



THE UNIVERSITY OF  
**WAIKATO**  
*Te Whare Wānanga o Waikato*

# University of Waikato

## Investment Plan

### Summary

### 2025-2027

## Role of the University of Waikato

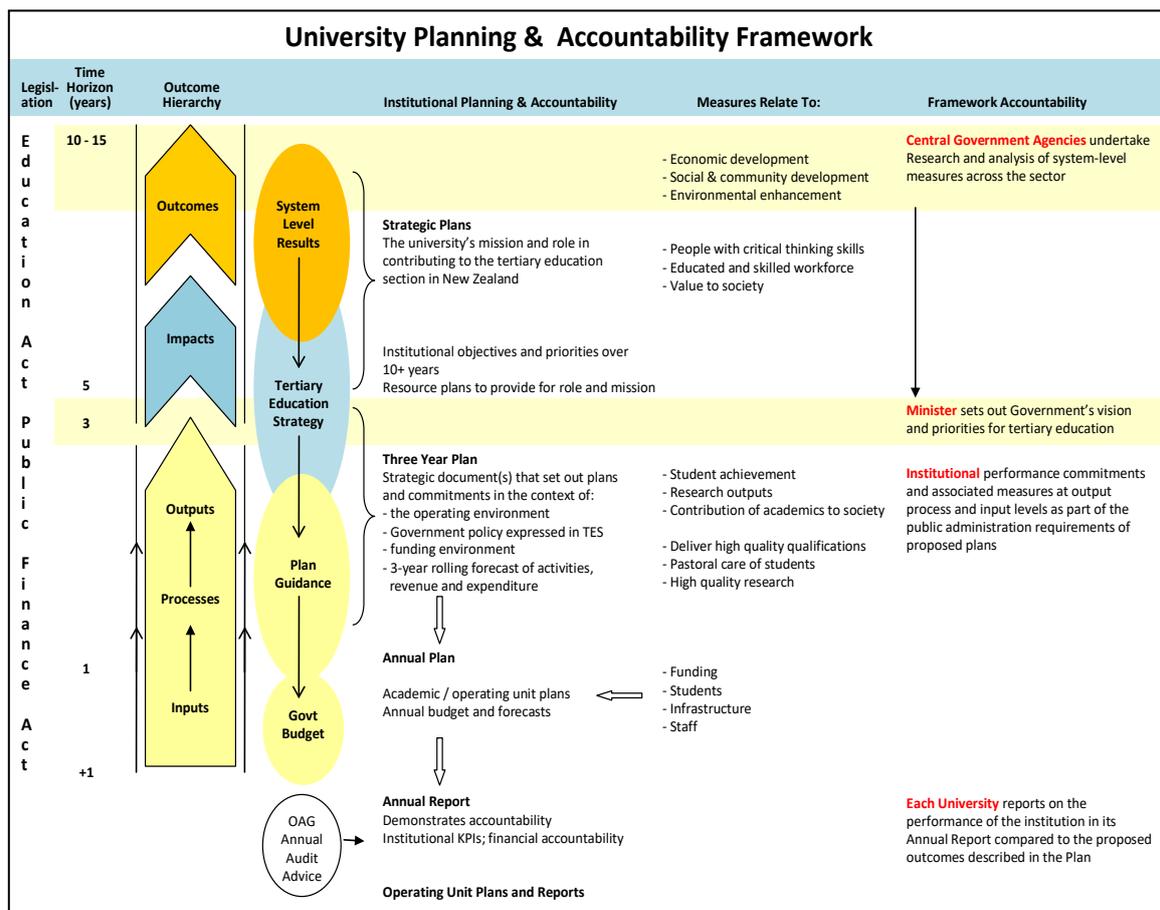
As a University under section 268 of the Education and Training Act 2020, the University is required to have all of the following characteristics:

- (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 a small number of offerings at NZQF level 4-7, 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 new University Strategy for the period 2024-2029 which is likely to focus on:

- Contributing to the resolution of New Zealand's health workforce crisis
- Improving outcomes for all student groups
- Sustainability
- A whole of University focus on student recruitment and retention

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 embedding its learnings from the 2021 Taskforce that considered ways to address casual and systemic racism in the University as part of its business as usual to help ensure that all students and staff feel safe and accepted at the University of Waikato.

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.

Most 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. A recent survey of students signalled strong support for the continuation of flexi-delivery and this model will continue to underpin the University's delivery over the period of this Investment Plan.

The University of Waikato has the largest proportion of Māori students at any university in New Zealand (~26% of Government funded students), along with a significant proportion of Pacific

students (~8% of Government funded students). Waikato is committed to providing an inclusive and supportive environment for all learners and to working towards improved outcomes for all learner groups.

The University of Waikato attracts a significant proportion (over 50%) of its new domestic enrolments each year from students who are not school-leavers, these include students who are new to tertiary education (but not classified as school-leavers) and students transferring from Waikato from another tertiary provider.

Increasing significantly in terms of popularity since 2020 have been the University's conversion Masters programmes which enable students with a bachelors degree, or other qualification for admission, to gain a professional qualification in a new subject area; examples of conversion Masters offered at Waikato include the Master of Professional Accounting, the Master of Teaching and Learning, Master of Legal Studies, and Master of Applied Finance.

Over the period of this Investment Plan, the University is seeking to reestablish international student flows and is working to ensure as much stability as possible in light of changing international student enrolment trends post-Covid which has seen a marked change from undergraduate students from China to postgraduate students from India. The reestablishment of international student flows is critical, not simply from a financial point of view, but for the breadth of experience international students, particularly international PhD students, bring to both our campuses. Waikato will continue to supplement its international student enrolments in New Zealand with transnational education activities in a range of markets.

Over the period of its previous Investment Plan the University has experienced a significant increase in its enrolments in health-related programmes and it is anticipated that this trend will continue with the introduction of new programmes in this area as part of the University's response to the national health workforce crisis. The University will continue to respond to changing student demand over the period of this Investment Plan and, as detailed in the Summary of Activities section of this Plan, plans to introduce new qualifications to address identified needs and address student and employer demand.

Scholarly excellence rooted in deep disciplinary expertise is the foundation upon which our research reputation rests. World-class scholarship means the excellence of our research is internationally recognised and benchmarked. This does not mean the University's research endeavours are only for the rest of the world, but must reflect our setting, our region, and our country, blending the perspectives of tangata whenua and tangata te Tiriti, as well as Pacific approaches and methodologies.

Waikato is a research-intensive institution with all its academic offerings underpinned by research.

With scholarly excellence and deep disciplinary expertise as the foundations of our research reputation, we have the ability to weave together outcomes that cross disciplinary boundaries. As the smallest of the comprehensive Universities, we are able to create mechanisms that support interdisciplinary collaborations within the University. With our foundation in the Kīngitanga, and our locations in Waikato-Tainui and Tauranga Moana rohe, we are ideally placed to collaborate with Wānanga.

The role of the University as a provider of research-informed teaching, and as critic and conscience of society, these roles are increasingly testing given current global challenges.

Over the period of this Investment Plan the University will commence its search for a new Vice-Chancellor; the term of its current Vice-Chancellor, Professor Neil Quigley, is due to end in the first quarter of 2027.

In mid-2025, the University Council will appoint a new Chancellor who will lead the Council through the appointment of the next Vice-Chancellor.

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; Capital and Finance Committee; Health & Safety, Risk and Assurance Committee; Honours Committee; People and Culture Committee; and the Student Discipline Appeals Committee.

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

### **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 Te Rautaki Māori/The Māori Advancement Plan. The general areas of priority include:

- Providing a distinctive contribution to the University of Waikato experience for staff and students, drawing on the heritage of our region and our relationships with the Kīngitanga, Waikato-Tainui, iwi of Tauranga Moana and other iwi;
- Strengthening the capacity and making visible the profile of Māori staff with a focus on building leadership and academic and research excellence;
- Making unique and significant contributions to the educational success of Māori;
- Re-establishing and strengthening Te Rōpū Manukura and relationships with iwi and Māori communities;
- 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.

In 2022 Council approved the University of Waikato Treaty Statement which ensures that the University has a governance and management level statement of its interpretation of the Treaty.

#### **Putting the Principles into Practice at the University of Waikato**

The University of Waikato has in place many structures, policies and practices that reflect our intent to give effect to the Treaty. In framing those structures, policies and practices explicitly in the context of the principles and approaches to partnership, we create a stronger sense of how coherence of approach implicitly sits behind them.

The University of Waikato:

1. Shares in the Treaty obligations of the Crown as a public sector organisation and has specific responsibility to fulfil those obligations within its statutory and operational

domain as are appropriate in context. The context of the provision of tertiary education in New Zealand includes the establishment and funding by the Government of Wānanga as a distinct educational option based on tikanga Māori, and the recognition of universities as distinct from Wānanga in providing what the Waitangi Tribunal refers to as a mainstream tertiary education option. Nonetheless, the obligation to give effect to the Treaty in providing that mainstream option, in particular through teaching and research in tikanga Māori and Mātauranga Māori, continues to apply to the University.

2. Has, by virtue of the powers provided in the Education and Training Act the authority to establish governance and management structures, statutes and policies, that cover all staff, Māori and their treaty partners – tangata Tiriti. Māori staff have the right to exercise rangatiratanga over Māori schools and centres, tikanga Māori, te Reo Māori and other taonga Māori within the domain of the University. But neither the University nor Māori are unconstrained in their ability to exercise authority within these domains: governance and management structures should have the capacity to engage in genuine collaboration with Māori staff and stakeholders as appropriate, and the exercise of rangatiratanga should be consistent with the law, with management and policies established by the University.
3. Should provide for Māori students to study with integrity as Māori, and other students to study with integrity as tangata Tiriti. Both Māori and tangata Tiriti have the option to choose which of these pathways that they follow through the University. The University and its commitment to scholarship unites a community of students and staff members from many different cultures and following different paths of study and research.
4. Recognises the important role that Māori leadership positions, including the DVC Māori, the Dean of FMIS, the Associate Deans of the Divisions, the leaders of kaupapa Māori research centres, and Māori student leaders play in leading internal engagement with Māori staff and students, and in leading external engagement with Māori stakeholders. These leadership positions advise on and form a key part of the internal structures that allow Māori staff and students to be heard, to provide input into or make decisions on matters that affect them as appropriate at different levels within the University.
5. Recognises the importance of formal frameworks and structures to facilitate internal and external consultation with Māori, and in particular the Office of the DVC Māori, the Māori Academic Board of Studies constituted as a Committee of Academic Board (parallel to the Divisional Boards), Te Rōpū Manukura (whose Chair is a member of the University Council) and the provision of a seat on the University Council for a member nominated by the Kingitanga. These structures include Māori student rōpū across the Academic Divisions, Faculty of Māori and Indigenous Studies, and the University as a whole.
6. Should resource Māori programmes, schools, faculties or divisions within the University at least in proportion to other similar units within the University.
7. Should be inclusive and take into account the interests of all people resident in New Zealand, including supporting their interest in and understanding of te o Māori and the Treaty of Waitangi. The University should make decisions with a view to maximising the long-term benefit of all students and stakeholders, both Māori and tangata Tiriti, and should always be conscious of the need to invest in capacity for the future as well as to today.
8. Should monitor inequities in participation and success of Māori students and be prepared to invest resources to reduce those inequities. The University of Waikato primarily addresses these issues through its teaching and learning plans, its Māori

Advancement Plan and its reporting against educational performance indicators. More generally, the University should work to ensure that all aspects of the University environment, physical, social, and academic, are designed to encourage a sense of belonging among Māori staff and students.

9. Should expect that in their leadership of the University the Vice-Chancellor and other senior officers will give practical effect to the Treaty of Waitangi as enunciated above and promote active recognition of ‘mana’ in its various capacities:
  - a. Mana Māori Motuhake: The indigenous rights of Māori tribes to govern over their own people and resources, as affirmed, but not created, by the Treaty of Waitangi.
  - b. Mana Mātauranga Māori: Acknowledging that Māori knowledge and its derivatives has its origins in te ao Māori and is vested in ngā iwi Māori with whom the University will work as custodians of the knowledge and to ensure there are mutual benefits.
  - c. Mana Whare Wānanga: The authority of the University leadership to make decisions and to oversee the running of the University.
  - d. Mana Tangata: The inherent rights and obligations of the individual – to respect and to be respected.

### Responding to TEC’s investment priorities and the Tertiary Education Strategy (TES)

The following table provides examples of how the University is responding, and plans to respond, to the Tertiary Education Commissions Investment Priorities:

TEC Investment Priority	<i>Achieving system-wide equity of educational outcomes</i>
UoW Activities	<ul style="list-style-type: none"> <li>• The University has made significant investments in its Ōritetanga programme and efforts to improve outcomes for all learners.</li> <li>• While the University has made some progress in improving outcomes for Māori and Pacific learners, it recognises that closing the gaps between different learner groups is likely to take some time and further initiatives.</li> <li>• Over the period of this Investment Plan the University will continue to develop its Ōritetanga programme.</li> </ul>
TEC Investment Priority	<i>Education and training that delivers for learners</i>
UoW Activities	<ul style="list-style-type: none"> <li>• <i>The University offers a wide range of programmes to help learners staircase to higher level qualifications and to make career changes. Over the period of this Investment Plan the University will continue to develop its suite of conversion Masters programmes alongside provision to help fill workforce needs – particularly in the area of Health.</i></li> <li>• <i>Waikato provides extensive learner support and strong pastoral care which helps learners stick with their chosen programmes of study, and the University’s extensive work integrated learning programme means that students gain practical and relatable work experience before they join the paid workforce.</i></li> <li>• <i>Waikato has rated very highly in student satisfaction surveys (for both domestic and international students) for satisfaction with a significant proportion of students demonstrating a higher propensity to recommend their institution than global comparators (2023: all students 79% cf. 74%; domestic students 79% cf. 72%; international students 78% cf. 76%)</i></li> </ul>

TEC Investment Priority	<i>Honouring Te Tiriti o Waitangi</i>
UoW Activities	<ul style="list-style-type: none"> <li>• The University takes its responsibilities in terms of honouring the Treaty very seriously.</li> <li>• As noted in this Investment Plan the University has developed a Treaty statement, <a href="#">Te Tiriti o Waitangi me te Whare Wānanga o Waikato</a> which provides a framework for the University’s individual initiatives, to explain the role of its leadership positions and committees, and to promote understanding of the contribution of individual initiatives to our efforts to give effect to the Treaty.</li> </ul>
TEC Investment Priority	<i>Responding to changes in work and education</i>
UoW Activities	<ul style="list-style-type: none"> <li>• Waikato has embraced flexible delivery modes for many of its courses; a recent review of this delivery has demonstrated very strong support for flexible delivery from both students and staff, though it is recognised that this type of delivery comes with increased workloads for staff.</li> <li>• The University has developed a number of conversion Masters programmes that have proven very popular for learners wishing to make a change in their careers, Waikato saw a particular boost in enrolments in these types of qualifications during the Covid-19 pandemic and in response to recent resizing of Government agencies. Over the period of this Investment Plan the University will continue to develop new qualifications of this type.</li> <li>• Waikato continues to look for opportunities to help address New Zealand’s health workforce crisis and is constantly looking for new and innovative ways to address critical workforce shortages. Over the period of this Investment Plan the University will add graduate entry programmes in Pharmacy and Mid-wifery along with, subject to support of Government, progressing the establishment of New Zealand’s third medical school.</li> </ul>

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

TES Objective	<b>LEARNERS AT THE CENTRE: LEARNERS WITH THEIR WHĀNAU ARE AT THE CENTRE OF EDUCATION</b>
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"> <li>• Ako Aotearoa nationally funded project ‘Data-informed initiatives to enhance Māori and Pacific student achievement’.</li> <li>• The University’s Pacific Strategic Plan recognises the “high value Pacific People continue to place on knowledge and learning” and its potential to “lift and empower families and communities”.</li> <li>• Māori Advancement Plan</li> <li>• Te Tiriti o Waitangi me te Whare Wānanga o Waikato</li> <li>• Disability Action Plan</li> <li>• Providing inclusive learning environments</li> <li>• Strong role of student voice across the organisation</li> <li>• Strong pastoral care provision, including student spaces</li> <li>• Making the Te Aurei programme which responded to the findings of The Taskforce part of the University’s business as usual</li> </ul>

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"> <li>• Ōritetanga project</li> <li>• Study advising programme</li> <li>• Imua Learner programme</li> <li>• Strong role of student voice across the organisation</li> <li>• Celebration of cultures and diversity</li> <li>• Elements of the University's Te Aurei programme which responded to the fundings of The Taskforce</li> </ul>
TES Objective	<b>BARRIER FREE ACCESS: GREAT EDUCATION OPPORTUNITIES AND OUTCOMES ARE WITHIN REACH FOR EVERY LEARNER</b>
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"> <li>• Study advising programme</li> <li>• Many papers now taught in FLEXI mode</li> <li>• Equity support programmes</li> <li>• Jump Start –summer bridge programme</li> <li>• Unistart - secondary school students can complete university papers while still at high school.</li> <li>• <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.</li> <li>• Open entry for most degree level programmes</li> <li>• Certificate of University Preparation programme for those learners who don't achieve University Entrance through secondary school</li> <li>• Scholarships</li> <li>• Strong pastoral care provision</li> <li>• Student accommodation provision and associated support</li> </ul>
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"> <li>• Curriculum design framework</li> <li>• Jump Start – supported study offered in academic writing, numeracy, maths and physics for engineering and pre-law</li> <li>• 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</li> <li>• Disciplinary foundations – all students must take a paper in their undergraduate degree that focuses on building core foundational understanding for learning in the discipline</li> <li>• Celebration of cultures and diversity</li> </ul>

<b>TES Objective</b>	<b>QUALITY TEACHING AND LEADERSHIP: QUALITY TEACHING AND LEADERSHIP MAKE THE DIFFERENCE FOR LEARNERS AND THEIR WHĀNAU</b>
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"> <li>• PGCertificate Tertiary Teaching and Learning includes a paper on incorporating kaupapa Māori in teaching and learning</li> <li>• CeTTL activities for teaching staff on culturally responsive and inclusive pedagogies</li> <li>• Annual teaching and learning symposium – Te Puna Aurei/Learnfest – includes sessions relevant to recognition and incorporation of te ao Māori in learning and teaching</li> <li>• Elements of the Te Aurei work programme – including development and delivery of te reo and tikanga Māori as part of research, teaching and learning professional development</li> <li>• Access to online resources, including students talking about their experiences and providing exemplars of what works for them as Māori students</li> </ul>
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"> <li>• Staff development and professional goal setting processes</li> <li>• All staff involved in teaching are required to complete a minimum of two teaching development activities per year</li> <li>• Promotion processes require demonstration of academic professional development</li> <li>• Elements of the Taskforce work programme</li> </ul>
<b>TES Objective</b>	<b>FUTURE OF LEARNING AND WORK: LEARNING THAT IS RELEVANT TO THE LIVES OF NEW ZEALANDERS TODAY AND THROUGHOUT THEIR LIVES</b>
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"> <li>• Development of qualifications in consultation with employers</li> <li>• Delivery of a range of conversion Masters programmes</li> <li>• Offer industry specific qualification upgrades</li> <li>• Industry specific five-point papers</li> <li>• Work-integrated learning</li> <li>• Recognition of co-curricular activities such as community volunteering</li> <li>• Sustainability practices and initiatives across the institution</li> <li>• Elements of the Taskforce work programme</li> </ul>
<b>TES Objective</b>	<b>WORLD CLASS INCLUSIVE PUBLIC EDUCATION: NEW ZEALAND EDUCATION IS TRUSTED AND SUSTAINABLE</b>
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"> <li>• Forum series</li> <li>• Continued investment in research support</li> <li>• Strong relationships between research and UN sustainability goals</li> <li>• Support and networks for research staff</li> <li>• Elements of the Taskforce work programme</li> </ul>

## Addressing the needs of Stakeholders

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 will continue to work closely regional, local and central Government, Health New Zealand/Te Whatu Ora, businesses and co-operatives to increase access to undergraduate internships, work-integrated learning opportunities, clinical placements, 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 graduates' 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, 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

- presentations and participation in conferences and symposia, public lecture series
- corporate and executive education programmes for corporates
- staff membership of external associations and boards
- a wider programme of stakeholder events and engagement
- graduate 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 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.

The University established a Disability Action Group in 2023 which is made up of staff and student members and has responsibility for forwarding activities to deliver on the University's [Disability Action Plan](#).

The University undertakes bi-annual student surveys through the Tribal i-Graduate student barometer. Results from the domestic and international barometer surveys generally show that students are more than typically satisfied with their experience at Waikato (2023: overall

satisfaction 91% (all students) cf. 90% benchmark; 2023: propensity to recommend 79% (all students) cf. 74% benchmark.

## Continuous Performance Improvement

The Forecast Statement of Service Performance sets out the University's performance over its previous two planning cycles (2020-2022, 2022-2024)

The University's performance over the previous Investment Plan period has been hampered by the residual impacts of Covid-19 with decreased international student enrolments reducing the University's financial sustainability, changes to student behaviours, and relatively significant impacts on student preparedness for tertiary study which have resulted in impacts on paper completion and retention rates, impacting some student groups more so than others.

Despite significant efforts through its Ōritetanga programme to improve the outcomes for first year students, the University has been unable to offset the impact of Covid-19, particularly in terms of students' experiences of secondary school, amended UE criteria and resulting impacts on student wellness; all of which have resulted in a school leaver cohort that are less well-prepared to undertake tertiary study.

The University's overall paper completion results have been brought down by generally poorer paper completion rates by students who had been admitted under amended University Entrance criteria, demonstrating that the majority of those students were generally less prepared for tertiary education success than students admitted under the standard UE criteria:

<i>Paper completion rates</i>	<i>2022</i>		<i>2023</i>	
	Traditional NCEA standard (minimum of 14 credits in each of three approved subjects + numeracy + literacy)	Amended UE standard (minimum of 14 credits in each of two approved subjects, 12-13 credits in one approved subject + literacy + numeracy)	Traditional NCEA standard (minimum of 14 credits in each of three approved subjects + numeracy + literacy)	Amended UE standard (minimum of 14 credits in each of two approved subjects, 12-13 credits in one approved subject + literacy + numeracy)
<i>MF/SAC eligible students who are Māori</i>	75.7%	67.2%	82.9%	71.3%
<i>MF/SAC eligible students who are Pacific</i>	63.3%	66.1%	76.1%	75.2%
<i>MF/SAC eligible students who are Non-Māori, Non-Pacific</i>	90.6%	69.8%	91.7%	81.4%

As evidenced across the education sector, the impact of Covid-19 restrictions have impacted Māori and Pacific students more adversely than non-Māori and non-Pacific students. A higher proportion of these learners have been admitted to universities under the amended University Entrance criteria and retention rates for both Māori and Pacific students have suffered as a consequence.

Reduced retention rates have also been evident among those students who were admitted under the amended UE criteria that applied for the 2021, 2022 and 2023 admission years. As a consequence overall retention rates have been adversely affected; this is particularly evident for Māori and Pacific learners. As noted above, the University's Ōritetanga programme was unable to stem the impacts of Covid-19 on these learners.

Over the period of this Investment Plan, the University expects to return to stronger patterns of paper completion and first-year retention and more clearly demonstrate the benefits of its Ōritetanga programme.

While other aspects of the University performance under its 2022-2024 Investment Plan have been impacted by Covid-19, with the exception of the University's financial performance, none have been affected more strongly than student achievement.

### **Financial information**

Like many other tertiary institutions, the University of Waikato has felt the financial impact of Covid-19 and subsequent inflationary impacts. A sharp and sustained reduction in international student enrolments meant a real decrease in revenue and a sharp increase in delivery costs as many overheads remain static despite a decrease in the revenue to fund these.

Over the period of this Investment Plan the University is planning to continue to rebuild its international student enrolments, while restraining financial expenditure. The University plans to return to Government's expected levels of operating surplus ( $\geq 3\%$ ) and stabilise its financial position.

A core focus for the University will be to increase its EBITDA to total income proportion to 15%.

The University has established a Financial Plan 2024-2026, which will serve as a guide for the University cementing its financial sustainability. This Plan has six objectives:

1. To align resources to our level of funding
2. To grow income from all sources
3. To maximise utilisation of resources
4. To ensure efficient, effective and affordable operational expenditure
5. To ensure efficient, effective and affordable capital expenditure
6. To ensure financially informed performance assessment and decision making.

The University recognises that, across its Hamilton campus, it is operating with a larger footprint than is needed for its current level of operations and that this is contributing to a higher level of depreciation in relation to the income we generate and higher premises running costs. The University will therefore seek to rationalise its usage of space across its Hamilton campus and prioritise repurposing space for commercialisation and remove buildings where these are unsuitable for commercialisation.

The University is aware that it has limited resources available for capital investment over the short-to-mid term and it will need to consolidate and restrain capital expenditure in order to reduce borrowing – prioritisation for capital expenditure over the period of this Investment Plan will focus on routine maintenance and progressing the University's seismic strengthening programme.

### **Summary of Activities**

Over the period of this Investment Plan the University will continue to develop a range of conversion Masters programmes targeting graduates from any discipline who are wishing to make a career change.

The University is planning to develop new programmes in the areas of teaching English to speakers of other languages, education psychology, artificial intelligence and refreshing its offerings in design. Other initiatives in train include the introduction of a Bachelor of Applied Computing, a Masters of Teaching and Learning – Early Childhood Education and a Bachelor of Psychology.

In addition, the University will continue to develop programmes that help to address New Zealand's health workforce crisis by establishing new pathways for graduates and working with industry to ensure critical shortfalls are being addressed.

The University's planned Masters programmes in Pharmacy and Midwifery are both endorsed by their respective Councils and will lead to industry registration; both programmes are firsts within New Zealand as other programmes leading to registration are undergraduate only. The anticipated intake cohorts for these programmes will therefore be substantively different than existing programmes and are more likely to attract more mature students who have a stronger understanding of their chosen career and, particularly in the case of Pharmacy, are more actively choosing a career option.

Many students undertaking the Pharmacy undergraduate programme are students who have failed to gain entry to MDChB programmes and are taking Pharmacy as a second choice; Waikato's Pharmacy programme will be offered as a stand-alone programme that will attract graduates with a relevant Science background who are seeking a career change into Pharmacy. The programme has been developed at the request of a large chain of pharmacies that has identified a chronic staff shortage; two large chains of pharmacies have signalled their support in terms of providing placements from across the region for Waikato students.

The University's Masters of Midwifery programme will be open to registered nurses who wish to move into the area of midwifery; by having experience in healthcare and additional life experience over many of the students who would undertake the same programme at undergraduate level, Waikato anticipates that the programme will have a much higher retention and completion rate than the current undergraduate midwifery programmes. The programme has been developed at the request of Health New Zealand – Waikato who have identified a critical shortage of midwives across the region/country; Health New Zealand – Waikato has signalled its support in terms of providing placement for students across the region and has identified a number of its own Nursing staff who it will support to undertake the programme. It is recognised that an increase in the number of practicing midwives from across the region/country will, over time, help address the availability of placements in settings other than Health New Zealand entities.

The University recognises that a number of other midwifery programmes in New Zealand have had issues with student retention and completion rates. By recruiting a cohort of students who have experience in healthcare and who have made a more informed choice about a career in midwifery, there will be a clearer expectation of workloads and experiences within the health workforce. The shorter timeframe for a programme leading to registration as a midwife (12-18 months), rather than four years is also likely to have a significant impact on retention and completion rates. As with all Waikato students, students enrolled in the programme will be supported through the University's Ōritetanga programme.

These programmes are expected to provide an alternative pathway to practice as a Pharmacist or Midwife in New Zealand, currently there have been no signals from the sector that graduates who achieve registration through a Masters qualification will be remunerated differently than those achieving registration through an undergraduate qualification, but the market will determine the value placed on graduates over time.

## **Outcomes and measures**

The University is proposing to continue with the majority of the KPIs from its previous plan period for this Investment Plan. The most significant change is to the research indicator which had posed some reporting difficulties due to the timing of results and audit requirements.

The University recognises that there is limited demographic justification for an overall increase in EFTS over the period of this Investment Plan but as noted above, the University expects to attract a limited number of new EFTS into newly established programmes (particularly Pharmacy and Midwifery), and continue to expand its Masters of Nursing Practice programme with a new offering in association with Health New Zealand Bay of Plenty in Tauranga.

The University remains conservatively optimistic that it will help close the gap in student performance between Māori and Pacific students and non-Māori/non-Pacific students, though it is important to note that this gap has widened as a result of the inequitable impact of Covid-19 on different student groups.

As noted above, the University is strongly focussed on improving its financial performance over the period of this Investment Plan and making a step change in terms of its EBITDA with a view to increasing its long-term financial sustainability. Capital Investment over the period of the Plan is expected to focus on regular maintenance and seismic strengthening; any new projects (for example capital developments for the medical school or the Tauranga marine centre) are planned to be primarily externally funded.

The University is also committed to resuming a programme of regular (annual) staff surveys.

### Forecast Statement of Service Performance

	Sub-category	2020	2021	2022	2023		2025	2026	2027
1. Volume of DQ3-7/DQ7+ EFTS delivery	a. Total	8,262	8,810	8,481	8,474		Targets withheld from publication		
	b. Tauranga	815	948	863	862				
2. Proportion of UFS/Lvl7+ Funding Achieved		97.8%	100.0%	98.1%	100.3% (101.8% of original allocation)				
3. Volume of FCI EFTS (NZ)		1,659	1,096	923	1,311				
4. Proportion of FCI EFTS (NZ) generated by students	a. Top 3 countries	71.8%	72.5%	75.3%	74.5%				
	b. Rest of the world	28.2%	27.5%	24.7%	25.5%				
5. Volume of Total EFTS (NZ)		9,946	9,908	9,404	9,786				
6. Volume of off-shore EFTS delivered	HZCU Joint Institute	526	604	602	562				
	NEU Vietnam	-	27	111	174				
	Other	-	-	-	-				
7. Collaborative research	a. Proportion of University research publications that include international collaboration	61.1%	58.2%	59.1%	60.4%				
	b. Proportion of University research income that is collaborative	86.8%	87.2%	86.0%	87.7%				
8. Proportion of MF/SAC eligible EFTS who are:	a. Māori	25%	26%	26%	26%				
	b. Pacific	8.4	8.5%	8.7%	8.7%				
9. Paper completion rates (Level 1-10) for:	a. MF/SAC eligible students who are Māori	78.6%	78.0%	77.5%	80.5%				
	b. MF/SAC eligible students who are Pacific	72.8%	72.3%	69.9%	72.0%				
	c. MF/SAC eligible students who are Non-Māori/Non-Pacific	89.3%	88.4%	88.4%	89.5%				
	d. FCI students	94.6%	94.4%	94.6%	95.3%				

	<b>Sub-category</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>		<b>2025</b>	<b>2026</b>	<b>2027</b>
10. First year student retention rates (Level 7 degree) for:	a. MF/SAC eligible students who are Māori	69.6%	70.4%	66.1%	63.3%		Targets withheld from publication		
	b. MF/SAC eligible students who are Pacific	67.1%	68.8%	67.5%	65.9%				
	c. MF/SAC eligible students who are Non-Māori/Non-Pacific	76.4%	74.5%	73.1%	77.2%				
	d. FCI students	93.8%	94.6%	93.4%	96.6%				
11. Number of Work Integrated Learning experiences undertaken		4,469	3,579	3,378	3,554				
12. Staff survey results	a. Staff survey completion rate	74%	73%	Survey not undertaken	Survey not undertaken				
	b. 'I feel proud to tell people that I work at the University of Waikato'	80%	76%						
	c. 'I would recommend the University of Waikato as a great place to work'	59%	60%						

	<b>Sub-category</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>		<b>2025</b>	<b>2026</b>	<b>2027</b>
13. Student Survey results (i-graduate)	a. (domestic) student satisfaction with overall university experience	Survey not undertaken	92%	Survey not undertaken	91%		Targets withheld from publication		
	b. (domestic) student satisfaction with learning experience		91%		90%				
	c. (domestic) student satisfaction with student support services		89%		88%				
	d. (international) student satisfaction with overall university experience		91%		90%				
	e. (international) student satisfaction with learning experience		90%		88%				
	f. (international) student satisfaction with student support services		89%		88%				
14. Ranking	a. In the annual World THE University Ranking	501-600	401-500	401-500	401-500				
	b. In the annual QS World University Ranking	=375	=373	331	250				
	c. In the THE Impact Ranking	201-300	101-200	=83	=92				
	d. In the QS Sustainability Ranking	-	-	-	99				

	<b>Sub-category</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>		<b>2025</b>	<b>2026</b>	<b>2027</b>
15. Halls Occupancy Rate (term time)	a. Hamilton Fully-Catered	86%	92%	89%	96%		Targets withheld from publication		
	b. Hamilton Self-Catered	71%	80%	95%	98%				
	c. Tauranga	92%	99%	93%	81%				
16. Investment in facilities	<i>Land, Buildings and Infrastructure and Leasehold Improvements</i>	\$29M	\$36M	\$54M	\$36M				
17. EBITDA as a proportion of revenue		9%	13%	8%	11%				