Whakamana Tangata
Student Services Strategy
2019 – 2022

Ko au, ko au.
Ko koe, ko koe.
Me haere ngātahi tāua.
I am me, you are you, but we can go on together as one.
Contents
Whakamana Tangata ................................................................. 3
Our context ........................................................................... 3
Our strengths ....................................................................... 6
  Vibrant and culturally diverse ............................................. 6
  Commitment to student learning and success ....................... 7
  Opportunities for students to engage, connect and create .......... 8
  Commitment to student recreation and wellbeing .................. 8
  Growth in Accommodation Services ..................................... 9
Eight key challenges for student services ................................. 10
  1. Delivering services from a student perspective ................. 10
  2. Ensuring we reflect Te Tiriti o Waitangi as integral to student services .... 11
  3. Reflecting the University’s Equity commitments ................ 11
  4. Encouraging student success ........................................... 11
  5. Creating a campus culture and community where all students feel they belong, are safe, and engage at the level that contributes to a great experience. .... 11
  6. Infrastructure that supports student needs ............................ 12
  7. Responding to changes in employment ............................... 13
  8. Recognising our fiscal challenge ....................................... 13
Outcomes ............................................................................... 15
  Ngā Maunga Whakahī - Build on our core strengths and points of difference .... 17
  Mana Motuhake – Student-centered service delivery .................. 19
  Tatai Hono – Career support and lifetime engagement ............ 21
  Pae Tawhiti – Student success ............................................ 23
  Whakamana taonga – Inclusive culture .................................. 25
  Wāhi tapu wāhi pai – Right infrastructure including student spaces ........ 27
Our measures of success ......................................................... 29
Priority new key initiatives ..................................................... 31
Our 8 design principles .......................................................... 32
The graduate profile ............................................................... 34
Shaping the strategy .............................................................. 36
Glossary ............................................................................... 37
Whakamana Tangata

Whakamana tangata signifies protection and enhancement of the dignity and mana of the student. This means being conscious of the dignity of others, responding positively to others, protecting and uplifting the dignity of others and therefore uplifting your own mana or dignity.

Our context

Services for students at the University of Auckland provide an encompassing structure supporting outreach, recruitment, retention and success of our diverse student community. These services are a fundamental contributor to a student’s overall university experience, with good support services enabling students to develop the capabilities set out in the University’s Graduate Profile.

This strategy reflects the University’s commitment to a special relationship with Māori that acknowledges Te Tiriti o Waitangi. The values of manaakitanga, whanaungatanga, and rangatiratanga provide a strong foundation for the future of student services and we are committed to developing our understanding of Te Tiriti and what it means for the services we offer.

Services traverse a spectrum from administration, transition, recruitment, academic and careers advice, to those that encourage strong engagement with other students and immersion in university life. Some services are designed to overcome personal barriers to participation, while others are provided to help students enhance and broaden their experience, develop friendships and support networks, underpin academic success, and maintain good mental and physical health and wellbeing.

At the University of Auckland our student services:

- Engage prospective students with study and future career opportunities;
- Assist them to easily apply for and enrol in the University;
- Guide, inform and assist students with services that support their participation in academic programmes at the University (for example scholarships and fees management, accommodation and disability services);
- Guide, inform, support and assist new and existing students with their continued enrolment throughout their programme until graduation;
- Facilitate a positive, enabling and inclusive culture and environment that supports student success (social, cultural and academic) and wellbeing;
- Identify and remove barriers to learning and success;
- Enable talented students to realise their potential across a variety of co- and extra-curricular activities; and
- Reinforce the learning, teaching and research experience, and fulfil the future career aspirations of our students and graduates.

These services aim to deliver a seamless and high-quality university experience for all our students, supporting participation, achievement and success across all levels of university learning and research.
Student expectations have changed significantly and will continue to change. Our student body has grown and become more diverse, while technological advances are transforming the way students wish to engage with and experience services. In an increasingly competitive recruitment environment, these changing expectations present a major challenge to the University.

Globally, universities are highly focussed on increasing the levels of student satisfaction with their services and the campus environment. This has a direct impact on academic achievement, overall university experience, and continued alumni engagement. Higher satisfaction increases the likelihood to recommend the university as a destination of choice to family, friends and colleagues.

All parts of the University strive to provide excellent services to our students, improving student engagement, success and retention. Data from the University’s Learning and Teaching Survey shows improved satisfaction over the last five years with selected services and resources. For doctoral students, the data from relevant surveys (Doctoral Exit) show decreasing satisfaction scores in several areas in recent years.

However, as good as University services and faculty initiatives are, student perceptions\(^1\) of a fragmented and siloed bureaucracy suggest the University should do more to align, integrate and improve our services if we are to deliver an experience worthy of expectations of New Zealand’s leading world-ranked University.

We have heard through our work with students, such as the student journey mappings, various student surveys, and barometers, just how complex and confusing students can find the University environment. Students expressed how anxious, isolated and frustrated they can often feel in getting the support they need at the time they need it. This can range from basic information, through to process challenges, academic and employment advice, learning support, social engagement and wellbeing, and cultural and personal needs. Student feedback also suggests that there are challenges in providing campus spaces that meet student needs. These factors contribute to their sense of belonging at the University and influence their sense of satisfaction with their university experience.

\(^1\) Student workshops Sept-October 2018
When we compare our student satisfaction results against the U.K. Russell Group\(^2\), we are behind on a number of key indicators, including overall satisfaction, feeling of belonging and accessible advice.

We have been unable to raise the level of ‘agreement’ on a sense of belonging in the student survey responses, which consistently lags far behind how ‘important’ students believe belonging to be.

Our aspiration to “provide a transformative and inspirational student services experience which encourages a lifelong connection with the University of Auckland” will require us to improve significantly against global satisfaction measures. We need to consider our priorities for service development and how these are aligned to student expectations of a great university experience.

\(^2\) Russell Group [http://russellgroup.ac.uk](http://russellgroup.ac.uk)

A comparison was undertaken against these results because University of Auckland services and size are similar to the UK Russell Group of Universities. The comparison against the G8 Australian Universities provided results similar to our University results.
Our strengths

The University offers a range of unique strengths based upon our location nationally and internationally. Similarly, the implementation of recent strategies, such as the Digital Strategy, Retail Strategy, and Retention Strategy have aimed to improve the experience and outcomes for our students. We must continue to build on our core strengths to provide a holistic set of services that support all aspects of the student experience, differentiate the University in a competitive market, and recognise that we are located in one of the world’s most highly diverse cities.

As the highest ranked and largest university in New Zealand with around 42,000 students and over 5,000 staff, we attract a diverse group of staff and students. The University has a significant proportion of international staff and students, with 8,000 students from over 100 countries. We are one of the largest providers of University level education to Māori and Pacific people in New Zealand, attracting 20% of all enrolled Māori and 32% of all enrolled Pacific people.

Vibrant and culturally diverse

As New Zealand’s largest city and business hub, Auckland (Tāmaki) accounts for around one third of New Zealand’s population and contributes almost 40% of the nation’s gross domestic product. Auckland’s population is home to people from over 120 different ethnicities.

Auckland (and New Zealand) is undergoing a rapid and historically significant demographic transformation. The increase in Māori, Pacific and Asian populations need to be recognised in our future planning.

Much of the University’s special standing is conferred by the University’s and nation’s place in the Pacific and by the University’s special relationship with Māori and its acknowledgement of the principles of Te Tiriti o Waitangi. Our student experience is therefore enhanced by an approach that is culturally located in Aotearoa – New Zealand for all students.

In order to fully embrace this diversity, the University is committed to a culture of inclusivity. We are committed to providing an environment where students with diverse backgrounds and needs are fully supported to achieve their individual goals and aspirations and are all provided with rich learning and life experiences and opportunities.

The University will build on an inclusive culture and environment that enhances and fosters all students by:

- Welcoming all students and ensuring their orientation into the University is a comprehensive and positive experience;
- Fostering a University environment which is safe and respectful for all students;
- Acknowledging all students as culturally located individuals and having the capacity to truly incorporate that into learning and life in the University;
- Ensuring systems that identify the unique needs and aspirations of all students, and then delivering appropriate support and pathways that provide for those needs;
• Providing student services that are innovative, flexible and personalised to meet diverse needs;
• Providing an inclusive learning environment and an adaptive physical environment that meets the needs of the diverse student body; and
• Providing opportunities to build strong connections with fellow students and the wider University (from admission through to graduation and beyond).

Commitment to student learning and success
Our offerings are comprehensive, with at least 289 programmes, including over 8,200 courses and 18 foundation courses delivered through eight faculties representing each of its main disciplines: Arts; Business and Economics; Creative Arts and Industries; Education and Social Work; Engineering; Law; Medical and Health Sciences; and Science, and two large-scale research institutes: the Auckland Bioengineering Institute and the Liggins Institute.

The University has developed services, infrastructure and expertise to prepare students for their studies at different stages - from pre-orientation to doctoral skills programmes - with a strong emphasis on academic literacies and the development of graduate capabilities aligned with the Graduate Profile.

Services and targeted support are provided through workshops, advice and online resources to help develop study skills, information literacy, academic writing and academic integrity. It also includes specialist services and expertise in English language enrichment and inclusive learning. The Tuakana Learning Community supports the holistic development of Māori and Pacific learners. In addition, a range of peer mentoring programmes have been developed and run by the faculties and by Campus Life to support students in their learning, exam preparation and language competencies.

The University has also invested significantly in digital information resources to ensure students have 24/7 access to key course materials that are organised consistently from wherever they are studying (for example through Canvas and Talis Reading Lists). This digital access is now available across a full range of devices and mobile platforms.

Online examinations are being rolled out with pilots, in particular with the Faculty of Law, and with increasing participation from other faculties.

The University continues to introduce a wide range of student spaces and multi-dimensional learning spaces in a range of faculties to better support blended learning, including the Tuākana Learning spaces.
Opportunities for students to engage, connect and create
The University supports over 240 student groups with a combined membership of 38,000 students (no duplicates removed). We provide $1.5 million annually in grants, event support and facilities and a dedicated team provides administration support and training for club executives.

University-supported student groups are, for the most part, student-led and students join them to make friends, especially across disciplines, and to broaden their University experience. Student leaders routinely testify to the additional leadership, management and inter-personal skills they gain. Likewise, faculties offer a wide variety of student-led leadership and mentoring programmes.

The University takes a more proactive role in supporting some student-led activities, such as Formula SAE, the Auckland Programme for Space Systems and the Velocity programme. The latter has forged over 120 new ventures generating over $220 million of capital, creating more than 600 jobs and selling products and services into 37 countries, providing students with life transforming experiences and preparing them to be global citizens.

The University’s 360 Auckland Abroad student exchange programme enables students to spend one or two semesters abroad, from a choice of more than 90 tertiary exchange partners worldwide. Our aspiration is for 25% of undergraduate students to enjoy this and other overseas opportunities; so far, we have grown the number to 20%.

Students are also increasingly looking for opportunities to translate ideas into prototype designs and products. The University raised $9.6 million in sponsorship to establish the Unleash space, which provides wrap-around support, leading-edge equipment, and experiential programmes and events that can help students grow their idea into a successful venture.

Our aspiration is to have 10% of all students engaged in our innovation and entrepreneurship activities by 2020. In 2018, we achieved growth in participation with 2,557 students taking advantage of the range of services and facilities on offer. With 6% of our students engaged so far, we are on track to achieve our goal by 2020.

Commitment to student recreation and wellbeing
The physical health benefits of exercise have long been well-understood but now it is also recognised as an important contributor to cognitive performance and mental health. For university students, a wide range of research studies also show benefits to social engagement, retention, personal development and career outcomes. As a recent report which surveyed students from 104 higher learning institutes across the UK concludes:

“...there is a clear association between activity levels in students and personal wellbeing, mental wellbeing, social inclusion and perceptions of attainment and employability. These results highlight the great importance of leading an active life for students.”

---

The scale of sport and recreation activity at the University of Auckland is significant. There are:

- 7,000 student Recreation Centre members;
- 2,600 group fitness and dance classes per annum (59,000 class attendances);
- 430,000 visits to the Recreation Centre per annum (one of, if not the, busiest in New Zealand);
- 1,800 participants in sports leagues, inter-faculty and inter-tertiary tournaments; and
- 28 sport clubs supported, with a combined membership of 3,400 students.

At a conservative estimate there are 10,500 unique students using our sport and recreation facilities and services. The new Recreation Centre will double that number and double the current benefits, with:

- 72% of Recreation Centre members reporting that their membership has reduced stress;
- 88% saying it has helped them make friends;
- 41% reporting an increase in self-confidence;
- The average Recreation Centre member’s GPA\(^4\) being significantly higher than the undergraduate average.

Regardless of preventative measures taken, students will still become unwell from time to time and the University provides a comprehensive primary care medical centre, along with a team of counsellors and psychologists to support student wellbeing.

Consistent with other universities, the University of Auckland has experienced an increased demand for mental health support from its students. The Health and Counselling Service currently conducts 7,000 counselling sessions per annum as well as approximately 15,000 medical appointments (about 40% of the total), related to mental health.

The University has invested in additional staff to reduce wait-times (down from 2 weeks in 2012, to fewer than 4 days for routine counselling; same day for urgent appointments). However, it is also developing a comprehensive wellbeing programme to help students stay well and to seek early guidance and support.

### Growth in Accommodation Services

Students in University Halls of Residence benefit from living exclusively with other University of Auckland students in close proximity to campus. They have easier access to academic and non-academic support services, and to support provided by their fellow residents and Accommodation Services staff, including live-in Residential Advisors.

Residential students have been shown to transition more successfully into University life, be more engaged with the University and more likely to succeed academically and socially, achieving a higher average GPA than their peers in private accommodation\(^5\).

---

\(^4\) Campus Life analysis (Semester 2 - 2017) Average GPA for UG students was 4.55; in accommodation it was 5.29.

\(^5\) Campus Life analysis (Semester 2 - 2017) Average GPA for UG students was 4.55; in accommodation it was 5.29.
The provision of accommodation is critical to the recruitment and retention of high potential non-Auckland school leavers and international students.

Commuter students benefit from the improved campus life that on-campus accommodation supports. Residential students make up 50% of Recreation Centre members and a similar proportion of enrolled clients of the Health Service. The increased number of residential students on campus has made it easier to grow the number of social events, clubs and other aspects of campus life.

Recognising the benefits of student accommodation, the University increased provision from 1,300 beds in 2011 to 3,600 beds in 2019. From 2020 this will increase to 4,800. Despite this growth, applications per bed available continue to run at more than 2:1. Our long-term target is 8,000 beds, which is intended to position us closer to the average of peer universities.

**Eight key challenges for student services**

The feedback from students and staff gathered through focus group workshops, surveys, market research and student journey mapping activity has identified eight key challenges that must be addressed if we are to deliver on our vision of a "transformative and inspirational student services experience".

1. **Delivering services from a student perspective**
   - Our students should be the focus of every interaction. A customer-centric ecosystem was recommended in the Customer Experience Framework for Support Services.\(^6\)
   - Students want access to seamless, accurate, reliable, consistently high quality, and personalised services. These should be available at the time they want it, through online and in-person channels.
   - 2018 satisfaction levels for faculty student centres and student advisors sit at 76%. We need to provide academic advisory services that are value-add, culturally responsive and personalised. This may require the redesign and updating of systems and processes.
   - Student satisfaction levels range from 68-70% on receiving ‘good advice on their programmes when they need it’. The level of satisfaction has remained flat over the last three years. Academic advisory services should recognise and allow for student differences and identities in guiding them to select the right qualification and course pathways, from the initial enquiry stage and throughout their academic journey.
   - Students want the opportunity to influence and partner with the University and be involved in the design of services, both of which are important aspects of student engagement.\(^7\)

---

\(^6\) Customer Experience Framework for Support Services by PurpleShirt

\(^7\) Student Engagement Strategy Working Group
2. **Ensuring we reflect Te Tiriti o Waitangi as integral to student services**

- Continue to partner with Māori to further develop services and a student experience that reflect the principles of Te Tiriti o Waitangi and our unique place in Aotearoa to the benefit of all students.
- Partner with Māori to further develop a holistic approach to services and student experience.
- We need to have targeted strategies to develop an environment for Māori to ensure that we are the University of ‘first choice’ for Māori and that Māori experience success, as Māori.
- The University will implement its Te Reo Māori policy.

3. **Reflecting the University’s Equity commitments**

- The University must provide a safe, inclusive and equitable study and work environment characterised by impartial, and merit-based decision making.
- We need to create strategies and the environment that support equitable access, participation, engagement, and success for all students, including the priority groups identified by the University that truly reflect the diversity of our student body.
- We need to further develop our understanding of international students’ needs and develop our approaches to reflect these needs.

4. **Encouraging student success**

- We must enable our students to be better prepared prior to enrolling in an undergraduate qualification. This means engaging with them through their schools and, where appropriate, guiding them towards, and demonstrating the benefit of, our foundation course pathways.
- Students can find the University environment complex and confusing. We need to make it easier for them to navigate our services, systems and processes, through better integration.
- We need to prioritise the provision of consistent comprehensive orientation programmes, student academic advisory services and student mentoring. We aim to ensure all students successfully graduate and remain connected to the University whilst going on to be successful in their choices for life after University. Tailoring support to specific student cohorts will remain important.
- We need to better align with the future learning and teaching needs of students so they develop life skills and transferable skills that improve their employability opportunities.

5. **Creating a campus culture and community where all students feel they belong, are safe, and engage at the level that contributes to a great experience.**
• The increasing diversity of the student population in terms of country of origin, age, sexual orientation or gender identity, and areas of special interest is both a strength and service challenge.
• Having a mix of students who reside on campus, source their own accommodation, stay with family and need to commute in a busy city can also create challenges in enabling students to feel a sense of connection with the University and their fellow students.
• We need to create an environment and community that is supportive, inclusive, culturally responsive and caters to the diverse needs of all students, while recognising Auckland’s commitment to Māori, as tangata whenua. We also need to recognise our strong cultural, social and economic ties with the Pacific region.
• We need to be cognisant of the University’s different campuses and student cohorts based at these campuses. The aspirations articulated throughout the strategy are assumed to be the aspirations for all service delivery, City Campus and beyond, unless differences are explicitly articulated and brought through into the related value propositions. Whilst there is recognition of the University’s fiscal challenges and that duplication of infrastructure is neither desirable nor affordable, lateral solutions need to be identified to deliver a common standard of service and experience.
• The focus on community and creating a sense of belonging also has to recognise the challenges for many students in making the transition from high school (small class sizes, tightly bound friendships built over the years and family support) to a large and complex environment with often classes and cohorts of several hundred students.
• Doctoral and other postgraduate students tend to face a different set of challenges, such as more independent study and research, and/or family commitments leading to a feeling of isolation. There are more limited social opportunities for mature students to encourage a sense of belonging in the community.
• Feedback from students and staff at all levels highlighted concern with high levels of anxiety, stress and mental health symptoms. Our wellbeing services, such as pastoral care, counselling and mentoring are currently distributed across the University’s faculties and central services. There needs to be greater integration and focus on preventative measures, such as wellbeing and resilience building services.
• We need to ensure we acknowledge our connection with Māori and that this is represented in the signs, symbols, imagery of our spaces. We need to utilise tikanga to ensure that the values of manaakitanga, whanaungatanga and kaitiakitanga are embedded in our practices.
• We need to ensure that our connection with the Pacific region is similarly represented in the signs, symbols, imagery of our spaces.
• We need to ensure that our respect for other equity groups and communities, such as LGBTI, is conveyed and reinforced in the symbols and imagery of our spaces.

6. Infrastructure that supports student needs

• Changing teaching practices and the opportunities that digital technology brings, leads to increasingly blended and collaborative learning. This changes the
demands and expectations on the delivery of student services and the use of space for students to connect, build networks and collaborate.

- Significant demand for bookable spaces needs to be met for collaborative work and study, as well as informal shared spaces and an environment that provides a sense of connection and community. The University must ensure that best practice is met for accessibility (digital, environmental and physical) for all facilities and services.
- Students express their desire for extended access to facilities on campus (e.g. 24/7 study spaces), and increasingly expect extended access to services and support through digital channels. This raises challenges in terms of cost, safety and sustainability.
- The University’s building investment programme needs to continue to design and deliver spaces that support both formal and informal student learning.
- We need to develop infrastructure and services to support students with a more digital lifestyle, which includes good Wi-Fi, device charging points, access to applications anywhere, anytime, on any device with IT student support services available when students need them.

7. Responding to changes in employment

- Students of today are preparing themselves for careers that do not currently exist, or in some cases cannot even be imagined. This means they need to build transferable skills that will be attractive to future employers or empower them to build their own enterprises. The University must help students to build those skills within and alongside the formal curriculum.
- Effective career advisory services for diverse student cohorts with diverse needs, opportunities for volunteer leadership, work placements, internships, and interactions with industry speakers and networks are also becoming increasingly important. This includes encouraging lifetime engagement and participation with alumni for mentorship, work placements and employment of students or other alumni.

8. Recognising our fiscal challenge

- We have high aspirations to deliver better student-centric services, however our revenue is growing more slowly than costs in real terms. UniForum data currently highlights a fragmented allocation of FTE resource to transactional activities such as admissions and enrolment, student assessment, scholarships, and student equality and disability support. Delivery of value-add advisory services are also distributed across the University. These are the higher-touch, person to person interactions that recognise individual circumstances, and learning and development needs and aspirations.
- There are a number of opportunities for the University to streamline our processes to better meet student priorities, and thereby reassign current resources. Cost efficiencies can be gained through more effective transactional services and by harnessing digital technology that meets international digital accessibility standards. Streamlining end-to-end processes to reduce duplication and conflicting information will also provide students with a range of choices from self-help through to in-person support depending on their level of need.
• We need to be mindful of our commitment to meeting our aspirations for Māori and for equity groups, which requires us to apply the principle of equity, and ensure we allow for the unique challenges of different groups, whilst being fiscally responsible.
Outcomes
What the strategy aims to achieve

These outcomes will be delivered via 17 defined strategic directions and areas of focus.

Much of the University’s special standing is conferred by the University’s and nation’s place in the Pacific region and by the University’s commitment to a special relationship with Māori and to the principles of Te Tiriti o Waitangi.

We are committed to a partnership approach with students in the development and implementation of this strategy. With students at the centre of this strategy, we acknowledge that their needs will continue to evolve and change, and we will be required to quickly respond and adapt to those needs. More broadly, the University will also need to adapt to new demands arising from an ever-changing environment. This will require a permanent cycle of planning, design, development, implementation, and evaluation.

Student Services will support staff capability by fostering development of a future focus, a growth mindset and a positive team culture. Staff working in Student Services will continue to develop and learn, as lifelong learners themselves. The usual skills and tried and tested approaches will not ensure success given the challenges we’re facing in today’s modern environment.
We need to ensure high quality and equitable access to services regardless of where students are and how they wish to engage, e.g. online, in-person and from different locations.

For each strategic outcome, priorities will be agreed, and an action plan developed, to set measurable goals over the next four years.
We operate in a highly diverse and competitive environment, with students able to choose where and how they study within New Zealand and across the world. It is therefore vital to continue to enhance our strengths and strategic points of difference.

How to achieve this outcome:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Focus areas</th>
</tr>
</thead>
</table>
| **Strategic Direction 1**<br>Celebrate our diversity and recognise our place in the Pacific at the centre of what we are and do as the University of Auckland. | **Celebrate diversity**<br>Showing mutual respect, generosity of spirit and care for others by celebrating Māori, as tangata whenua, our diversity and our identity within the Pacific.  
- Partner with PVC Māori to ensure that we are responsive to Māori in everything we do.  
- Partner with PVC Pacific to develop our capacity to produce thriving Pacific students.  
- Partner with PVC Equity to ensure we are catering for diverse student needs. |
| **Strategic Direction 2**<br>Opportunities to connect, create a sense of belonging and have transformative experiences. | **Creating opportunities to connect, belong and have transformative experiences**<br>  
- Helping students realise their innovation and entrepreneurial dreams by encouraging them to take advantage of the Unleash space and/or including innovation and entrepreneurship opportunities in student work experience placements.  
- Celebrate and support our diverse international community of students.  
- Connect with Māori students, whānau, iwi, hapū and industry. |
### Strategic Direction 3

Continue our investment in recreational and wellbeing facilities and services to help enable a resilient and physically and mentally healthy student community.

- Connect with Pacific families, communities, organisations, and industry.
- Support the effective operation of student clubs, societies, cultural events.
- Provide opportunities for leadership, and mentoring.
- The opportunity to study abroad can be life changing. Focus on reaching our target of 25% of all undergraduate students plus ensure quality support for those overseas. Explore possible partnerships with the Pacific region.
- Develop South Auckland facility to offer some capacity proximate to large Pacific communities.

### Ongoing investment in infrastructure and services

- Continue to invest in recreation and wellbeing facilities and services.
- Develop supporting online and face-to-face services, activities and material for enabling students to build resilience and mental wellbeing.

### Link to key challenges for student services

Creating a campus culture and community where students feel they belong, are safe and engage at the level that suits them and that is reflective of our place in the Pacific.

### Existing strategies or key strategic activities

- Student exchange programmes.
- Innovation and entrepreneurship strategy and activities.
- Planned new recreation centre and ongoing investment in student accommodation places and options.
- Retention strategy.
- University-wide and faculty-specific mentoring and leadership programmes (e.g. Tuākana).
- Tuākana community learning spaces.
Student focus groups and previous market research studies have all highlighted the need to put the student at the centre of the design and delivery of our service culture, processes and systems.

Overall, the University is committed to an excellent student experience for all its students. However, what that experience is, and how it is delivered, may differ from student to student. Services need to develop personalised approaches, whether online or in-person, that recognises the individual student journey.

**How to achieve this outcome:**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction 1</strong></td>
<td><strong>Effective digital channels</strong></td>
</tr>
</tbody>
</table>
| Providing a seamless integrated whole of institution student advisory service. This includes both digital and face-to-face services so students can choose their preferred channel. | • Efficient transactional services, with a higher proportion of resource focused on value-add activities.  
• Creating integrated self-service advisory services that are supported by personal data that identifies the student, and their personal circumstances.  
• Accessibility meets international digital standards.  
• Delivery standards that takes account of our uniqueness and incorporates tikanga Māori. |

| **Strategic Direction 2** | **Student centric** |
| Provide flexible and personalised delivery of advisory services that are student rather than organisation centric. | • Develop and utilise a holistic view of all students to inform service design and delivery.  
• Partnership approach to service design and delivery involving academic, professional staff and students.  
• Build staff capability in student centric delivery. |
Strategic Direction 3

Minimising the impact and constraints of rules and regulations on student centric service.

- Build staff capability in a range of new skills e.g. cultural competency, digital literacies and customer service capabilities.
- Further development and delivery of services that meet the diverse needs of cohorts of students with particular needs, e.g. Foundation Programme students, students where English is not their first language.

Minimising impact of bureaucracy

- Removing barriers that do not serve the interests of the student body, by empowering staff to make decisions, including exemptions from rules and regulations where this may not account for equity.
- Empower staff to take responsibility to follow through and ensure each student query is fully resolved.
- Ensure that communications to students are clear and concise, useful and necessary, and are in a style and tone that reflects a service culture.
- Establish a University-wide plan for proactive communications to students to foster engagement and prevent duplication and confusion.

<table>
<thead>
<tr>
<th>Link to key challenges for student services</th>
<th>Existing strategies or key strategic activities</th>
</tr>
</thead>
</table>
| Delivering services from a student centric perspective. | - Student Digital Strategy  
- Student Digital Journey (SDJ)  
- Marketing automation  
- Doctoral Service Delivery Strategy |
The University needs to help students prepare for a changing career landscape where they need to build skills to suit jobs that currently do not exist.

The University also has an opportunity to support students with their lifetime learning to enable them to upskill and reskill to meet changing career needs.

It is important for students to develop skills and knowledge that enable them to be able to engage effectively with the modern Māori economy.

How to achieve this outcome:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction 1</strong></td>
<td>More effective engagement with industry and building transferable skills</td>
</tr>
<tr>
<td>Enable students to build and articulate transferable skills and obtain relevant work experience.</td>
<td>• Providing students with transferable skills and attributes that will be attractive to future employers.</td>
</tr>
<tr>
<td></td>
<td>• Coordination of work experiences.</td>
</tr>
<tr>
<td></td>
<td>• Building industry connections and exposure for students.</td>
</tr>
<tr>
<td></td>
<td>• Targeted strategies that connect Māori with iwi and industry.</td>
</tr>
<tr>
<td></td>
<td>• Targeted strategies that connect Pacific students with industry and government, including Pacific Island governments.</td>
</tr>
<tr>
<td></td>
<td>• Targeted strategies that connect international students with industry and government.</td>
</tr>
<tr>
<td><strong>Strategic Direction 2</strong></td>
<td>Engagement between alumni and current students</td>
</tr>
<tr>
<td>Provide students with multiple channels to engage with and learn from people with current industry experience.</td>
<td>• Providing students with exposure to alumni success stories including those relevant to Māori and Pasifika.</td>
</tr>
<tr>
<td></td>
<td>• Enhance existing mentorship and work placement processes.</td>
</tr>
<tr>
<td></td>
<td>• Support the strengthening of alumni.</td>
</tr>
<tr>
<td><strong>Strategic Direction 3</strong></td>
<td><strong>Lifetime learning</strong></td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| Develop processes and systems that support the engagement of alumni in lifetime learning and ongoing involvement with the University. | • Providing relevant online courses that resonate with alumni, supported by promotional pricing and marketing.  
• Ensure systems and processes make alumni enrolment simple. |

<table>
<thead>
<tr>
<th><strong>Link to key challenges for student services</strong></th>
<th><strong>Existing strategies or key strategic activities</strong></th>
</tr>
</thead>
</table>
| Responding to changes in the career landscape. | • University Work Based Learning (WBL) guidelines.  
• Online learning for working professionals’ initiative.  
• Micro-credentials delivery. |
Helping our students prepare for life at University and supporting them during their academic and broader student experiences will equip them for a successful life after graduation. We also support Māori students to achieve success, as Māori.

**How to achieve this outcome:**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction 1</strong></td>
<td>Helping students prepare for university</td>
</tr>
<tr>
<td>Enabling students to prepare for success before they arrive at University, taking into consideration the unique needs of Māori and students from equity groups.</td>
<td>• Enhance setting expectations of what life will be like at University, for example through new orientation modules.</td>
</tr>
<tr>
<td></td>
<td>• Support students’ choices on taking the right academic path including foundation courses where appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Develop culturally appropriate and targeted programmes for Māori and Pacific students, and students from Equity groups.</td>
</tr>
<tr>
<td><strong>Strategic Direction 2</strong></td>
<td>Increase academic literacy and student learning support</td>
</tr>
<tr>
<td>Developing students to be independent and resilient learners prior to and during the time they are at University.</td>
<td>• Improve creative and critical thinking.</td>
</tr>
<tr>
<td></td>
<td>• Increase online guidance for students on learning skills and techniques.</td>
</tr>
<tr>
<td></td>
<td>• Refresh and extend student mentoring programmes.</td>
</tr>
<tr>
<td><strong>Strategic Direction 3</strong></td>
<td>Supporting transition at key points</td>
</tr>
<tr>
<td>Supporting students at key transition points.</td>
<td>• Support for new students, particularly in the first few months.</td>
</tr>
<tr>
<td></td>
<td>• Early detection and intervention for students who are facing challenges.</td>
</tr>
<tr>
<td></td>
<td>• Promote greater resilience and wellbeing.</td>
</tr>
<tr>
<td></td>
<td>• Support when selecting options during transition from year to year.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Link to key challenges for student services</th>
<th>Existing strategies or key strategic activities</th>
</tr>
</thead>
</table>
| Making the University the preferred choice for Māori and Pacific students. Creating a campus culture and community where students feel they belong, are safe and engage at the level that suits them. | • Stem Online  
• The Pacific Academy  
• South Auckland presence strategy (in development)  
• Tertiary Foundation Certificate  
• Unibound  
• MAPAS  
• Tuākana Learning Community  
• Introducing Academic Literacies in Engineering Part I courses  
• Declaring Your Major  
• Integrated/embedded mentoring programmes  
• Early Start International |
Whakamana taonga - Inclusive culture

The University is committed to developing a campus environment and community that is supportive, inclusive, and culturally responsive and caters to the diverse needs of all students.

How to achieve this outcome:

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction 1</strong></td>
<td><strong>Safe, inclusive environment</strong></td>
</tr>
</tbody>
</table>
| Providing a safe, inclusive environment where students can celebrate their identity. | • Celebrating diversity.  
• Improving cultural awareness and sensitivity amongst students and staff.  
• All staff are aware of the University’s special relationship with Māori and the principles of Te Tiriti o Waitangi and how this translates into service provision.  
• Build cultural competency in all staff. |
| **Strategic Direction 2**       | **Culture and respect**                                                     |
| Support for students in finding their place, connecting with fellow students and coping with academic and life pressures. | • Creating a culture of hospitality, kindness, generosity and showing respect for others.  
• Greater visibility of Māori heritage  
• Support and increased visibility for Pacific language weeks (and languages).  
• Culturally appropriate and affordable food and catering options. |
<p>|                                 | <strong>Enabling students to connect</strong>                                            |
|                                 | • Build on the strength of existing student clubs and societies.            |
|                                 | • Build opportunities for students to engage with the wider community and industry to build connections and lasting networks. |</p>
<table>
<thead>
<tr>
<th>Link to key challenges for student services</th>
<th>Existing strategies or key strategic activities</th>
</tr>
</thead>
</table>
| Making the University the preferred choice for Māori and Pasifika. Creating a campus culture where all students at all levels feel they belong, are safe and engage at the level that suits them. | • UniBound  
• Te Reo Māori policy  
• Faculty mentoring programmes |
**Wāhi tapu wāhi pai –**
Right infrastructure including student spaces

As the use of blended and online learning increases it changes the type of spaces students need. Recent and ongoing building projects have recognised that changing need. However, there are opportunities for more collaborative planning to take place at a campus, rather than building or sector level to improve the student experience.

**How to achieve this outcome:**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Focus areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Direction 1</strong></td>
<td><strong>Space design and provision</strong></td>
</tr>
<tr>
<td>Create spaces for students to connect, build networks and collaborate.</td>
<td>• The need for team based bookable spaces for collaborative work and study.</td>
</tr>
<tr>
<td><strong>Strategic Direction 2</strong></td>
<td>• Include spaces and an environment that provides a sense of connection and student community.</td>
</tr>
<tr>
<td>Taking a student centric approach to campus and building design, incorporating our commitment to Te Tiriti o Waitangi and our place in Aotearoa into the design of spaces.</td>
<td>• Improved collaboration between faculties, Campus Life and Property Services to ensure more student centric spaces in new and repurposed buildings.</td>
</tr>
<tr>
<td><strong>Strategic Direction 3</strong></td>
<td>• Dedicated spaces for Māori and Pacific students to connect and collaborate</td>
</tr>
<tr>
<td>Supporting the broader student experience and digital lifestyle of today’s students.</td>
<td>• Practices that are welcoming yet sustainable (i.e. heating, air conditioning).</td>
</tr>
</tbody>
</table>

**Supporting student digital experience**

- Good Wi-Fi, device charging points, access to applications anywhere, anytime, on any device with IT student support services available when students need them (i.e. outside normal “office” hours).
<table>
<thead>
<tr>
<th>Link to key challenges for student services</th>
<th>Existing strategies or key strategic activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivering services from a student perspective.</td>
<td>• Investments in major building projects including the Sector 300 North, Gateway, Engineering and CAI Design School.</td>
</tr>
<tr>
<td>Creating a campus culture where students feel they belong, are safe and engage at the level that suits them.</td>
<td>• South Auckland facility (in development).</td>
</tr>
<tr>
<td>Responding to changes in academic delivery.</td>
<td>• Student digital strategy.</td>
</tr>
<tr>
<td></td>
<td>• FlexIT project to enable students to access a range of software applications from anywhere, on any device at any time.</td>
</tr>
</tbody>
</table>
Our measures of success

How we measure achievements under the strategy

The creation of a strategy and measures of success requires the establishment of a governance framework. This will provide oversight for the continuous monitoring of the strategy implementation and progress. The governing group acknowledge that a true partnership between students, faculties and service divisions, and Māori as tangata whenua, is required.

Identification of lead indicators aligned to the University’s KPIs will enable pro-active identification of benefit realisation. The following insights surfaced when the strategy outcomes were mapped against the University’s KPIs:

- Greatest alignment to the University’s KPIs are with the outcomes “Career support and lifetime engagement” and “Student success”;
- Primary benefit measures are those that align with University’s KPIs of “Greater student satisfaction” and “Improved success for Maori and Pasifika”;
- “Student centric service delivery” outcome can drive efficiency and cost effectiveness;
- “Inclusive culture and student wellbeing” outcome can drive cost effectiveness;
- “Right infrastructure” needs to align with the LTACP capital works programme.

“Students expression of satisfaction with their overall university experience” KPI is also a direct indicator of “Student Success” for this strategy.

<table>
<thead>
<tr>
<th>Student Services Strategy Outcomes</th>
<th>Ngā Maunga Whakahii - Build on core strengths</th>
<th>Mana Motuhake - Student Centred Service Delivery</th>
<th>Tatal Hono - Career Support and Lifetime Engagement</th>
<th>Pae Tawhiti - Student Success</th>
<th>Whakamana taonga - Inclusive culture and student wellbeing</th>
<th>Wāhi tapu wāhi pai - Right infrastructure</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Auckland’s KPIs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clever People</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A focus on quality rather than growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent students</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A stronger graduate programme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>An international student body</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Highly engaged staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Striving For</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently high course quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater student satisfaction</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A sustainable revenue base</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>A safe environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Improved environmental sustainability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A high performing institution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Better World</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value added to people’s lives</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Improved success for Maori</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Improved success for Pasifika</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Enhanced innovative capability</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Contribution to knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Ngā Maunga Whakahī**  
- Build on core strengths
  - Students' expression satisfaction with their overall university experience
  - Current: 9
  - Target: >=90%

**Mana Motuhake**  
- Student Centred Service Delivery
  - Students' expression satisfaction with their overall university experience
  - Current: >90%

**Tatai Hono**  
- Career Support and Lifetime Engagement
  - Students' expression satisfaction with their overall university experience
  - Current: >90%

**Pae Tawhiti**  
- Student Success

**Whakamana taonga**  
- Inclusive culture and student wellbeing

**Wāhi tapu wāhi pai**  
- Right infrastructure
  - Students' expression satisfaction with their overall university experience
  - Current: 9
  - Target: >=90%

---

9 2020 Target for “Greater Student Satisfaction” is in the Strategic “Plan on a page” 2013 – 2020 - Our Key Performance Indicators [https://microstrategy.auckland.ac.nz/MicroStrategy/asp/Main.aspx]
Priority new key initiatives

The University has a number of principles for service initiatives that will support students:

- Understand our (potential and existing) students better;
- Continue to invest in services that work;
- Remove investment in duplication and ineffective services;
- Align organisational structures, incentives, control and accountability to good outcomes for students;
- Better leverage technology, especially to digitise and automate appropriate transactions and to provide frictionless access to information and services wherever possible;
- Free up people from transactional work to focus on interactions that add value for our students; and
- Invest in new initiatives where resources allow.

Priority key initiatives will be decided during strategy implementation planning.
Our 8 design principles

What are design principles

The analysis of students’ needs and desires (derived from the “jobs to be done framework” used as the base of the strategy design) highlighted a number of aspects that should be considered to enable the provision of seamless, fit for purpose student services and experiences.

These aspects were consolidated into eight underpinning design principles that should be used to inspire and guide the ongoing development of the student services. The design principles were discussed and agreed upon by a cross-functional team from the University of Auckland.

By using the eight underpinning design principles as a frame of reference, we can ensure that students’ needs stay at the heart of how we plan, develop and deliver services.

Principle 1: Start with needs

When designing services and experiences, start with the graduate profile and then identify students’ needs to achieve that profile. If you don’t know what the needs are, you won’t build the right thing. Analyse data, do research, speak to students, and validate.

Empathise with their hopes, fears and anxieties and remember what they ask for is not always what they actually need. We actively seek to learn more about their expectations and enable students to shape the direction and delivery of students’ services, clubs and societies.

Principle 2: Create a sense of belonging

University life is often about new beginnings. Meeting new people, crystallising new friendships, living in a new town (for some), and learning how to be more independent. Creating an environment that supports and nurtures this transition and ultimately creates a sense of belonging to the University and its communities is key for seamless transition to student life. In doing so, we can create life-long relationships with student cohorts and the University. We also acknowledge that many students (e.g. postgraduate) have studied elsewhere and bring that experience with them.

Principle 3: Promote wellbeing

Students need to feel valued and safe, both physically and mentally, to fulfil their academic potential. Creating an environment where students can get the support they need, when they need it, so they can flourish and be their best in their academic lives.

Principle 4: Enable personalisation

Students must be able to get timely access to the right resources, environments, services and tools to create an experience that meets their own needs. Providing flexibility of choice and allowing students to personalise their experiences is key.
Services should be accessible from a place that students know, is close to them, and meets their needs.

**Principle 5: Make services accessible and inclusive**

Ensuring that services and resources are accessible through different channels (e.g. online, phone, face-to-face) and inclusive (designed to encompass the breadth of student circumstance) enables students to make the most of the support and resources that are made available to them.

**Principle 6: Empowering**

Creating a supporting network of resources and tools enables students to build their independence. Ultimately, this empowers students to make better decisions, stay on track, work autonomously and ethically, show resilience and proactivity, and build their own academic and professional identities.

**Principle 7: Fit for purpose**

Allocate the right resource to the right priority of needs, understand what excellence looks like and align activity with the University strategy to make informed decisions. This also includes operating within fiscal constraints whilst also improving services and delivering other desired outcomes.

**Principle 8: Partnerships for mutual benefit**

The University of Auckland has a strong history of developing partnerships with Māori which acknowledge the principles of the Treaty of Waitangi / Te Tiriti o Waitangi. This is reflected in the provision of services to students and increasingly adding value to the student experience. We need to partner with students to address their consistent feedback raised in surveys and workshops and take a co-design approach for changes and improvements aimed at providing students with a better experience.
The graduate profile

This strategy aligns with the University Graduate Profile, in particular with the following two goals:

“Although each individual will carve their own route and develop according to their abilities and ambitions, all students will have the opportunity to transform themselves as Scholars, Innovators, Leaders and Global Citizens. These opportunities are embedded within courses and programmes, and with the students’ wider experiences at university.”

“The University is ambitious for its graduates and anticipates that they will be instrumental in shaping the future of New Zealand, the Asia Pacific region and global communities. To this end, it seeks to develop in its graduates the attributes and capabilities they will need to have a positive and substantial impact on a complex and changing world.”

The Profile then sets out the following aspirations:

- **Scholars** – Graduates of the University have a broad knowledge base and disciplinary expertise. They are aware of contemporary research in their field of specialisation and able to conduct their own research and investigations. They are excited by ideas, discovery and learning and are conscientious in their endeavours to understand the complexities of the worlds they encounter at work and in society.

- **Innovators** – Graduates of the University are future and solution focussed. They are curious, critical and creative. They are capable of developing unique and sustainable solutions to real world problems.

- **Leaders** – Graduates of the University take personal responsibility and seek opportunities to work with others to advance thinking and achievement in all spheres of their lives. They are confident, inclusive, inspiring and influential.

- **Global Citizens** – Graduates of the University are citizens of Aotearoa / New Zealand and the world. They appreciate the role of the Treaty of Waitangi and are aware of global issues. They act with integrity and fluency across cultures and perspectives, are committed to the betterment of society, open in their thinking and appreciative of the riches that diversity and equity bring.
LEVEL 2: Graduate Capabilities – Themes

The following six themes represent the clusters of generic capabilities which the University seeks to foster in all graduates through the teaching and learning experiences of their programmes.

<table>
<thead>
<tr>
<th></th>
<th>Disciplinary Knowledge and Practice</th>
<th>Graduates of the University are expected to understand the thinking, research, theory and practice in their field of study and appreciate the role of their discipline in its contexts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Graduates of the University are expected to be able to contest knowledge and practice, critically consider ideas, texts and research and think reflectively and reflexively.</td>
</tr>
<tr>
<td>3</td>
<td>Solution Seeking</td>
<td>Graduates of the University are expected to be able to apply theory, analysis, research and creative skills to solve problems and make reasoned decisions. They are expected to be able to consider historical, long-term and big picture perspectives, to systematically address complex problems and to be inventive in their solution seeking.</td>
</tr>
<tr>
<td>4</td>
<td>Communication and Engagement</td>
<td>Graduates of the University are expected to be able to receive and interpret information, express ideas and share knowledge with diverse audiences in a range of media and formats. They are expected to be able to establish a rapport and build collaborative relationships with individuals and groups.</td>
</tr>
<tr>
<td>5</td>
<td>Independence and Integrity</td>
<td>Graduates of the University are expected to be able to learn and work autonomously and ethically. They are expected to be lifelong learners, to show resilience, proactivity and an ability to make principled decisions in academic and professional spheres.</td>
</tr>
<tr>
<td>6</td>
<td>Social and Environmental Responsibilities</td>
<td>Graduates of the University are expected to acknowledge Māori worldviews and the historic place of the Treaty of Waitangi. They are expected to be respectful of cultural and other forms of diversity and to embrace difference. Our graduates are expected to recognise a role for themselves in creating a sustainable future and be able to consider the social, cultural, environmental and economic consequences of national and international issues.</td>
</tr>
</tbody>
</table>
This strategy has been shaped from the information and data gathered from:

- Prior surveys and research;
- A broad range of workshops with students, academic and professional staff; and
- Consultation with communities of practice, students and staff.

The insights from the research and surveys, as well as the outputs from the workshops, can be found in the supporting background papers.
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manaakitanga</td>
<td>Hospitality, generosity, kindness, the process of showing respect</td>
</tr>
<tr>
<td>Kaitiakitanga</td>
<td>Guardianship, stewardship</td>
</tr>
<tr>
<td>Kotahitanga</td>
<td>Togetherness, unity, collective action</td>
</tr>
<tr>
<td>Ngā Maunga Whakahī</td>
<td>Build on our core strengths and points of difference</td>
</tr>
<tr>
<td>Mana Motuhake</td>
<td>Self-government, independent</td>
</tr>
<tr>
<td>Pae Tawhiti</td>
<td>Student success</td>
</tr>
<tr>
<td>Rangatiratanga</td>
<td>Chieftainship, leadership of a social group, chiefly autonomy</td>
</tr>
<tr>
<td>Tangata whenua</td>
<td>Indigenous people of the land</td>
</tr>
<tr>
<td>Tatai Hono</td>
<td>Career support and lifetime engagement</td>
</tr>
<tr>
<td>Te Tiriti o Waitangi</td>
<td>The Treaty of Waitangi which is the document upon which the Crown and Māori agreed to found a nation state and build a government</td>
</tr>
<tr>
<td>Wāhi tapu wāhi pai</td>
<td>Right infrastructure</td>
</tr>
<tr>
<td>Whakamana taonga</td>
<td>Inclusive culture</td>
</tr>
<tr>
<td>Whanaungatanga</td>
<td>Relationship, kinship relationship through shared experiences and working together</td>
</tr>
</tbody>
</table>