning symposium – Te Puna Aurei/Learnfest – includes sessions relevant to recognition and incorporation of te ao Māori in learning and teaching • Elements of the Taskforce work programme – including development and delivery of te reo and tikanga Māori as part of research, teaching and learning professional development • Access to online resources developed through Ako Aotearoa Project, including students talking about their experiences and providing exemplars of what works for them as Māori students
TES Priority	<i>Develop staff to strengthen teaching, leadership and learner support capability across the education workforce</i>
UoW Activities	<ul style="list-style-type: none"> • Staff development and professional goal setting processes • All staff involved in teaching are required to complete a minimum of two teaching development activities per year • Promotion processes require demonstration of academic professional development • Elements of the Taskforce work programme
TES Objective	FUTURE OF LEARNING AND WORK: LEARNING THAT IS RELEVANT TO THE LIVES OF NEW ZEALANDERS TODAY AND THROUGHOUT THEIR LIVES
TES Priority	<i>Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work</i>
UoW Activities	<ul style="list-style-type: none"> • Development of qualifications in consultation with employers • Delivery of a range of conversion Masters programmes • Offer industry specific qualification upgrades • Industry specific five-point papers • Work-integrated learning • Recognition of co-curricular activities such as community volunteering • Sustainability practices and initiatives across the institution • Elements of the Taskforce work programme
TES Objective	WORLD CLASS INCLUSIVE PUBLIC EDUCATION: NEW ZEALAND EDUCATION IS TRUSTED AND SUSTAINABLE
TES Priority	<i>Enhance the contribution of research and mātauranga Māori in addressing local and global challenges</i>
UoW Activities	<ul style="list-style-type: none"> • Forum series • Continued investment in research support • Strong relationships between research and UN sustainability goals • Support and networks for research staff • Elements of the Taskforce work programme

National and Regional Demand

Over the period 2013-2019 New Zealand's four northernmost regions (Northland, Auckland, Waikato, Bay of Plenty) accounted for almost 60% of the country's population growth; these regions are now home to 54% of New Zealand's population.

Over the period 2018-2023 the Statistics New Zealand medium projection indicates that the 15-39 age cohort in the Waikato and Bay of Plenty region will increase by 5% and 6% respectively, this is relatively consistent with overall New Zealand growth for this age cohort (5.5%). These regions will experience the second (Bay of Plenty) and sixth (Waikato) highest levels of growth in this age cohort over this period.

The Ministry of Business, Innovation and Employment has identified the following areas as areas of long-term skill shortages:

- Education
- Engineering
- Finance/business
- Health and Social Services
- ICT and electronics
- Recreation and hospitality
- Science.

Many of these align very strongly to areas of delivery by the University of Waikato, and evidence of demand for University of Waikato graduates is backed up by the University's graduate employment statistics five years out from graduation:

	Under 25		25-39		40+	
	NZ university rank	%	NZ university rank	%	NZ university rank	%
Employment	2	69.6%	1	76.2%	2	81.1%
Further Study	2	4.3%	1	4.1%	1	2.6%
Higher Study	4	3.2%	5	3.9%	1	5.1%
Job Seekers	2	0.4%	2	0.9%	Nil	
Overseas	7	17.6%	8	10.2%	4	7.1%

Interestingly, and of increased benefit to the New Zealand economy, University of Waikato graduates are more likely than the graduates of other universities to stay in New Zealand and seek employment.

The economic development strategy for the Waikato region (Waikato Means Business) has specifically identified skills constraints as a challenge for the future development of the region. In particular the strategy recognises the fact that the Waikato region has a relatively low proportion of the population aged 15 years and over with tertiary qualifications. The University is well placed to help with upskilling the local population, with a particular emphasis on enabling more Māori to gain tertiary qualifications, which the strategy identifies as a particular concern.

The Bay of Plenty region shares similar attributes – lower proportions of the population aged 15 and over with tertiary qualifications, especially among Māori – and relatively high proportions of Māori within the region's population, exacerbating the issue. In addition the wider region has identified particular areas of tertiary provision needed to help support the region's growth. These include engineering skills, entrepreneurship and general business training, and ICT/technology skills. The University is again well placed to support the region offering programmes that meet these needs through its Tauranga CBD campus.

Planned Areas of Growth 2022-2024

There is some uncertainty about whether the significant enrolment growth in new student enrolments experienced among domestic students in 2021 will continue in future years, given that it resulted in part from the closure of international borders because of COVID-19. The University has forecast a pipeline of 2021 enrolments into future years.

In addition, as a consequence of planned improvements in student performance and retention, the University has forecast a likely EFTS impact.

Over the period of this Investment Plan the University of Waikato will continue its rollout of the Bachelor of Nursing programme.

The University will also introduce a range of new offerings over the period of this Investment Plan in:

- industrial design
- artificial intelligence
- climate change
- business analytics
- crime science
- small business owner diploma in management
- further developments in allied health

Over the period of this Investment Plan, the University anticipates generating new EFTS from the roll-out of these new offerings:

Capital Projects

Over the period of this Investment Plan the University will complete its Pā project, continue with its programme of work with respect to earthquake strengthening across its Hillcrest campus, expand its Large Scale Laboratory facilities, commence work on a new home for Engineering and progress smaller scale capital projects across the institution. The University will be drawing on the line of credit approved by the Secretary for Education to help fund these developments.

Governance and Management

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, along with elected staff and student members.

<https://www.waikato.ac.nz/about/governance/council/members>

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 Te Rōpū Manukura; Academic Board; Budget, Capital and Finance Committee; Health & Safety, Risk and Assurance Committee; Honours Committee; People and Culture Committee; and Student Discipline Appeals Committee.

The University has a stable and experienced senior management team with significant tertiary education experience across this team. <https://www.waikato.ac.nz/about/leadership>

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.

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 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 mid-late 2023 and preparations for the Audit will take place during the period of this Investment Plan.

International Focus

Over the period of this Investment Plan the University intends to re-establish international student flows which have been curtailed by Government's response to COVID-19. The University recognises that re-establishment of international student flows are dependent on international COVID-19 vaccination rates and global management of the virus.

The University has had a long history of international student pathways through partnership programmes with institutions, primarily in China. Over the past 18 months the University has worked to maintain relationships with its partner institutions in the absence of international student flows by establishing in-country study centres and enabling students intending to commence their studies at Waikato in-person to enrol in online (NET or FLEXI) papers with support through study centres.

The University's joint institute in China has continued to attract strong enrolments, with the institute re-opening in mid-2020. The University is in the process of establishing another off-shore institute through which it will offer a number of University of Waikato qualifications, this time in Vietnam.

Forecast Statement of Service Performance

		2018	2019	2020		2022	2023	2024
1.	Volume of MF/SAC Funded EFTS	a. Total	8,409	8,264	8,262			
		b. Tauranga	533	693	815			
2.	Proportion of SAC Funding Achieved		100.9%	97.6%	97.8%			
3.	Volume of FCI EFTS (NZ)		1,791	2,074	1,659			
4.	Proportion of FCI EFTS (NZ) generated by students	a. Top 3 countries	69.0%	67.4%	71.8%			
		b. Rest of the world	31.0%	32.6%	28.2%			
5.	Volume of Total EFTS (NZ)		10,257	10,353	9,946			
6.	Volume of off-shore EFTS delivered	ZUCC Joint Institute	82	264	526			
7.	Number and value of research contracts	a. Number of active research contracts	625	635	565			
		b. Value of active research contracts	\$193M	\$221M	\$280M			
8.	Proportion of MF/SAC eligible EFTS who are:	a. Māori	23%	23%	25%			
		b. Pacific	7.4%	7.9%	8.4%			
9.	Paper completion rates (Level 4 and above) for:	a. MF/SAC eligible students who are Māori	75.6%	79.1%	78.7%			
		b. MF/SAC eligible students who are Pacific	69.0%	70.3%	72.8%			
		c. MF/SAC eligible students who are Non-Māori/Non-Pacific	88.0%	89.0%	89.3%			
		d. FCI students	93.8%	93.7%	94.4%			
10.	First year students retention rates (Level 3 and above) for:	a. MF/SAC eligible students who are Māori	63.4%	60.1%	70.7%			
		b. MF/SAC eligible students who are Pacific	68.2%	69.4%	69.7%			
		c. MF/SAC eligible students who are Non-Māori/Non-Pacific	74.2%	73.4%	77.0%			
		d. FCI students	94.4%	93.4%	90.5%			

Targets withheld from publication

	Sub-category	2018	2019	2020		2022	2023	2024
11. Number of Work Integrated Learning experiences undertaken		-	3,285	4,469		Targets withheld from publication		
12. Staff survey results	a. Staff survey completion rate	71%	-	74%				
	b. 'I feel proud to tell people that I work at the University of Waikato'	80.3%	-	80.2%				
	c. 'I would recommend the University of Waikato as a great place to work'	60.3%	-	58.9%				
13. Student Survey results (i-graduate)	a. (domestic) student satisfaction with overall university experience	-	93%	-				
	b. (domestic) student satisfaction with learning experience	-	90%	-				
	c. (domestic) student satisfaction with student support services	-	89%	-				
	d. (international) student satisfaction with overall university experience	-	93%	-				
	e. (international) student satisfaction with learning experience	-	89%	-				
	f. (international) student satisfaction with student support services	-	91%	-				
14. Ranking	a. In the annual World THE University Ranking	401-500	501-600	501-600				
	b. In the annual QS World University Ranking	274	266=	375=				
	c. In the THE Impact Ranking	-	-	201-300				
15. Halls Occupancy Rate (term time)	a. Hamilton Fully-Catered	99%	94%	86%				
	b. Hamilton Self-Catered	99%	95%	71%				
	c. Tauranga	-	95%	92%				

	Sub-category	2018	2019	2020		2022	2023	2024
16. Investment in facilities	<i>Land, Buildings and Infrastructure and Leasehold Improvements</i>	\$77M	\$9M	\$29M		Targets withheld from publication		
17. EBITDA as a proportion of revenue		21%	12%	9%				