

Consideration of the future organisation of the Faculties of Arts, Education & Social Work, Engineering and Creative Arts & Industries

Proposal Document

26 March 2024



1. Why are we proposing a change now?

The University of Auckland is proposing a change to its faculty arrangements to enhance collaboration, interdisciplinary work, and research opportunities, positioning the institution for the evolving tertiary education environment. This decision follows prudent financial management during the early months of the COVID-19 pandemic, ensuring a stable financial position and enabling leaders to consider the institution's future shape.

The Arts, Creative Arts, Humanities, Education, and Social Sciences are integral to the University's commitment to academic comprehensiveness and societal impact, offering a diverse programmes, research initiatives, and engagement activities that have prominence across the country. Despite their vital roles, the disciplines have faced declining student demand over the past decade, leading to funding and resource allocation challenges, aligning with trends observed in universities nationally and internationally.

In response to the volatile tertiary education landscape, it is imperative that we adapt and evolve. To stay ahead, we must be agile, innovative, and responsive while delivering high-quality education and impactful research. By realigning our faculties, we aim to proactively shape our academic landscape, ensuring resilience to challenges and making strategic decisions that benefit students, staff, and the broader community.

The proposed new faculty arrangements will enhance financial capacity and sustainability, foster collaboration and synergies among disciplines, and amplify research potential. It will also improve support for staff and students and promote inter- and transdisciplinary work. These changes aim to strengthen pathways and programmes for students, with the potential to increase student demand and enabling greater investment in strategic roles and development.

2. Proposed change

1. Feedback is being sought on the creation of a new faculty combining the current faculties of Arts, Creative Arts and Industries (according to one of two optional arrangements as set out in # 2 below), and Education and Social Work that aims to provide greater opportunities to achieve our aspirations for a vibrant and thriving future, vital to our society and the University.
2. Feedback is also being sought on two variations or options for the new faculty arrangements:
 - **Option 1:** Establishment of a new faculty, combining the Faculties of Arts, Education and Social Work, and Creative Arts and Industries.OR
 - **Option 2:** Establishment of a new faculty, combining the Faculties of Arts, Education and Social Work, and the Elam School of Fine Arts, School of Music, and Dance Programme. Alignment of the School of Architecture and Planning, and the Design Programme with the Faculty of Engineering.
3. It is proposed that current school and academic units will be retained in the transition to the new faculty arrangement. Transition leadership will be established to ensure the changes are effectively managed, minimising any impacts to teaching and research.

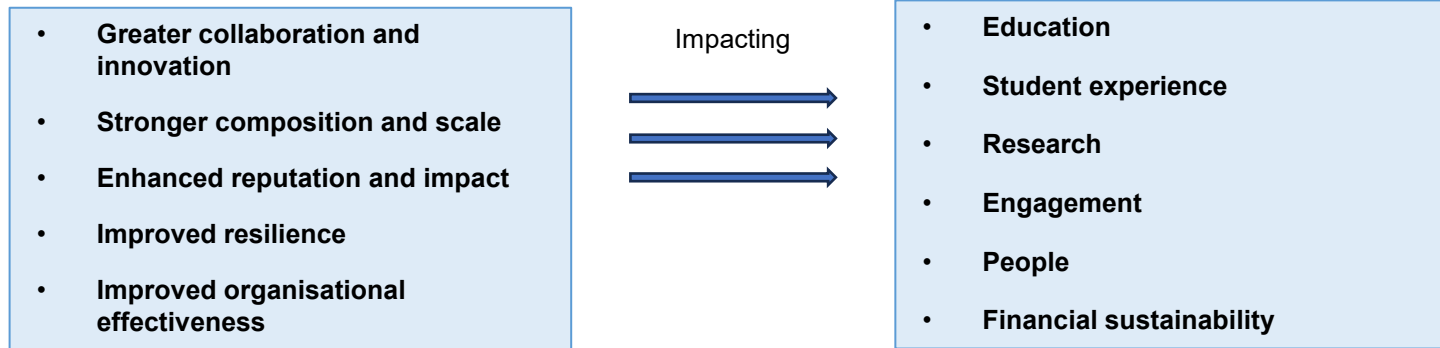


3. Benefits

	Option 1	Option 2
	Establishment of a new faculty, combining the faculties of Arts, Education and Social Work, and Creative Arts and Industries (CAI)	Establishment of a new faculty, combining the Faculties of Arts, Education and Social Work, and the Elam School of Fine Arts, School of Music, and Dance Programme. Alignment of the School of Architecture and Planning (SoAP), and Design Programme with the Faculty of Engineering.
Potential benefits	The new faculty will bring together common disciplines, with the possibility of developing greater collaboration and innovation, which could lead to improvements in programmes, levels of research, and the student experience. The faculty will have greater scale and resilience and enhanced strategic capacity.	
	The alignment also reflects the strength of connections that the School of Architecture and Planning (SoAP) and the Design Programme have in the Arts, Humanities and Social Sciences. These connections are grounded in the distinctive social, cultural and creative ethos of CAI. It provides the base for future opportunities across a wide number of disciplines in the Arts, Humanities and Social Sciences.	This alignment of SoAP and the Design Programme with Engineering establishes a faculty with a strong professional foundation, and industry links. It provides a pathway to achieving programme synergies in several areas that have the potential for important new programmes and research collaborations. In addition, there are opportunities for shared laboratories and infrastructure.
Potential benefits for students	The new faculty arrangements aim to strengthen disciplines, encourage collaborations, better support small programmes, and enhance the academic experience for students. It will broaden access to a wider range of courses, facilities, and subject specialists, facilitating interdisciplinary research. Additionally, it provides the potential for more coordinated doctoral programmes with a larger pool of supervisors available for candidates.	
	Aligning SoAP and the Design Programme with a newly created faculty will enhance the student experience by fostering innovation and collaboration. This alignment will strengthen connections with the Arts, Creative Arts, Humanities, and Social Sciences, with the potential for collaborations that can provide students with opportunities for a more holistic, interdisciplinary education.	This alignment of SoAP and the Design Programme with Engineering will more easily enable new inter- or transdisciplinary opportunities for students. It could further enhance teaching and learning practices, such as studio/relational teaching and technical workshops, providing students with a more hands-on and integrated learning experience. Additionally, this alignment could lead to new research opportunities, offering students the chance to engage in cutting-edge research projects.

4. What we hope to achieve

In summary, both the proposed faculty arrangements (Option 1 or Option 2), are expected to produce important benefits. These benefits impact on the key strategic outcomes of the faculties, with a wide variety of potential enhancements.



Summary of Key Benefits

Collaboration and innovation	By reducing the current organisational boundaries, the new faculty structure has the potential to foster a culture of collaboration and innovation. Interdisciplinary and transdisciplinary projects and research initiatives can thrive in this environment. Such a unified culture would likely be more positive for staff and students, fostering more equitable and consistent practices and pathways.
Composition and scale	We're creating faculties that are stronger, better aligned and more diverse, with a wider range of subjects. This will help us reach more people and have a bigger impact, establishing new opportunities and markets. It also means we'll be better prepared for any challenges that come our way, so we are better able to maintain programmes and activities during volatile times.
Reputation and impact	By bringing aligned disciplines together, we can improve our reputation and make a bigger difference nationally and internationally. We'll have access to more resources and expertise, making us stronger and more competitive.
Resilience	The world around us is always changing, and we need to be ready for anything. A larger faculty can respond better to challenges, like changes in student demand or technology. We'll also be able to offer more support to students and staff. This includes a stronger level of capacity for broader roles of leadership (e.g., international partnerships), strengthened brand, marketing and recruitment, and enhanced levels of student support and teaching support.
Organisational effectiveness	We'll learn from the best practices of our current faculties and apply them to the new, larger group. This will help us build better leadership and focus on important goals. We can also leverage resources more effectively and streamline administrative processes, making it a more cohesive experience for students and staff.

What we hope to achieve (continued)

In summary, both the new faculty structures (Option 1 or Option 2), are expected to produce important benefits. These benefits impact on the key strategic outcomes of the faculties, with a wide variety of potential enhancements.

Summary of Outcomes	
Education and student experience	<p><i>Academic Offerings:</i> The new faculty structure will bring together related areas from different faculties, creating opportunities for new collaborations. This will enhance the quality of education and could lead to exciting changes in undergraduate degree programmes, making them more aligned with current educational goals such as the Curriculum Framework and Taumata Teitei strategic priorities.</p> <p><i>Teaching and learning practices:</i> The faculties involved in the new arrangements are known for their innovative teaching practices. These include hands-on practice-based learning, online or hybrid classes, and studio teaching methods. With the new structure, these best practices can be shared more easily, benefiting students across disciplines.</p>
Research and innovation	<p>The new faculty arrangement will support more inter- or transdisciplinary research, including large-scale projects with industry and other partners. It will also make it easier for staff to work across different research areas, fostering innovation and collaboration.</p>
Engagement	<p>The new faculty arrangement will build on existing relationships with Māori, Pacific, and international communities. These relationships will be strengthened, leading to more opportunities for students and faculty to engage with these communities. The new faculty will also have a stronger leadership and resource base, enhancing its impact and reputation.</p>
People and culture	<p>The new structure will create a more collaborative culture among staff, breaking down barriers between disciplines. This will lead to a more flexible and innovative approach to staffing, allowing for more joint appointments and cross-disciplinary collaborations.</p>
Financial sustainability	<p>The new faculty structure could lead to a more sustainable future. This means there would be strengthened programmes and pathways for students, more research opportunities, and improved planning for the future. These changes could attract more students to the university, which would help keep the programmes strong and stable. A larger faculty would also have more flexibility in how they use their resources, which could help support new areas of study or small programmes.</p>



5. Feedback process

We are seeking feedback from staff and students on the proposed new faculty arrangements, including the options as outlined on [page 3](#) of this proposal document.

- The feedback period opens on Tuesday 26 March 2024 and closes on Tuesday, 23 April 2024 at 5pm.
- Feedback can be provided via the [online feedback form](#)

6. Next steps

Following the closure of the feedback period, all submissions will be thoughtfully reviewed by a Review Committee comprising both staff and students. A recommendation document and advice from Senate will be considered by Council in June.

What	When
Feedback period staff and students	26 March – 23 April
Review Committee to consider feedback and make recommendations on any alternate proposals	Early - May
Senate discussion	27 May
Council meeting	12 June

If the decision is made to proceed, the approved new faculty arrangements are planned to be in place in January 2025.

The current school and academic units would be retained in any transition to a new faculty arrangement. Transition leadership would be established to ensure the changes were effectively managed, minimising any impacts to teaching and research.

Any future phases will be considered based on the evolving needs of the new faculty, if established.

Any questions?

Send them to strategicinitiative@auckland.ac.nz



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Additional materials

Background and context



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The Faculty of Arts

The Faculty of Arts Te Kura Tāngata has been a cornerstone of the University since its founding, reflecting the University's longstanding commitment to the Arts, humanities, social sciences, and languages. It is world-leading and highly ranked and has a very strong reputation also in Māori Studies and Pacific Studies.

The faculty is structured around four schools and disciplinary areas, reflecting a wide range of academic interests and expertise:

- School of Humanities
- School of Social Sciences
- School of Cultures, Languages and Linguistics
- Te Wānanga o Waipapa

The faculty delivers a comprehensive educational experience, supporting a significant body of research and has been instrumental in fostering critical thinking, creativity, and cultural understanding. It has also played a key role in the public life of New Zealand, contributing to policy, debate, and the arts sector more broadly.

Music and Dance were previously part of the faculty, as was a small School of Education until the 2004 merger with the Auckland College of Education.

Facts and Figures:

Student Profile:

- 3,764 domestic EFTS in 2023 (13% of total) down from 5,156 in 2014 (17% of total).
- 767 international EFTS in 2023 (14% of total) up from 502 in 2014 (14% of total)
- 9% identify as Māori (steady for 10 years, above UoA average 6-7%), 12% Pacific (12-14% for 10 years, above UoA average 8-9%)
- 1534 students (13% of faculty) disclose that they experience disability
- Declining 1N EFTS from 1,153 in 2014, to 868 in 2023.
- Steady doctoral EFTS (between 230-250) between 2014 and 2023 – because of the decline in total EFTS, this has increased from 4% of the faculty EFTS in 2014, to 5% in 2023.

The Faculty of Creative Arts and Industries

The faculty was formed in 2004, initially as the National Institute of Creative Arts and Industries, the vision was that the faculty could be an agent for change in the creative sector at a national (and international) level. Difficulties bringing stakeholders onboard (CNZ, iwi Māori), and the 'national' title was contentious. In 2016, the faculty was rebranded as Creative Arts and Industries, with the goal of supporting the distinct identities of the then one (now two) programmes and three schools.

The faculty comprises the Elam School of Fine Arts, the School of Architecture and Planning (SoAP), the School of Music, and the Design and Dance Studies Programmes.

Individual schools have strong national brands, with Elam and SoAP considered the top 'academic providers in the country and have been since their founding over a century ago (Elam 1889, Architecture 1917). SoAP produces most of the country's architects and a large percentage of the country's planners. It is considered a supplier of specialists to an industry that delivers a significant contribution to the gross national product. Many of the country's most highly regarded artists are Elam graduates or teachers. Dance Studies, Music and Elam graduates find employment as primary and secondary school and itinerant teachers. There is also a strong creative therapies teaching strand in Dance and in development across Fine Arts and Music.

International engagement is strong and has resulted in a number of dual agreements with Chinese, Indian and southeast Asian institutions. Creative disciplines are attractive to donors. There is strong philanthropic support across our communities for the Fine Arts, Music and Dance. There is also strong support from companies for scholarships (particularly for Māori and Pacific students) in SoAP disciplines.

The faculty hosts a university-level research centre, MĀPIHI: Māori and Pacific Housing Research Centre.

Facts and Figures:

Student Profile:

- 1,688 domestic EFTS in 2023 (6% of total) up from 1,573 in 2014 (5% of total)
- 336 international EFTS in 2023 (6% of total) up from 145 in 2014 (4% of total)
- 404 students (11% of faculty) disclose that they experience disability
- 6-8% identify as Māori (steady for 10 years, slightly above UoA average 6-7%), 5% Pacific (down from 7% in 2014, below UoA average 8-9%)
- Increasing 1N EFTS from 310 in 2014 to 340 in 2023.
- Increasing doctoral EFTS from 76 in 2014 to 108 in 2023– this has increased from 4% of the faculty EFTS in 2014, to 5% in 2023.

The Faculty of Education and Social Work

Te Kura Akoranga me te Tauwhiro Tangata was formed in 2004 following a merger of the Auckland College of Education and the University's School of Education.

The faculty is currently comprised of five schools:

- The School of Counselling, Human Services, and Social Work
- The School of Critical Studies in Education
- The School of Curriculum and Pedagogy
- The School of Learning, Development, and Professional Practice
- Te Puna Wānanga, The School of Māori and Indigenous Education

Both Education and Social Practice are interdisciplinary and practice-based fields. Staff have considerable expertise as teachers and researchers, and therefore support the University's desire for a workforce that strives for excellence in transdisciplinary teaching and pedagogy, research and growth in work-integrated learning.

The faculty's programmes are vocationally focussed. They are driven by strong theoretical underpinnings and are developed in partnership with a range of practice communities, including the Teaching Council of Aotearoa NZ, the Social Work Registration Board, teachers and leaders in early childhood centres and schools, practitioners in NGOs and government agencies such as Oranga Tamariki, the Ministry of Social Development and the Ministry of Education. The faculty has a productive relationship with Whai Maia, the social development arm of Ngati Whātua ō Ōrakei, which informs programme design and pedagogy. All the faculty's programmes are informed by a range of knowledge systems including Mātauranga Māori and Pacific knowledges.

Students are provided with carefully curated opportunities to apply theoretical knowledge in practice settings. These opportunities are as varied as multi-week placements in centres, schools or social agencies, or assessment exercises based on a student's knowledge of their own work and workplace.

The faculty's research focus arises from relationships with practice communities and aims to influence policy and practice in ways that lead to improved lives for New Zealanders. Researchers work in partnership with a significant number of doctoral students, who are attracted from throughout New Zealand and around the world by high subject ranking and eminent academic researchers.

Facts and Figures:

Student Profile:

- 1,623 domestic EFTS in 2023 (6% of total) down from 3,009 in 2014 (10% of total)
- 224 international EFTS in 2023 (4% of total) up from 93 in 2014 (0.3% of total)
- 10-14% identify as Māori (steady for 10 years, above UoA average 6-7%), 14% Pacific (down from 17% in 2014, above UoA average 8-9%)
- 380 students (10% of faculty) disclose that they experience disability
- Declining 1N EFTS from 510 in 2014 to 163 in 2023.
- Increasing doctoral EFTS from 144 in 2014 to 183 in 2023 (peaking at 240 in 2017) – because of the decline in total EFTS, this has increased from 5% of the faculty EFTS in 2014, to 10% in 2023.

The Faculty of Engineering

The faculty was established in 1905 and has a long history of contributing to engineering education and research in New Zealand. The faculty is well-regarded both nationally and internationally, known for its strong focus on research, innovative teaching methodologies, and engagement with industry to solve real-world problems. The faculty has a reputation for producing highly skilled graduates who are well-equipped to meet the demands of the engineering profession globally.

The faculty is comprised of five departments, including Chemical and Materials Engineering, Civil and Environmental Engineering, Electrical, Computer and Software Engineering, Engineering Science and Biomedical Engineering, and Mechanical and Mechatronics Engineering. The faculty offers 10 specialisations across these 5 departments and is also home to the Graduate School of Engineering, which hosts the PGT programmes.

The Newmarket Campus is the base for several important research activities, including Mechanical Engineering, the Centre for Advanced Materials, Manufacturing and Design Advanced Composite Materials, the NZ Product Accelerator, Civil Engineering and much more. These leading-edge research facilities are paving the way for innovation and research excellence across many of our engineering disciplines.

Facts and Figures:

Student Profile:

- 3,613 domestic EFTS in 2023 (12% of total) up from 2,904 in 2014 (10% of total)
- 557 international EFTS in 2023 (10% of total) up from 473 in 2014 (13% of total)
- 4% identify as Māori (down from 5% in 2014, below UoA average 6-7%), 4% Pacific (up from 3% in 2014, below UoA average 8-9%)
- 280 students (5% of faculty) disclose that they experience disability
- Increasing 1N EFTS from 608 in 2014 to 665 in 2023.
- Increasing doctoral EFTS from 373 in 2014 to 398 in 2023— this has declined from 11% of the faculty EFTS in 2014, to 10% in 2023.

Faculty-specific potential benefits of option 1 and option 2 by Faculty



Option 1: The establishment a new faculty, combining the Faculties of Arts, Education and Social Work, and Creative Arts and Industries.

Faculty of Arts	
Potential Benefits	<p>The new structure would allow related areas in the current three Faculties to work together in the ways that could enhance disciplines, allow for exciting new collaborations, and re-energize small programmes that may currently be in a competitive relationship. Examples include Art History (Arts) and Elam (CAI); MTESSOL (EDSW) and MTESOL (Arts); Music (CAI) and Ethnomusicology (Arts).</p> <p>New degree programmes can be better served by this structure, such as the proposed Bachelors of Social Justice Studies and existing programmes such as the Bachelors of Global Studies or Bachelors of Communication.</p> <p>A reimagining of undergraduate degrees, along the lines of what is beginning with the ones in Arts, can be rolled out in all three Faculties in a systematic and more impactful way. This process would better align a wider variety of UG degree programmes with both CFT and Taumata Teitei. Improved access for education students to subject specialists across expressive arts, humanities, languages, and social sciences, with more integrated and unrestricted access to study/studio facilities for students across academic units.</p> <p>The current siloing of research centres could be broken down; for instance, the Public Policy Institute in Arts could be expanded to be a leader in educational policy should EDSW be joined in the same structure. Similar opportunities would arise with the Centre for Arts and Social Transformation in EDSW that would become more visible to staff in Arts and CAI who could contribute more to its success</p> <p>The restructure could allow for realignments of research groups and allow for staff to contribute more easily to more than one school/discipline as everyone would be under one budget line. Thus, requests for joint appointments could become more commonplace, allowing the new faculty to be more flexible in how academic staff are deployed.</p> <p>The new structure can adopt best practices of professional staff teams and generalize these for a much larger grouping. This could lead to more effective processes and improved support for the new faculty's key functions.</p>

Option 1: The establishment a new faculty, combining the Faculties of Arts, Education and Social Work, and Creative Arts and Industries.

Faculty of Education and Social Work	
Potential Benefits	<p>EDSW's future focus has been on vocationally-oriented general undergraduate degrees that are not subject to the onerous requirements of registration bodies, however, the new faculty would provide more options for where these might be located. This shift means that all qualifications leading to registerable professions, teaching, social work, counselling would be concentrated within postgraduate offerings (currently graduate/postgraduate teaching, Social Work and Counselling degrees, with both teaching and social work). Such programmes are amenable to fully-online asynchronous delivery making them available across NZ and with potential for international expansion. Success with the Auckland Online Master of Educational Leadership demonstrates the capacity in this area.</p> <p>An amalgamation provides the potential for a well-supported graduate school of education and social work, a better-resourced and more coordinated doctoral programme with a greater pool of supervisors available for education and social work candidates.</p> <p>The next period is one of high risk for the Faculty of Education and its ITE programmes. A new faculty may provide a place within which those who teach and research in these spaces can be supported through the various changes. A larger and more diverse academic staff can provide more varied educational offerings to students in a range of programmes such as music, drama, science, mathematics.</p> <p><i>Research</i></p> <p>Research in education and social work is increasingly carried out in small to medium sized teams. These teams bring researchers with different disciplinary and methodological expertise together. There is potential in a larger faculty for this to be exploited more fully and therefore bringing more transdisciplinary opportunities and being more attractive to public good and philanthropic funders.</p>

Option 1: The establishment a new faculty, combining the Faculties of Arts, Education and Social Work, and Creative Arts and Industries.

<p>Creative Arts and Industries</p>	
<p>Potential Benefits</p>	<p>Elam School of Fine Art, School of Music, Dance</p> <p>The new faculty will offer a wide range of benefits to students and staff from these Schools in CAI. For students this could lead to enhanced offerings for students in all disciplines leading to greater 'curatorship' of course selection that reflects the multi-modal future of work (writing, performing, making, speaking).</p> <p>Contemporary creative practice is concept based, and consequently CAI students will benefit from having an expanded choice of courses (and guest lecturers) across wide knowledge of social issues (Arts/EDSW) and access to Māori and Pacific Studies.</p> <p>The new faculty will provide enhanced teaching and learning practices in studio/relational teaching (CAI). In addition, there will be improved opportunities for teacher development with Music/Fine Arts/Dance and EDSW, as well as improved opportunities for social worker development and creative therapies teaching with Music/Fine Arts/Dance and EDSW.</p> <p>As discussed previously, a major benefit of the new faculty arrangement will be an increased inter- and transdisciplinary research potential across a range of disciplines.</p> <p>The full workshop offering would be shared by the new faculty, but student access would need to be carefully monitored for appropriate use (for coursework and research requirements) and Health, Safety and Wellbeing.</p>

Option 1: The establishment a new faculty, combining the Faculties of Arts, Education and Social Work, and Creative Arts and Industries.

Creative Arts and Industries	
Potential Benefits	<p>Architecture and Planning and the Design Programme</p> <p>CAI programmes have distinctive social, cultural and creative ethos. Some of the main benefits of including Architecture, Planning and Design with the rest of CAI in the shift to the new Arts, Education, Humanities and Social Sciences faculty include:</p> <ul style="list-style-type: none">• Graduate employability, for example, in creative teacher pedagogies across the CAI disciplines (Fine Arts, Design, Music, and Dance, and also including the built environment disciplines).• Strengthen already strong Māori and Pacific teaching and research profiles across CAI, EDSW and Arts, to benefit research and attract students.• Strengthen already strong sustainability teaching and research profiles across CAI, EDSW and Arts, to benefit research and attract students.• Aligned teaching and research methodologies and research in Art/Classics/Architectural History, Philosophy/Theory, Film and Media/Multimedia, Ethnomusicology/Musicology, Sustainability, Politics/Planning/Governance/Policy.

Option 2: Alignment of the School of Architecture and Planning, and the Design Programme with the Faculty of Engineering.

Faculty of Engineering	
<p>Potential Benefits</p>	<p>There are many opportunities that arise from the potential of Architecture, Planning and Design joining the Faculty of Engineering. These include:</p> <ul style="list-style-type: none"> • Better integration of design and planning into the Engineering syllabus. • Develop a new brand as the home for the built environment within the University • Develop new offerings such as Architectural Engineering, and new UG-PG pathways • Increase diversity within the student body, which is currently only 4% Māori, 4% Pacific and 25% women in Engineering. Also, improved diversity of the staff profile, which is currently about 11% women and only a small number of Māori and Pacific staff. <p>This possible faculty arrangement will provide new programme and course opportunities. As examples, this might include:</p> <ul style="list-style-type: none"> • Industrial Design • Architectural Engineering • Geomatics • Building Information Modelling
School of Architecture and Planning and the Design Programme	
<p>Potential Benefits</p>	<p>New fields are opening, which the new faculty could take a leading position. As an example, the School of Architecture and Planning have been considering the creation of a graduate school of the built environment, which would bring together many disciplines of the new faculty.</p> <p>With a closer connection in the same faculty, there are opportunities for enhanced teaching and learning practices in studio/relational teaching, digital technical and laboratory-based teaching (Engineering) and technical workshops. Guest lecturing across disciplines would reduce the need for sessional staff in some courses.</p> <p>The new faculty arrangement will provide a greater range of degrees and diversity of subjects. The School of Architecture and Planning offers a range of combined masters degrees, and the MArch(Prof), BUrbPlan (Hons), MUrbPlan(Prof), and combinations of the Masters degrees, are accredited. (The MArch (Prof) is the largest Masters degree cohort in the University (2-year degree).</p> <p>Sharing of specialist infrastructure, including the wind tunnel, acoustic lab, as well as the potential to explore sharing technical staff. There is potential for new strategic research infrastructure platforms, and increased inter- and transdisciplinary research opportunities across a range of areas.</p>