

TE TAUĀKI WHAKAMAUNGA ATU STATEMENT OF SERVICE PERFORMANCE 2023

FOR THE YEAR ENDED 31 DECEMBER 2023



The Statement of Service Performance illustrates progress made during 2023 towards achieving our vision.

As New Zealand's globally ranked capital city university, Te Herenga Waka—Victoria University of Wellington's vision is to be a world-leading capital city university and one of the great global-civic universities. A civic university is one that values close involvement with the social, cultural, and economic life of its city and region. This is the mandate upon which the University was founded over 125 years ago, and it remains as important today.

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

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

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

The 2023 Statement of Service Performance has been prepared with reference to the University's 2020–2024 Strategic Plan which can be found on our website: www.wgtn.ac.nz/about/governance/strategic-plan

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

S1: Ambitious research for transformative impact

S2: Education preparing students for an extraordinary life

S3: Engagement that deepens relevance, impact, and reputation

S4: Equitable outcomes for all

S5: Belonging to the Asia–Pacific region

S6: Transforming the way we work.

These strategies draw on our heritage, position, iho (essence), and strategic context. The University's distinctiveness is further defined by several particular attributes that matter to our staff, students, and communities: Governing for the future; Living and making the Wellington vibe; Being Asia–Pacific globally minded; Thriving through creativity; Honouring Te Tiriti o Waitangi; Commitment to sustainability and wellbeing.

Financial sustainability

The University undertook a programme of work focused on addressing a projected deficit of well over \$30 million in 2023 alone and ensuring Te Herenga Waka's long-term financial sustainability.

Through a combination of the additional money from the Government, philanthropic support being provided in 2024, and money freed up by reduced debt-servicing costs (due to repaying some debt using funds received from settling a long-standing insurance claim related to the Kaikōura earthquake), the University was able to put around \$6.8 million into retaining jobs and programmes that were originally proposed for disestablishment.

Along with further savings from voluntary redundancies, resignations, a small number of academic programme closures and compulsory redundancies, the University achieved its savings targets.

In the original proposal, the University expected a reduction of 233 fulltime equivalent staff (FTE) but, through the measures outlined above, the eventual reduction was just over 199 FTE.

Our key outcomes

The Statement of Service Performance is organised around our three key outcomes—Research, Teaching and Learning, and Engagement. These outcomes broadly align with the six strategies in our Strategic Plan and with the characteristics of a university as defined in the Education and Training Act 2020.

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

Outcomes and Performance Framework

Government national outcomes

Social and cultural participation and wellbeing Economic prosperity and growth

Government priorities

- A growing economy—this includes growing and sharing New Zealand’s prosperity more fairly through partnering with businesses to encourage innovation, productivity, and building a skilled workforce.
- Improve the wellbeing of New Zealanders and their families—this includes ensuring everyone who is able to, is earning, learning, caring, or volunteering.
- Building a better country which all New Zealanders can be proud of—this includes building closer partnerships with Māori and improving how the public sector responds to Māori issues.

Education-wide outcome
A world-leading education system that provides all New Zealanders with the knowledge, skills, and values to be successful citizens in the 21st century.

Tertiary Education Strategy (TES)

TES priorities

- Learners with their whānau are at the centre of education
- Great education opportunities and outcomes are within reach for every learner
- Quality teaching and leadership make the difference for learners and their whānau
- Learning that is relevant to the lives of New Zealanders today and throughout their lives
- New Zealand education is trusted and sustainable



Te Herenga Waka—Victoria University of Wellington Strategic Plan

Te Herenga Waka—Victoria University of Wellington strategies that contribute

- Education preparing students for an extraordinary life
- Equitable outcomes for all
- Transforming the way we work
- Engagement that deepens relevance, impact, and reputation
- Ambitious research for transformative impact
- Belonging to the Asia-Pacific region



- Te Tiriti o Waitangi
- Education and Training Act 2020
- Crown Entities Act 2004, and other legislation and government priorities

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

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

A complete list of all performance indicators can be found on pages 16–17.

Service performance reporting

The University has adopted PBE FRS 48, a standard that establishes requirements for improved reporting of service performance information to meet the needs of users of general-purpose financial reports. This standard aligns with the University's progress towards more integrated reporting of information about the University's activities.

COVID-19

COVID-19 continued to have an impact on our teaching, learning, research, and engagement activities during 2023. International students started to return, but domestic enrolments were lower than anticipated due to low unemployment, higher cost of living and people resuming overseas travel.

Disclosure of judgements

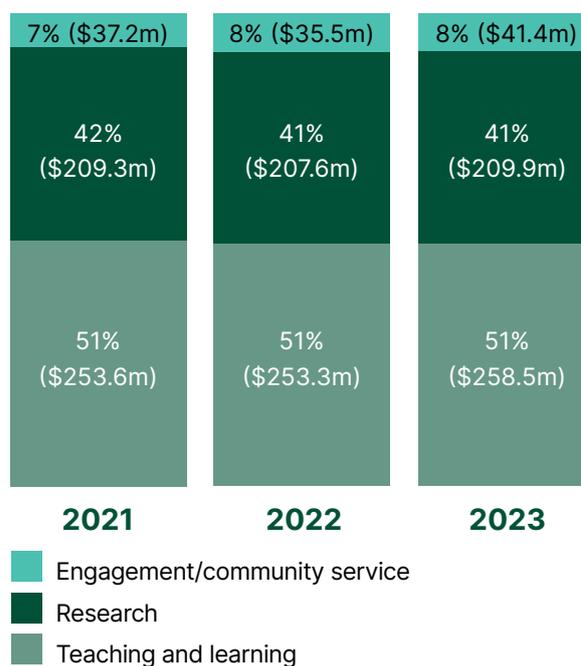
In determining key service performance information for each outcome, management has used judgement based on indicators that align with the mission and annual activities of the University. The University seeks to maintain consistency across years where appropriate and to determine service performance information that is relevant, reliable, neutral, understandable, and complete. The University's desire to be a world-leading institution also guides the selection of measures that are based on externally validated information and likely to be comparable with national and international universities. In addition to the University-selected measures, the Tertiary Education Commission (TEC) requires inclusion of TEC-defined Educational Performance Indicators (EPIs). These are provided on page 17 and commented on within.

Linkages between financial and non-financial information

Financial statements and service performance information are both important components of a public benefit entity's general purpose financial report. The two documents convey a coherent picture about the performance of the

entity, and they are linked through the resources that have been applied to each of the three outcomes. For example, to achieve high-quality research outcomes, the University relies on PBRF funding and external research income, as well as income gained from other sources. All of these sources of funding are relevant to the University's ability to deliver key outcomes. A university's performance objectives are long term and not meaningfully captured within singular output categories. University research and teaching are closely interdependent (as required by the Education and Training Act 2020) and the outcomes of university activities are not fully known within one year (e.g., research results, graduate outcomes). While noting these interdependencies, the University, using high-level assumptions, is able to estimate that in 2022, 41.2% of total operating expenses was attributable to research, 50.7% to teaching and learning, and 7.2% to engagement/community service. This result reflects the distinctive nature of a research-led university committed to the student experience, high-quality research, and serving its communities. In determining this estimate of allocation of expenditure, the University has reviewed major operating expenses as reported in the financial statements. Where there is a clear allocation of cost to a particular output, these have been adopted. Where there is ambiguity (e.g., related to the interdependencies described above) the University has exercised judgement based on an underlying workload principle for academic staff involved in both teaching and research of 40–40–20 (i.e., 40% research, 40% teaching, and 20% administration, with administration then allocated proportionally to teaching, research and engagement/community service). Costs not directly or solely attributable to teaching and learning or research, such as general administrative support or facilities management, have been apportioned on the same basis as academic salaries. The following pages explore these outputs in greater detail, focusing on successes and challenges during 2023.

Estimated expenditure by output category



RANGAHAU RESEARCH

S1

S3

S6

Service Performance Information indicator

Approximately 42% of total revenue is sourced from either government funding, the PBRF, or research-specific contracts. Of this, the University allocates \$131m to Research activities. The remainder of revenue has a non-government source (i.e. direct tuition or commercial revenue).

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 16–17

Progress made during 2023

The Centre for Justice Innovation, which offers an independent, impartial, and trusted voice on justice issues through multidisciplinary research, evaluation, and education, was established with the support of the Michael and Suzanne Borrin Foundation.

The University was named as a co-host of a government-funded Ribonucleic Acid (RNA) Development Platform, a dedicated science and technology hub which supports the design and production of RNA Therapeutics and mRNA vaccines in Aotearoa.

Associate Professor Clive Aspin, Dr Mark Calcott, Professor Nicholas Golledge, Dr Mike Joy, and Professor Bev Lawton and her team from Te Tātai Hauora o Hine—National Centre for Women’s Health Research Aotearoa received 2023 Research Honours awards which recognise research excellence and are presented annually by the Royal Society Te Apārangi and the Health Research Council.

Professor Gary Evans (Ferrier Research Institute) and Professor Simon Keller (School of History, Philosophy, Political Science and International Relations) were named as 2023 elected Ngā Ahurei a Te Apārangi Fellows of the Academy of the Royal Society Te Apārangi for their expertise and leadership in organic chemistry, and ethics, political philosophy, and the philosophy of mental health and disorder respectively.

Scientists from the University’s Paihau—Robinson Research Institute (RRI), alongside designers from Te Kura Hoahoa—the School of Design Innovation, won the Innovation Gold award for their world-first portable MRI scanner.

Te Whiri Kawe—Centre for Data Science and Artificial Intelligence, launched in June, brings together expertise and innovation in data science, artificial intelligence, and machine learning from faculties across the University.

The Policy Hub (Raumata) was initiated in October, as an initiative out of the University’s Governing for the Future Project. The Hub is intended to advance better government and governance through establishing a collaborative model between academia and government, which is coordinated, focused and multi-disciplinary.

The Centre for Strategic Studies—Te Take Rautaki Aotearoa celebrated its 30th anniversary with a one-day symposium on ‘New Zealand, Japan and the Indo-Pacific Region’.

Nineteen projects led by Te Herenga Waka researchers were awarded grants in the 2023 Te Pūtea Rangahau a Marsden, the Marsden Fund, which means \$11.97 million will be given to the University over three years. THW researchers were also Associate Investigators on 7 other funded projects.

Six projects were awarded over \$17m from the 2023 Endeavour Fund, with a major research project, led by Associate Professor Jamie Howarth, investigating whether Wellington and central New Zealand will face an increased risk of more large earthquakes following the next big shake, receiving \$12.6m of the total.

Fourteen projects were funded by the Health Research Council, along with the Sir Charles Hercus Fellowship awarded to Dr Mark Calcott and a Māori Health PhD Scholarship awarded to Miss Bailey Rose.

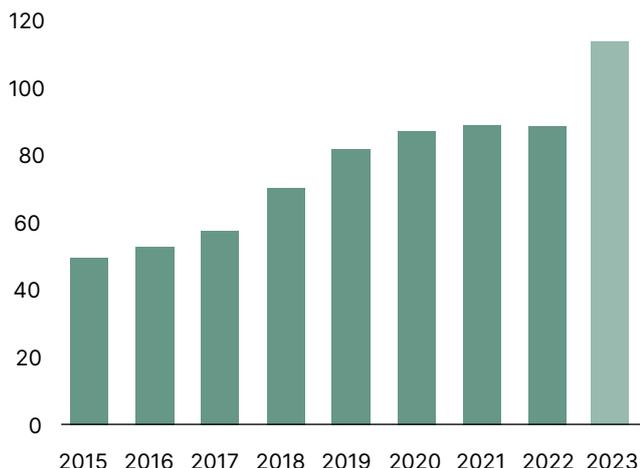
Te Herenga Waka early career researchers—Dr Simon Barker and Associate Professor Lara Greaves—were awarded two Rutherford Discovery Fellowships and three Ngā Puanga Pūtaiao Fellowships.

Results of a major nationwide study, conducted by Te Herenga Waka researchers and funded by Manatū Hauora—Ministry of Health, revealed the impacts of COVID-19 are worse for Māori, Pasifika, and disabled people.

Research Postgraduate students exceeded their target percent, reaching 7.3% of the University’s EFTS in 2023 with 133 commencing EFTS—well above the 120 EFTS target and further above the 2022 end of year result of 96 (see indicator table on page 16).

While invention disclosures were well below target at 29, the percent of publications in the top 25% exceeded the 57% target to be 57.4%.

External Research Income 2015–2023 (\$m)



External Research Income (ERI), as part of PBRF reporting requirements, was \$101.1m, a 27% increase from 2022 (\$79.5m). Continued success with contestable funds contributed to a \$7.7m increase to \$79.1m in contracted research revenue (\$71.4m in 2022) in the University Research Trust. Other research revenue streams within the University were \$22.0m (\$8.1m in 2022), including

Wellington UniVentures (\$4.1m) and the University Foundation (\$16.9m). Sub-contracted research, which is excluded from the figures above, was \$11.7m in 2023 (\$8.8m in 2022). This brings total ERI to \$112.8m (\$88.3m in 2022) against a target of \$93.8m.

In 2023 Wellington UniVentures delivered uninterrupted research commercialisation support, bringing \$3.2m new revenue to the University, while restructuring to align with the University's focus on financial sustainability.

Wellington UniVentures managed 68 commercialisation projects in 2023, including 48 projects under its new Commissioned Research & Advisory mandate (moved from the Research Office), connecting academics with opportunities in industry and government. It protected new ideas, bringing its portfolio of patents and applications to 264. Wellington UniVentures now holds \$7.8m in shares across 14 spinouts that are collectively worth \$165m. Four of its spinouts successfully raised capital in 2023.

Wellington UniVentures affiliated projects also resulted in two winners in the prestigious KiwiNet Research Commercialisation Awards. To encourage entrepreneurship impact, Wellington UniVentures supported four early career researchers through KiwiNet's 'Emerging Innovators' programme and hosted political delegations, networking events and expert panels on campus.

AKO TEACHING AND LEARNING

S1

S2

S5

S6

Service Performance Information indicator

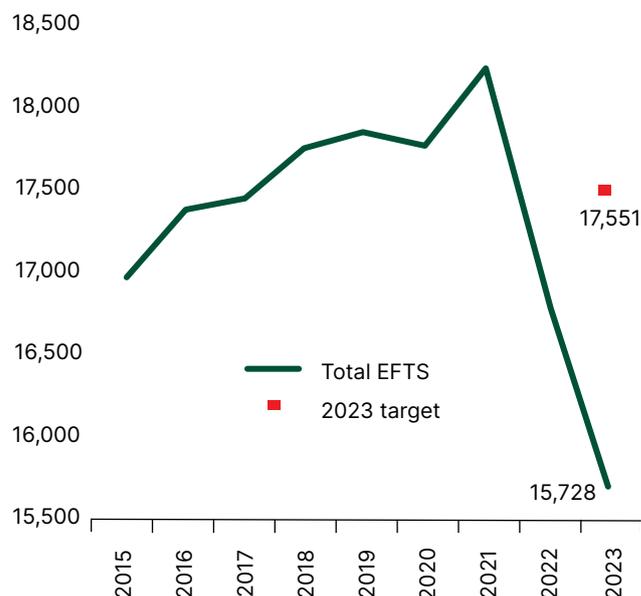
Approximately 51% of total revenue is sourced from either government funding, the PBRF, or research-specific contracts. Of this, the University allocates \$148m to Teaching and Learning. The remainder of revenue has a non-government source (i.e. direct tuition or commercial revenue). Of this, \$131m can be attributed to Teaching and Learning activities.

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 16–17.

Progress made during 2023

After a difficult year for domestic enrolments in 2022, the University had a very challenging 2023 ending with 15,728 EFTS, 975 less than 2022 (-6.2%). Government funded EFTS fell from 15,605 EFTS in 2022 to 14,286 EFTS in 2023. This was below target within the context of ongoing high levels of employment and stronger competition for school leaver recruitment across the country.

Total EFTS 2015–2023



The decrease in SAC-funded domestic EFTS from 2022 (-1,319 EFTS or 8.5%) was observable across all faculties taking the University back to domestic EFTS levels like those seen prior to 2019.

Many international students commenced or continued to study with the University from offshore. International full-fee EFTS increased from 1,098 EFTS in 2022 to 1,442 EFTS in 2023, a 31% increase of 344 EFTS, slightly below the target of 1,463.

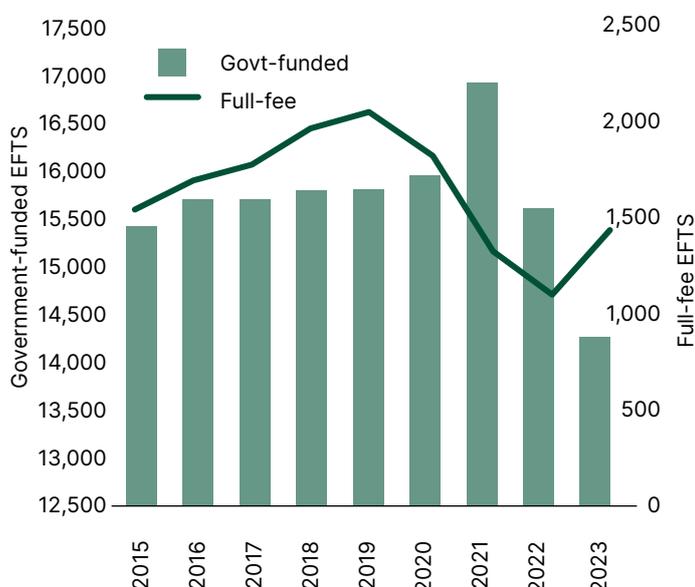
The number of international students (including government-funded international PhD candidates) increased from 2,134 in 2022 to 2,715 in 2023, with enrolments from 92 countries. International students (including government-funded international PhD candidates) constituted 13.1 % of the total student body (headcount), increasing from 9.8% in 2022 (and 11.2% in 2021).

After an increase in 2021, the overall number of commencing EFTS increased slightly from 4,654 in 2022 to 4,661 in 2023 including 664 commencing international full-fee EFTS.

Māori EFTS represented 12.4% of the domestic student population, up 0.2% from the previous year. Māori commencing EFTS decreased, from 580 in 2022 to 536, falling short of the University's target of 710 EFTS.

Pasifika EFTS increased from 6.5% to 6.7% of the domestic student population. Pasifika commencing EFTS fell slightly from 344 in 2022 to 312 in 2023, short of the target of 380 EFTS.

EFTS by funding source 2015–2023



The number of taught postgraduate EFTS increased from 12.6 in 2022 to 12.9 in 2023 (+2%)

Māori participation rates at Level 7 (degree) increased, from 13.2% in 2022 to 13.5% in 2023. Those at postgraduate level were maintained at 8.5%, the same as 2022, but less than the target of 9%. Participation rates for Level 7 (degree)

domestic Pasifika students also improved from 7.2% to 7.3% in 2023, above the target of 7% of domestic funded EFTS. Pasifika participation at postgraduate level fell very slightly, from 4.0 to 3.9%, short of the target of 5%. Amid challenging external conditions, after relatively pleasing retention rates in 2022, Māori Level 7 retention fell in 2023, to 65.8% against a target of 69.5%. Retention for non-Māori and non-Pasifika Level 7 students also fell below the target, to 76.2% down from 77.8% in 2022 and against a target of 82%. Pasifika retention fell from 74.4% to 70.1%, short of the target of 79%. The University remains committed to improving student retention but saw retention rates fall generally in 2022-2023 as a flow on from COVID disruption and increased cost of living pressure affecting this cohort of students. Refer to the TEC-defined Educational Performance Indicators (EPis) on page 17.

495 scholarships were awarded to taura Māori in 2023. This equates to an investment of over \$236,000 towards Taihonoa scholarships and Summer Internships.

A total of 878 courses and 1,352 teachers were evaluated in 2023, with 85% of courses and 95% of teachers assessed as good, very good, or excellent (approximately equal with the 2022 results of 85% and 96%, respectively).

Student satisfaction with services and facilities fell slightly to 75% in 2023 compared with 75.9% in 2022. This is below the pre-COVID-19 baseline target of >90% within the context of continued uncertainty and interruptions to the learning environment caused by the third year of the pandemic and changes within the University from its financial sustainability activities.

The University's graduates remain in high demand, with 97% in employment, further study, and not seeking work in their first-year post-graduation (meeting target but slightly down from 98% in 2022 and the same as 97% in 2021).

A university-wide Student Experience Committee was established in July. Co-convened by the DVC Students, DVC Māori and AVC Pasifika, the Committee will advise on and monitor progress against Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, the Learner Success Plan, Te Ara Taupuhpuhi-Disability Inclusion Action Plan, and the operation of the Ki te rā: Student Wellbeing Outcomes Framework and Student Engagement Framework. The Committee will also identify emerging issues, test ideas, and explore opportunities for cooperation and collaboration in relation to the student experience.

At Te Herenga Waka, our priority is delivering personalised and enriching learning experiences to help students achieve their academic and life goals, with a strong emphasis on ensuring equitable outcomes. Equity is a cornerstone of our strategic plan, and we understand that it's not sufficient to improve all students' performance equally. Our holistic approach is dedicated to creating an ecosystem that fosters equitable outcomes, recognising our significant societal role. We acknowledge the direct link between educational achievements, increased earning potential, and socio-economic status. In 2023, our focus was on integrating our Learner Success Plan (LSP) into the Council and Te Hiwa levels. To support this, we established a new

Student Experience Committee, which guides the Deputy Vice Chancellor (Students) in driving our initiatives. Our primary objectives are to enhance first-year completion rates, ensure smooth progression, and ultimately, enable students to complete their degrees. We are committed to meeting our LSP milestones, as reflected in our reporting structure with the Tertiary Education Commission (TEC). Looking ahead to 2024, we anticipate refreshing our LSP, Investment Plan, and Strategic Plan to further our commitment to student success and equitable outcomes.

In March 2023 the Academic Quality Agency (AQA) published the Cycle 6 Audit report for Te Herenga Waka—Victoria University of Wellington. This report is part of a comprehensive quality assurance process, which made findings about the University's approach to learning, teaching, and student support services. This report also contained 7 'Commendations', 11 'Affirmations', and 12 'Recommendations' for the University. In March 2024, the University is due to provide a one-year update on its progress. This update focuses on the progress the University has made in relation to the Audit Panel's affirmations and recommendations. While the University's financial sustainability programme in 2023 has meant that some areas have not been able to progress as expected, good progress has still been made in areas, including the University's Learner Success Plan, improvements to the Admission and Enrolment system, changes to the Academic Monitoring and Reviews Policy, and ongoing strengthening of the University's relationships with students. An example of this is through the ongoing development of Ngā Kīwai o te Kete—Student Engagement Framework and through the development of Ki te rā—Student Wellbeing Outcomes Framework.

In March 2025 the University will provide a two-year update on the progress the University has made in relation to the Audit Panel's affirmations and recommendations.

The Pastoral Care Code sets out the roles and responsibilities of education providers in promoting and supporting students' wellbeing, safety, and academic success. At Te Herenga Waka, work continues across faculties and central service units to enhance processes and ensure they are embedded in our practice across the University.

In response to requirements of the Code for a whole-of-university strategic approach to student safety and wellbeing, Ki te rā—Student Wellbeing Outcomes

Framework was developed in 2023 and will be launched in early 2024. An accommodation verification was completed by Universities New Zealand to monitor Code compliance under Outcomes 5–7, with a site visit taking place in May. Feedback on the high standard of care and support provided by the Accommodation Service was very positive. Other work during 2023 focused on raising staff awareness of the Code and supporting staff to understand their role and referral pathways. This included development of web and intranet content, and a new online training course, Culture of Care, which introduces all staff to the Code and their role in recognising, responding, and referring students to appropriate support.

The Learning Platform Project implemented a modern and fit-for-purpose digital learning environment for the University. It has enhanced the ability to enact learning and teaching at scale, in a wider range of contexts, with increasingly diverse academic and student cohorts. It has provided the infrastructure needed to support growth in the range of learning models available to Te Herenga Waka and to support student retention and success through improved management and support facilities enabled by the platform. A majority of the investment in this project was in the organisational scale change programme that was enacted in 2022/23. This reflected the criticality of supporting the transition while maintaining business as usual operations during a period already defined by high stress and workload. Half of the proposed project budget was for roles placed within faculties and schools to carry the bulk of the load of work needed to move 2,111 courses and support nearly 1,000 academic staff, tutors, and professional staff across all faculties and CSU's.

We continued to develop and refine the University's requirements within the Curriculum Management System (Mata) in 2023. Mata will be the single source of curriculum information for the university, feeding data into the website, student management and learning management systems. The system will hold all governance-approved curriculum data with workflows to guide users with changing course and qualification details. Work has been ongoing throughout 2023, with data auditing and integration development to accommodate the changes from the financial sustainability work and the added requirements for both the website and course outline projects. We were pleased to open the system to the engineering and science faculties in 2023 for proposal development.

RUAWHETU ENGAGEMENT

S3

S5

S6

See full list of Performance Indicators (including TEC Educational Performance Indicators) on pages 16–17.

Progress made during 2023

Construction continues on our Living Pā with major

milestones in 2023 including the installation of the Wastewater Treatment Plant tanks in front of the Murphy Annex. The closed loop system will enable the Pā to operate from the water resources available from roof capture, address all grey and black water through on-site treatment, realign how occupants value water, and help us to redefine wastewater as a precious nutrient and resource. The highly technical system represents a number of firsts for building in Aotearoa New Zealand. Other site work includes the timber floors being installed on the lower levels of the closed-in building, while work continues on the superstructure.

A Beacons case study of the Living Pā has been released on the [Construction Accord/MBIE website](#). Beacon Projects highlight examples of good practice in the construction sector that others can learn from and adopt.

Te Herenga Waka hosted the Māori Language Moment on 14 September in the Hub, as part of Te Wiki o Te Reo Māori. Members of the University community, along with staff from Te Taura Whiri i Te Reo Māori (Māori Language Commission), came together at midday to waiata tahi, sing together, in celebration of the Māori language and those who fought (and fight) to whakaora i te reo Māori. Throughout the day the Māori Market was held in the Hub, with over 25 stalls of Māori owned and operated products and services.

In April, Te Kawa a Māui (the School of Māori Studies) and te Whānau o Te Herenga Waka held a fundraising conference to support marae impacted by Cyclone Gabrielle. A total of \$43,522 was raised from registration fees and one-off donations which was then distributed amongst marae severely impacted as a result of the flooding.

Open Day on 25 August was a very successful event for our school leaver cohort, with approximately five and half thousand people coming through across the three campuses.

We hosted several delegations throughout 2023, including one from the European Commission who had a particular interest in climate change research. As part of their visit, they were shown the Living Pā construction. In August the University hosted Huai Jinpeng, the Chinese Minister of Education, and in October we welcomed a delegation from Huazhong Agricultural University.

Te Herenga Waka—Victoria University of Wellington was selected by the New Zealand and Chinese Governments to sign a new memorandum of understanding with the Chinese Scholarship Council (CSC) at Parliament. The new MoU doubles the annual number of CSC PhD students coming to the University from 10 to 20 students. Three MoU were signed on the day at Parliament and Te Herenga Waka was the only New Zealand university to sign an MoU.

Alumni engagement continued throughout 2023, with four alumni events held in Australia and three domestic events: one each in Auckland, Wellington and Christchurch. Our overseas alumni continued the tradition of organising numerous alumni events around the world.

Two Te Herenga Waka Press publications received awards at the 2023 Ockham New Zealand Book Awards held in May. *The Axeman's Carnival* by Catherine Chidgey won the Jann Medlicott Acorn Prize for Fiction and *Home Theatre* by Anthony Lapwood won the Hubert Church Prize for Best First Book of Fiction.

The Distinguished Alumni Awards Celebration was held on 19 October to celebrate and honour our four Distinguished Alumni Award winners for 2023.

Our sustainability work was reflected in our QS Sustainability Ranking in 2023 of 81st equal, up 35 places from 116th in 2022. This rise is like our rise in Times Higher Education equivalent (Impact rankings), where we rose from 85th equal to 58th equal in an equivalent time frame.

Scientists from Te Herenga Waka—Victoria University of Wellington's Paihau—Robinson Research Institute (RRI), alongside designers from Te Kura Hoahoa—the School of Design Innovation, won the Innovation Gold award at the 2023 Wellington Gold Awards for their world-first portable MRI scanner. As in previous years, the University sponsored the New Thinking Gold award for 2023, presented to Frances Shoemack from Abel Fragrances.

We are deeply grateful for the generosity of charitable foundations, individuals, and whānau, all of whom play a pivotal role in growing student success, advancing ground-breaking research and enhancing community engagement. Thanks to the support of our alumni community, we are pleased to report an increase in donations to our appeals programme, particularly for initiatives such as our Student Hardship Fund and Alumni Appeal Scholarships.

Sir Mark Dunajtschik donated \$10 million to the University's Faculty of Engineering to establish a mechanical engineering programme.

The School of Biological sciences received a \$13.5 million gift from the late Dr Aola Richards, an alumna, scientist, and academic. Her gift, the largest in the University's history, is intended to support postgraduate and postdoctoral research in entomology, reflecting her lifelong dedication to the field.

We are also pleased to announce that despite recent volatility in investment markets, the Foundation has successfully met the target distribution rate for all endowed funds. This was made possible through a combination of modest positive investment returns throughout the year and support from the Foundation's reserves. As of 31 December 2023, the Foundation's total assets stand at \$108 million.

Through strategic collaborations and dedicated efforts, our university has celebrated the success of Pasifika communities and enhanced their academic journeys. The Pasifika Roadshow, held across multiple regions, engaged local communities, families and prospective students, providing comprehensive information on study options and encouraging alumni towards postgraduate study. The collaboration involved partnering with local government, mayors and the Electoral Commission. Our partnership with the National University of Samoa fosters collaborative research opportunities, with the Faculty of Graduate Research and Faculty of Health. The Pasifika Graduation is a vibrant celebration of Pasifika graduates, families and the university's commitment to nurturing Pasifika cultures and identities. The Office of the Assistant Vice-Chancellor Pasifika, alongside the Pasifika Student Success team, continue to champion Pasifika student and staff achievement, fostering an inclusive environment and advocating for improved outcomes across the university.

This year the University launched its new Pakohe (sustainability) school leaver scholarship. This is a distinctive scholarship in the tertiary sector and signals the University's commitment to 'fostering the leaders of tomorrow'. The scholarship was popular with school leavers, and we will be welcoming 28 of those applicants to join us in 2024 as partners to help build our pathway to sustainability.

All performance indicators

STRATEGY	INDICATOR	2023 ACTUAL	2023 TARGET	2022 ACTUAL	2021 ACTUAL
Research (pages 11–12)					
S1	External Research Income (\$m)	112.8	93.8	88.3	88.4
S1	Number of new invention disclosures	30	65	50	70
S1	Publications (Scopus-indexed) in top 25% of journals (%)	57.4	57.5	56.8	56.7
S1, S2	Research postgraduate/Total EFTS (%)	7.3	7.2	6.9	6.1
S1, S2	Commencing research postgraduate EFTS	133	120	96	98
Teaching and Learning (pages 12–14)					
S2	Taught postgraduate/Total EFTS (%)	12.9	14	12.6	13.2
S2	Teachers assessed as ≥ good by students (%)	95	96	96	95
S3, S3	Graduates in employment, further study, and not seeking work first year post-graduation (%)	97	97	98	97
S2, S6	Proportion of students rating services and facilities as 'good' or 'very good' (%)	75.0	80.0	75.9	77.0
S2, S4	Commencing Māori student EFTS	527	710	561	648
S2, S4, S5	Commencing Pasifika student EFTS ¹	312	380	344	359
S4	Proportion of professors who are female (%)	28.2	31.0	26.9	27.5
S4	Proportion of academic staff who are Māori (%)	5.6	6.5	5.7	5.8
S4, S5	Proportion of academic staff who are Pasifika (%)	2.4	2.5	2.6	2.1
Engagement (pages 14–15)					
S3, S5	Commencing international full-fee EFTS	664	700	294	336
S3	Fundraising (\$m) includes all bequests, pledges and cash donations ²	33.9	151.0	158.0	143.5
All (pages 11–15)					
S6	Revenue retained as surplus for reinvestment (%)	5.6	0.2	-5.1	6.1
S6	Staff satisfaction—Your Voice (%)	N/A	75	N/A	67

¹ Includes international Pasifika students.

² The What if...? fundraising campaign operated for 10 years until 2022.

TEC-defined Educational Performance Indicators (EPIs)

EPI TYPE	DESCRIPTION	2023 PROVISIONAL	2023 TARGET	2022 ACTUAL	2021 ACTUAL
Participation	The proportion of total SAC ³ eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 4–7 (non-degree) (%) ⁴	32.2	40.0	35.8	54.5
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 4–7 (non-degree) (%) ⁴	30.1	30.0	21.8	20.2
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 4–7 (non-degree) (%) ⁴	37.7	40.0	43.2	33.3
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree (%)	80.4	80.0	80.7	81.1
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree (%)	13.5	14.0	13.2	13.1
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 7 degree (%)	7.3	7.0	7.2	7.0
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8–10 (%)	88.1	87.0	87.9	88.8
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8–10 (%)	8.5	9.0	8.5	7.6
Participation	The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 8–10 (%)	3.9	5.0	4.0	4.1
First Year Retention	The first-year retention rate for non-Māori, non-Pasifika students at level 7 degree (%)	76.2	82.0	77.8	81.0
First Year Retention	The first-year retention rate for Māori students at level 7 degree (%)	65.8	76.0	69.5	75.6
First Year Retention	The first-year retention rate for Pasifika students at level 7 degree (%)	70.1	79.0	74.4	78.5
Course Completion	The course completion rate for non-Māori, non-Pasifika students (SAC eligible EFTS) at level 1–10 (%) ⁵	86.7	89.0	87.0	88.3
Course Completion	The course completion rate for Māori students (SAC eligible EFTS) at level 1–10 (%) ⁵	79.0	83.0	77.9	79.2
Course Completion	The course completion rate for Pasifika students (SAC eligible EFTS) at level 1–10 (%) ⁵	68.3	75.0	66.8	70.0
Research	The amount of External Research Income earned (\$m) ⁵	112.8	83.5	79.5	78.9
International	The number of international students EFTS ⁶	1,442	1,463	1,098	1,311
Research	The number of research degrees completed	495	520	540	539

3 Student Achievement Component funding.

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

5 PBRF definition, excluding sub-contracts to other New Zealand Universities. PBRF ERI 2021 result recast following final PBRF audit May 2022.

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