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

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 aspiration

Our aspiration is to

> "*provide a transformative and inspirational student services experience which encourages a lifelong connection with the University of Auckland.*"

The University of Auckland | Te Whare Wānanga o Tāmaki Makaurau recognises the current impact of student services on the student experience. We acknowledge the many opportunities we have to enhance the services we provide and to meet changing student expectations. This requires a whole of University strategy and collaborative approach. We need to consider our priorities for service development and how these are aligned to student expectations of a great university experience.

Our outcomes

This strategy reflects our 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.

The Outcomes | Ngā hua of a strategy are crucial in determining its success. We developed our intended outcomes using te reo Māori so we can measure success using a Māori worldview | Te Ao Māori as guaranteed under Te Tiriti. At its peak, Te Ao Māori seeks manaakitanga - the wellbeing of all.

Ngā maunga whakahī | Build on our core strengths and points of difference

Maunga | mountains are sacred spaces, the pinnacles of identity for many iwi. They are also distinct, with their own kōrero and whakapapa | story and lineage. Ngā maunga whakahī then emphasises the strengths and diversity of each student, and a university that acknowledges each in their fullness.

Mana motuhake | Student centred service delivery - easy to engage, seamless and self-service access

Prestige, authority, control, power, influence, status, spiritual power, charisma - mana is a supernatural force inherent in every person. Mana motuhake recognises the ability and right of individuals to express this, within and alongside, their community. It sees a university that recognises the mana of students.

Tātai hono | Career support and lifetime engagement

Tātai hono are the genealogical ties connecting individuals to their past, present and future. They ensure everyone is connected. A university that acknowledges this will work to maintain those ties to sustain its life and that of its alumni.

Pae tawhiti | Student success

This comes from the whakatauki saying:

> Ko te pae tawhiti whāia kia tata, Ko te pae tata whakamaua kia tīna.
> Seek to bring distant horizons closer, and to sustain and maintain those that have been arrived at.

Across the Pacific and as a university, this is the aspiration to continuously exhort excellence, innovation and exploration.

Whakamana taonga | Inclusive culture

Taonga are treasures, both material and non-material. Whakamana taonga then our acknowledgement and upholding the mana of each individual's taonga, from their identity to their aspirations.

Wāhi tapu, wāhi pai | Good environment (digital and physical)

We acknowledge the multiple understandings of spaces, ranging from the pragmatic and secular through to the cultural and sacred. We want to create an environment that works in a life giving and holistic way for students that provides a balance of humanity and technology.

Context

Our student services support outreach, recruitment, retention and the success of our diverse student community. These are a fundamental contributor to a student's overall university experience; excellent student services enable students to develop the capabilities set out in our Graduate Profile to become lifelong learners and successful in their careers and lives.

This strategy – Whakamana tangata – is a whole of University strategy that:

- seeks to align with and complement the Retention Strategy, Academic Leadership Framework, Digital Strategy, Disability Programme and others.

- encompasses all students across all campuses and their interactions with the university in person, online and delivered on/off campus.

Services range 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 help students enhance and broaden their experience, develop friendships and support networks, underpin academic success, and maintain good mental and physical health and wellbeing.

While this strategy focuses on service delivery, we acknowledge the importance of academic roles, particularly academic advice, that must complement the student learning experience.

These services:

- engage prospective students with study and future career opportunities

- assist them to easily apply for and enrol in the University

- support their participation in academic programmes (e.g. 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 an inclusive culture and environment that supports students' academic, cultural and social success, and their 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

- reinforce the learning, teaching and research experience, and fulfil the future career aspirations of our students and graduates.

Together, these services aim to deliver a seamless and high-quality University of Auckland experience for all our students, supporting participation, achievement and success across all levels of learning and research.

The changing environment

Student expectations are changing rapidly and noticeably, driven largely by their diversity and technology.

Our students are increasingly diverse:

- We now have more Asian than New Zealand European students[1]

- Māori and Pacific enrolments are not increasing significantly.

- Our age demographic hasn't changed significantly in the last three years, with most students aged 19-23

- ethnicity, family background, gender, sexuality, disability and neuro-diverse

New technology, such as the Student Digital Journey technology platform, supports student recruitment and retention and delivers a seamless experience that responds to the way they engage with and consume technology. A focus on mobile technologies and rapidly increasing opportunities to harness AI, to support self-service, is driving huge change in the way many students will engage with, and experience, services.

In an increasingly competitive recruitment environment, all these changing expectations present us with a major challenge.

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.

We strive to provide excellent services to our students improving their engagement, success and retention. Changes in the student body and their increasing expectations around personalised service rather than a one-size fits all approach, have influenced this strategy and need to drive service design. We are committed to working with students as partners to develop and design services.

We have had this feedback from multiple sources. Data from the University's Learning and Teaching Survey[2] for non-doctoral students shows improved satisfaction over the last five years with selected services and resources. However, a strong theme from 2018 was variability of experience with regard to a sense of "belonging" to the University, faculty or department and in student enjoyment or take up of opportunities for social experiences.

For doctoral students, data from relevant surveys[3] show decreasing satisfaction scores in several areas in recent years particularly for internships, career preparation and areas related to student wellbeing. A few respondents said they were very happy with the department/school they were in but felt detached from the University as a whole.

Student perceptions[4] of a fragmented and siloed bureaucracy suggest we should do more to align, integrate and improve our services if we are to deliver an experience

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[1] University of Auckland Annual Report 2018
[2] Learning and Teaching Survey 2018
[3] Doctoral Exit Survey 2018[Belonging 55 percent, and overall satisfaction 82 percent]

[4] SET Evaluations and other student surveys; Purple Shirt Customer Experience Framework; Student workshops (Student Services Strategy) September-October 2018

worthy of expectations of New Zealand's leading world-ranked university.

Initiatives such as the student journey mappings, student surveys, and barometers, show how complex and confusing students can find the University environment.

Level of student satisfaction with their overall University of Auckland experience (2018)
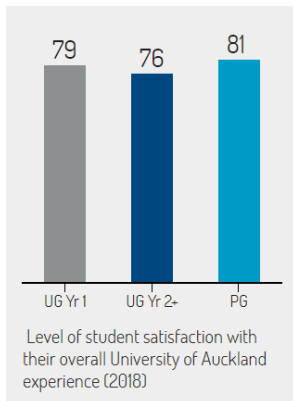
Students expressed how anxious, isolated and frustrated they can often feel in getting the support they need at the time they need it. This can range from basic information through to process challenges, academic and employment advice, learning support, social engagement and wellbeing, and cultural and personal needs. Student feedback also suggests that there are challenges in providing campus spaces that meet their needs.

These factors contribute to their sense of belonging at the University and influence their sense of satisfaction with their university experience.

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.

65% students feel they belong to the University community.

72% students believe a sense of belonging is important to them.
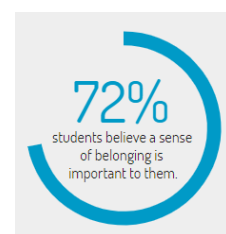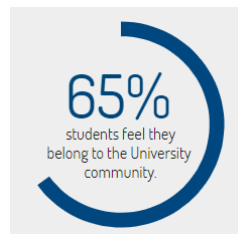
Benchmarking and comparisons

The University's benchmarking approach has consistently been to consider institutions across different international regions, comparable in relation to international standing or where we aspire to be.

In developing this strategy, we benchmarked relevant student services (including organisational design, FTE, service satisfaction levels) in a range of universities in the UK, Australia and New Zealand. These institutions were largely research-intensive institutions, with a similar funding environment and similar drivers for change. We included universities with comparable rankings profiles to Auckland and others which were primarily learning and teaching intensive, who had made significant improvements in domestic student satisfaction survey results. All of the universities take part in the UniForum benchmarking exercise which provides a range of data. We investigated student services trends and initiatives in universities from across the group, including the importance of partnering with students to develop and deliver services.

It is important to highlight the uniqueness of the University of Auckland given our location in the Pacific, with Māori as tangata whenua and a large Pacific community. We can, and will, learn from good practice internationally and will also place any benchmarking in the context of this unique identity.

When we compare our student satisfaction results against the UK Russell Group[5], we are behind on several key indicators, including overall satisfaction, feeling of belonging, and confidence in the provision of academic advice. These UK universities have implemented strategies to significantly increase their student satisfaction rates.

Overall, I am satisfied with my University experience (2018)

- Australia/UK - UG
- Australia - PG
- UOA 1st Yr UG
- UOA 2nd Yr+UG
- UOA - PG
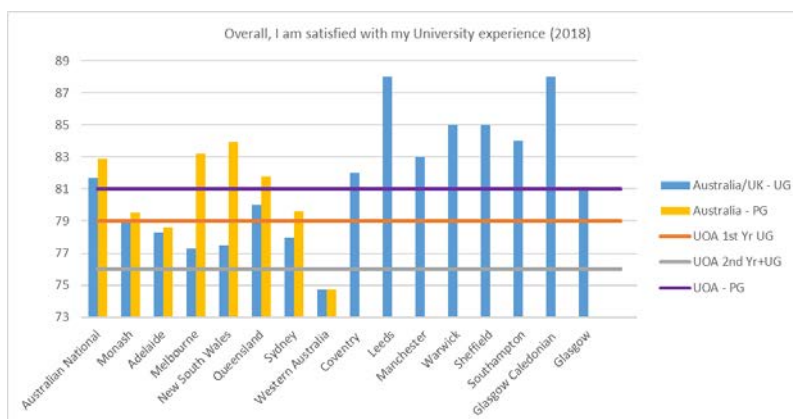
Looking at the Australia Group of Eight[6], our student satisfaction rates vary considerably related to student cohorts. The other New Zealand universities' student satisfaction rates are not currently publicly available.

The University's student satisfaction rates for overall university experience for first year undergraduates was higher than many Australian universities and were notably lower than the majority of UK universities. Of concern are the responses from second year and above undergraduate students, where our overall satisfaction rates sit below all other universities that we benchmarked against, other than the University of Western Australia.

Student satisfaction rates are one of a range of measures that we consider in treating a student in a holistic manner. Student achievement (student pass rates and student retention) is key to our performance commitments within our Investment Plan 2020-2022. To achieve the Tertiary Educations Commission's 2022 goals (especially those of parity) requires investment in a range of university wide initiatives that will assist in improving student performance and achievement.

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[5] Russell Group http://russellgroup.ac.uk
[6] Group of Eight Australian Universities https://go8.edu.au/

Our strengths

We offer a range of unique strengths based on our location nationally and internationally and our global rankings[7]. These include:

- being the highest ranked and largest university in New Zealand with around 42,000 students and over 5,000 staff

- our retention and digital strategies to improve student experience and outcomes

- significant investment in campus development, particularly to support high end research and the wellbeing of our students including increased accommodation for postgraduate student families and UG students

- spending more than $34 million in providing scholarships

- ranked first in QS rankings in New Zealand in 35 of the 38 subjects we teach

- growing engagement with over 100,000 alumni, which is helping to build a strong and enduring philanthropic base and gives students enhanced opportunities in areas such as scholarships and career development

- location in one of the world's most diverse cities

- attracting 20% of all enrolled Māori and 32% of all enrolled Pacific people in tertiary study

- the highest number of students with disabilities of all tertiary institutions in New Zealand

- 8,000 students from over 100 countries.

To complement these core strengths, we must deliver a holistic set of services that support all aspects of the student experience and which will help to differentiate us in a competitive market.

Vibrant and culturally diverse

As New Zealand's largest city and business hub, Auckland |Tāmaki Makaurau accounts for around one-third of New Zealand's population and contributes almost 40 percent of the nation's gross domestic product. Auckland is home to over 120 ethnicities.

Auckland and New Zealand are undergoing a rapid and historically significant demographic transformation. We must recognise the increase in Asian, Māori and Pacific populations in our future planning.

Much of our special standing is conferred by our place in the Pacific as a university and a nation, and by our special relationship with Māori and acknowledgement of Te Tiriti.

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[7] https://www.auckland.ac.nz/en/about-us/about-the-university/our-ranking-and-reputation/key-statistics/rankings-information.html

Commitment to student learning and success

We offer at least 289 programmes, including over 8,200 courses and 18 foundation courses delivered through the faculties of Arts, Business and Economics, Creative Arts and Industries, Education and Social Work, Engineering, Law, Medical and Health Sciences, and Science. We also have two large-scale research institutes: the Auckland Bioengineering Institute and the Liggins Institute.

We have 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. These include specialist services and expertise in English language enrichment and inclusive learning. The Tuakana Learning Community supports the holistic development of Māori and Pacific learners. Faculties, Libraries and Learning Service and Campus Life run peer mentoring programmes to support students in their learning, exam preparation and language competencies.

We have invested significantly in digital information resources to ensure students have 24/7 access to key course materials from wherever they are studying (e.g. 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 with increasing participation from all faculties.

We continue to introduce new student spaces and multi-dimensional learning spaces in faculties to better support blended learning.

Opportunities for students to engage, connect and create

We support over 240 student groups with a combined membership of 38,000 students. We provide $1.5m annually in grants, event support and facilities and a dedicated team delivers 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.

We take 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 $220m in 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.

Our 360 Auckland Abroad student exchange programme enables students to spend one or two semesters abroad with more than 90 tertiary exchange partners. Our aspiration

is for 25 percent of undergraduates to enjoy this and other overseas opportunities. To date, we have grown the number to 20%.

Students are increasingly looking for opportunities to translate ideas into prototype designs and products. We raised $9.6m 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 percent of all students engaged in our innovation and entrepreneurship activities by 2020. In 2018, we had 2,557 students taking advantage of the range of services and facilities on offer. With 6 percent of students engaged so far; we are on track to achieve our goal by 2020.

Commitment to student recreation and wellbeing

The health benefits of exercise have long been well-understood, but now exercise is also recognised as an important contributor to cognitive performance and mental health. A wide range of research studies also show benefits to social engagement, retention, personal development and career outcomes for university students. 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."[8]

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

- 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

- 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 is expected to double that number and double the current benefits, with:

- 72 percent of members reporting that their membership has reduced stress

- 88 percent saying it has helped them make friends

72% stress reduced

88% helped to make friends

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[8] UKactive, British Universities & Colleges Sport, Precor & Scottish Students Sport (2018): British Active Students Survey 2018. Retrieved from
https://www.bucs.org.uk/news.asp?itemid=27839&itemTitle=Physical+activity+holds+key+to+improving+student+mental+health+%96+new+study&section=8&sectionTitle=News

- 41 percent reporting an increase in self-confidence

- the average Recreation Centre member's pass rate being significantly higher than the undergraduate average[9].

41% increased self-confidence

We provide a comprehensive primary care medical centre, with a team of counsellors and psychologists to support student wellbeing.

Consistent with other universities, we are seeing increased demand for mental health support from students. The Health and Counselling Service currently conducts 7,000 counselling sessions per annum and approximately 15,000 medical appointments (about 40 percent of the total), related to mental health.

We have invested in additional staff to reduce wait-times – down from two weeks in 2012 to fewer than four days for routine counselling, and same day for urgent appointments. At the same time, we're developing a comprehensive wellbeing programme to help students build resilience, stay well and to seek early guidance and support.

Growth in accommodation services

Students in our Halls of Residence benefit from living exclusively with other University of Auckland students close 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. They benefit from the improved campus life delivered by on-campus accommodation.

Residential students transition more successfully into university life, are more engaged with the University and more likely to succeed academically and socially, achieving a higher average pass rates than their peers in private accommodation[10].

Providing accommodation is critical to recruiting and retaining high potential non-Auckland school leavers and international students.

Residential students make up 50 percent 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, we increased bed numbers from 1,300 in 2011 to 3,600 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 to position us closer to the average of peer universities.

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[9] Campus Life analysis: SMR, matched to Centaman membership lists. (Retrieved 8/10)
[10] Campus Life analysis: SMR, matched to StarRez annual census list. School leaver attribute from SMR. (Retrieved 8/10)

Eight key challenges for student services

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[11].

- 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 percent. 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 percent 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.[12]

- Services need to reflect the different needs, cultural diversity and educational experience of diverse student cohorts[13].

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[11] Customer Experience Framework for Support Services by Purple Shirt (2016)

[12] Student Engagement Strategy Working Group

[13] Doctoral Service Delivery Strategic Review: ideas report, by Chard Consulting (2017)

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 and our unique place in New Zealand to the benefit of all students.

- Partner with Māori to further develop a holistic approach to services and student experience.

- We need to target 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.

- We implement our Te Reo Māori policy.

3. Reflecting our equity commitments

- We must provide a safe, inclusive and equitable study and work environment characterised by impartial and merit-based decision-making.

- We must 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.

4. Maximising 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 must make it easier for them to navigate our services, systems and processes through better integration.

- Providing consistent comprehensive and effective orientation programmes, student academic advisory services and student mentoring are a priority. We must ensure all students successfully graduate and remain connected to the University as alumni. Tailoring support to specific student cohorts will remain important.

- We must better align with the future learning and teaching needs of students, so they develop life and transferable skills that improve their work 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 our students 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 them to feel a sense of connection with the University and with fellow students.

    - We must create an environment and community that is supportive, inclusive, culturally responsive and caters to the diverse needs of all students, while recognising our commitment to Māori as tangata whenua. We must also recognise our strong cultural, social and economic ties with the Pacific region.

    - We must be cognisant of our different campuses and their student cohorts. The aspirations in this strategy are assumed to be those for all service delivery, City Campus and beyond, unless differences are explicitly articulated and brought through into the related value propositions. While we recognise fiscal challenges and that duplication of infrastructure is neither desirable nor affordable, lateral solutions must be identified to deliver a common standard of service and experience.

    - The focus on community and creating a sense of belonging must also 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, often with 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 University.

    - Feedback from students and staff at all levels highlighted concerns with high levels of anxiety, stress and mental health symptoms. Our wellbeing services, such as pastoral care and mentoring, are currently distributed across our faculties and central services. There needs to be greater integration and a focus on preventive measures, such as wellbeing and resilience building services.

    - We must acknowledge our connection with Māori and represent this visibly with signs, symbols and imagery in our spaces. We must embed tikanga so we can foster the values of manaakitanga, whanaungatanga and kaitiakitanga in our practices.

    - We must ensure our Pacific connection is similarly represented.

    - We must ensure our respect for other equity groups and communities, such as LGBTI, is conveyed and reinforced in the symbols and imagery of our spaces.

6. An environment that supports student needs

- Changing teaching practices and the opportunities brought by digital technology lead 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 must 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 want 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.

- We must consider how best to deliver a high-quality consistent experience across all campuses.

- Our building investment programme must continue to design and deliver spaces that support both formal and informal student learning.

- We must develop infrastructure and services to support students with a more digital lifestyle. This includes good WiFi, 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

- Today's students are preparing 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. We 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 life-time 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. Value-add services are the higher-touch, person to person interactions that recognise individual circumstances, and learning and development needs and aspirations.

- We must consider how to most effectively and efficiently deliver services to scale and in a sustainable manner.

- There are many opportunities for the University to streamline its 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 must also be mindful of our commitment to meeting our aspirations for Māori and for equity groups with their unique challenges while being fiscally responsible.

Outcomes

Ngā maunga whakahī - Build on core strengths
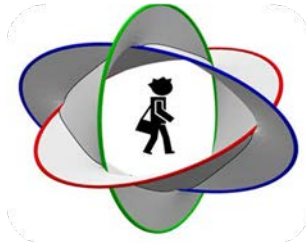
Mana motuhake - Student centred service delivery

Tātai hono -Career support and lifetime engagement

Pae tāwhiti - Student success

Whakamana taonga - Inclusive culture and student wellbeing

Wāhi tapu, wāhi pai - Good environment

These strategic outcomes will be delivered via the defined strategic directions and areas of focus, and will be monitored over the next four years through a set of key measures.

We must ensure high-quality and equitable access to services regardless of where students are and how they wish to engage. We are committed to a partnership approach with students in developing and implementing this strategy. With students at the centre of this strategy, we acknowledge that their needs will continue to evolve and change, and we must respond quickly and adapt to those needs. More broadly, the University must also adapt to new demands arising from an ever-changing environment. This will require a permanent cycle of planning, design, development, implementation, and evaluation.

We also recognise that one size of service does not fit all. The multi-campus nature of the University and service delivery is a key consideration, as is the balance between central and local services, between online and in-person services, and the level of specialisation required to respond to faculty and programme specific information and needs. We must consider these factors to ensure future delivery models deliver on our outcomes successfully.

Another key factor to achieving these outcomes is staff capability. Student services will support staff capability development by fostering 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. Building cultural competencies and capabilities will be a critical aspect of this. The usual skills and tried and tested approaches will not ensure success given the challenges we're facing in today's modern environment.

Ngā maunga whakahī - Build on our core strengths and points of difference.

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

Strategies	Focus areas
Strategic direction 1 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** 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 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 Opportunities to connect, create a sense of belonging and have transformative experiences.	**Creating opportunities for students to connect, belong and have transformative experiences** • 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.
	• Connect with Pacific families, communities, organisations, and industry, example.g. through development of a South Auckland presence.
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.	• 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 undergraduates plus ensure quality support for those overseas. Explore possible partnerships with the Pacific region. **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 enabling students to build resilience and mental wellbeing.

Link to key challenges for student services	Examples of existing strategies or key strategic activities
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.	• Student exchange programmes. • Innovation and entrepreneurship strategy and activities (CIE). • 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). • Partnership agreements with international universities • International Student pastoral care programmes • Tuākana community learning spaces. • Student Digital Journey refresh. • Vaka Moana • Te Fale Pouawhina (TFP) • Te Korowai Atawhai • Hineahuone
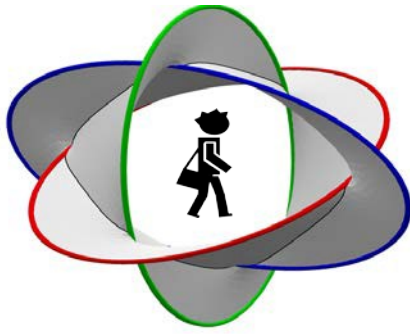
Mana Motuhake –

Student-centered service delivery

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 recognise the individual student journey and provide a balance between humanity and technology. They must also incorporate a level of specialisation to respond effectively to faculty and programme specific information and service needs. A priority action will be to establish a governance group to support the student services strategy.

How to achieve this outcome

Strategies	Focus areas
Strategic direction 1 Providing a connected seamless whole-of- life and University-wide student advisory service. This includes both digital and face-to-face services so students can choose their preferred channel.	**Effective channels** • Efficient transactional services, enabling a higher proportion of resource to be focused on value-add activities. • Creating integrated self-service advisory services that are supported by personal data identifying the student and their personal circumstances. • Inclusive design principles and practices are used to meet University standards. • Seamless referral to more specialised advice as required. • Delivery standards that take account of our uniqueness and incorporate tikanga Māori.

Strategic direction 2	Student-centric
Provide flexible and personalised delivery of advisory services that are student rather than organisation centric.	• Develop and use 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, both online and in-person. • Build staff capability in a range of new skills e.g. cultural competency, digital literacies and customer service capabilities. • Further develop and deliver services that meet the different needs of cohorts of students, e.g. Foundation Programme students, students where English is not their first language
Strategic direction 3	Minimising impact of bureaucracy
Minimising the impact and constraints of rules and regulations on student centric service.	• 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 they 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.

Link to key challenges for student services	Examples of existing strategies or key strategic activities
Delivering services from a student centric perspective. Continue to review and simplify our regulatory framework to support clear and transparent processes, and timely decision making.	• Student Digital Strategy • Student Digital Journey (SDJ) • Marketing automation • Doctoral Service Delivery Strategy • Digital workstream (Disability Programme) • Strategic Recruitment and Admissions Project • Academic Leadership Framework

Tātai hono –

Career support and lifetime engagement

The University assists students to prepare for life beyond university and a changing career landscape. This is delivered in part through the Graduate Profile and students developing their transferable skills through their curricula and extra-curricular experience, and also through an existing range of effective programmes and support at University and faculty level.

We have an opportunity to support students with their lifetime learning to enable them to upskill and reskill to meet changing career needs in a global economy. Student expectations are growing in this area – particularly in relation to work-based learning opportunities – and there is a scalability and sustainability challenge in this outcome area.

How to achieve this outcome

Strategies	Focus areas
Strategic direction 1 Enable students to build and articulate transferable skills and obtain relevant work-based learning. Recognition that targeted strategies for employability for specific groups of students are required to help them address barriers to employment.	**More effective engagement with industry and building transferable skills** • Providing students with transferable skills and attributes (that they can articulate clearly) that will be attractive to future employers. • Scalable and sustainable approach to providing and co-ordinating work-based learning opportunities. • Building industry connections and exposure for students. **Engagement between alumni and current students** • Providing students with exposure to alumni success stories including those relevant to Māori and Pacific. • Enhance existing mentorship and work placement processes. • Support the strengthening of alumni.

Strategic direction 2	Targeted strategies for employability for specific student groups
Provide students with multiple channels to engage with and learn from people with current industry experience	• Targeted strategies that connect Māori with iwi and industry. • Targeted strategies that connect Pacific students with industry and government, including Pacific Island governments. • Targeted strategies for students from equity groups to support employability. • Targeted strategies that connect international students with industry and government.
Strategic direction 3	**Lifetime learning**
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. • Extended lifecycle student journey maps for ongoing University involvement

Link to key challenges for student services	Examples of existing strategies or key strategic activities
Responding to changes in the career landscape.	• University Work Based Learning (WBL) guidelines. • Online learning for working professionals' initiative. • Micro-credentials delivery. • University-wide faculty specific careers seminars for alumni; support to alumni up to three years after graduation.

Pae tawhiti – Student Success

Helping our students prepare for life at University and supporting them to build their academic and personal resilience during their studies will equip them for success before and after graduation. An integral part of this strategy is to support Māori students to achieve success as Māori, and to support Pacific students to achieve their goals.

How to achieve this outcome

Strategies	Focus areas
Strategic direction 1 Enabling students to prepare for success before they arrive at University, taking into consideration the unique needs of Māori and students from equity groups.	**Helping students prepare for university** • Set expectations of what life will be like at University, e.g. through new orientation modules and virtual tours. • Support students' choices on taking the right academic path including foundation courses where appropriate. • Develop culturally appropriate and targeted programmes for Māori and Pacific students, and students from Equity groups. • Build on the existing targeted academic development and leadership programmes (for Māori, Pacific and equity groups)
Strategic direction 2 Developing students to be independent and resilient learners prior to and during the time they are at University.	**Increase academic literacy and academic resilience** • Improve creative and critical thinking linked with the Graduate Profile. • Increase online guidance for students on learning skills and techniques. • Refresh and extend student mentoring programmes. • Extend academic resilience programmes.

Strategic direction 3	Supporting transition at key points
Supporting students at key transition points.	• Support for new students, particularly in the first few months. • Early detection and intervention for students who are facing challenges. • Promote greater resilience and wellbeing. • Support when selecting options during transition from year to year. • Refresh and extend student mentoring programmes. • Support for students wanting to change direction (major or programme). • Staff are confident and capable of engaging with students from diverse backgrounds. • Visible commitment to the University's important relationship with Māori and the principles of Te Tiriti o Waitangi in signs, symbols, imagery. • Further develop orientation and mentoring programmes

Link to key challenges for student services	Examples of existing strategies or key strategic activities
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. Recognising the challenges specifically faced by our international students as they transition to a new country, become part of a new culture and a new university.	• Stem Online • The Pacific Academy • South Auckland presence strategy (in development) • Tertiary Foundation Certificate (including the Academic Resilience Programme) • Unibound • MAPAS • Tuākana Learning Community • Introducing Academic Literacies in Engineering Part I courses

	- Declaring Your Major - Integrated/embedded mentoring programmes - Early Start International - Kai a te Rangatira leadership through learning programme - English language enrichment (ELE) - Disability programme - Voluntary Rainbow Standard

Whakamana taonga - Inclusive culture and student wellbeing

The University is committed to developing a campus environment and community that is supportive, inclusive, and culturally responsive. This recognises the importance of a safe, inclusive and equitable culture as critical to student wellbeing.

How to achieve this outcome:

Strategies	Focus areas
Strategic direction 1 Providing a safe, inclusive and equitable environment where students can celebrate their identity.	**Safe, inclusive environment** • Improving awareness, understanding and sensitivity of all forms of diversity among students and staff. • Developing all staff to understand 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 and their appreciation of the diversity of our students. **Culture and respect** • 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.
Strategic direction 2 Support for students in finding their place, connecting with fellow students and	**Enabling students to connect** • Build on the strength of existing student clubs and societies,

building resilience for academic and life pressures.	extending for specific group where appropriate.
	• Build opportunities for students to engage with the wider community and industry to build connections and lasting networks.
	• Build innovative and new service channels through leveraging the customer engagement platform.

Link to key challenges for student services	Examples of existing strategies or key strategic activities
Making the University the preferred choice for Māori and Pacific. 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 • Creating the Conditions for Wellbeing. Oranga Tauira | Student Wellbeing Plan • Te Papa Manaaki |Campus Care • Diagnostic English Language Needs Assessment (DELNA) • English language enrichment (ELE), Te Fale Pouawhina (TFP), Inclusive Learning programmes and services.

Wāhi tapu wāhi pai –

Good environment (digital and physical)

As the use of blended and online learning increases, this changes the type of spaces students need, across all campus sites. Recent and ongoing building projects have recognised that changing need. However, there are opportunities for more collaborative planning to happen at a campus rather than building or sector level, to improve the student experience. We must also plan proactively for how the digital and physical environment intersect and integrate accessibly for students.

How to achieve this outcome

Strategies	Focus areas
Strategic direction 1 Create spaces for students to connect, build networks and collaborate.	**Space design and provision** • Team based bookable spaces for collaborative work and study. • Include spaces and an environment that provides a sense of connection and student community.
Strategic direction 2 Taking a student-centric approach to campus and building design, incorporating our commitment to Te Tiriti o Waitangi and our place in New Zealand into the design of spaces.	**Student-centric design** • Improved collaboration between faculties, Campus Life and Property Services to ensure more student-centric spaces in new and repurposed buildings. • Dedicated spaces for Māori and Pacific students to connect and collaborate • Practices that are welcoming yet provide health and safety, and are sustainable (i.e. heating, air conditioning). • Spaces designed to ensure physical accessibility and safety.

Strategic direction 3	Supporting student digital experience
Supporting the broader student experience and digital lifestyle of today's students.	• Smart campus sites with good WiFi, device charging points, access to applications anywhere, anytime, on any device with IT student support services available when students need them, e.g. 24/7. • Digital technology bringing the campus to life and aids discovery of student services and networks.

Link to key challenges for student services	Examples of existing strategies or key strategic activities
Delivering services from a student perspective. Creating a campus culture where students feel they belong, are safe and engage at the level that suits them. Responding to changes in academic delivery. Importance of quality experience across all campus sites.	• Investments in major building projects including the Sector 300 North, Gateway, Engineering and CAI Design School. • South Auckland facility (in development). • Student digital strategy. • FlexIT project to enable students to access a range of software applications from anywhere, on any device at any time.

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 acknowledges that a true partnership between students, faculties and service divisions, and Māori as tangata whenua is required.

When the strategy's outcomes mapped against the University's KPIs, there was a good match.

The table below outlines the outcome measures and associated indicators for the changes we are looking to see.

What we are looking to shift	Taglines	Outcome measure	Indicator
	Outcome 1: Ngā Maunga Whakahī - Build on our core strengths and points of difference		
Build on the current performance of Māori and Pacific students to strengthen this University as the place to develop Māori and Pacific leaders.	**I'm proud of my university**	Pride in the university	"Is a university I would be proud to attend" (across key groups)
		First choice of university	Share of Māori students in NZ at degree level or above Share of Pacific students in NZ at degree level or above
			Course completion rate First-year retention rate
Through a deeper understanding of the individual student and individual prospective student provide the right environment for our students to flourish.		Qualification completions	Total qualifications awarded # Qualifications awarded to Māori students # Qualifications awarded to Pacific students
Build on growth of participation in extracurricular activities to position the University as a place with a great university experience		Perception of student experience	# Students in university accommodation

	Outcome2: Mana motuhake – Student-centred service delivery		
Reducing the pain points of the student journey	**You said; we did**	Student satisfaction	% Agree/highly agree ("Overall, I am satisfied with my University of Auckland experience")
			# Priority changes made against the student journey pain points
Student digital platform enhanced and tailored to meet student needs	**You know me well**	Deeper understanding of the individual student through student analytics	# Students taking more courses than required to complete degree [to reduce the overtime as advisory services improve]
			% All students enrolled semester 1 and return for semester 2
Customer service (student centricity) staff capability		Ease of access to holistic student-centred advice	% Queries answered at first port of call - resolved by first "receiver" - resolved by and responded to by the first "receiver" [receiver takes ownership of the query]
Core processes are co-designed and student centric	**Wow that was easy**		"Is easy to deal with"

	Outcome 3: Tātai hono – Career support and lifetime engagement		
Alumni are more connected and engaged with the University	**I'm ready for anything**	Strength of alumni engagement	Overall ranking of University of Auckland
Improve student employability outcomes and experience	**Shape my future**	Graduate outcomes	Graduate salaries (average or medium)
Students build a network outside the University			Graduate employment rates
			"Is a university that will help me achieve life goals"

	Outcome 4: Pae tawhiti – Student success		
Student retention improves	You care about me	University of Auckland is the preferred choice (for all student groups)	"Has an excellent reputation" "New Zealand's leading university"
		Student retention	% Students completing year 1 and returning for year 2
			% Māori students enrolled in semester 1 and return for semester 2 % Pacific students enrolled semester 1 and return for semester 2 % All students enrolled semester 1 and return for semester 2
Māori and Pacific students achieving academic success		Students successfully complete a qualification	Completion of degree in minimum timeframes (% Māori) Completion of degree in minimum timeframes (% Pacific)
			% Māori students successfully complete a qualification % Pacific students successfully complete a qualification % All students successfully complete a qualification

	Outcome 5: Whakamana Taonga - Inclusive culture		
Māori and Pacific students feel welcome and a sense of belonging	**I belong here**	Students feel confident and connected	"Offering an inclusive and equitable environment" "Offers a learning environment that recognises individual needs and abilities"
	I feel welcome here	Māori and Pacific by cohort	*See Outcome 1*
University's staff profile reflects its focus on diversity		Staff capability	Diversity of staff employed by the University (in comparison with the student body) Staff engagement in cultural competency/capability Capability shift (staff)

	Outcome 6: Wāhi tapu, wāhi pai – Right environment includes student physical spaces and online		
Comfortable and engaging environment (physical and online) enables learning	**I have what I need, wherever I am**	Space utilisation	# Square meters of informal student spaces # Students in University accommodation
Environment that maximises people - people engagement.	**I love coming here**	Experience of the physical & online environments	Digital connections % Increase in WiFi connections (a measure used by other universities) % Interactions that are digital

Our eight 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 aspects that should be considered to enable seamless, fit for purpose student services and experiences.

We consolidated these into eight design principles that should be used to inspire and guide the ongoing development of student services. They were discussed and agreed on by a cross-functional team from the University. We will also adopt and align external standards where relevant and helpful e.g. Digital New Zealand Service Design Standards.

Using these eight 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, we start with the Graduate Profile and then identify students' needs to achieve that profile. If we don't know what the needs are, we 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 their services, clubs and societies. It is critical that design acknowledges the different needs of cohorts.

- **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 lifelong 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 help 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 while also improving services and delivering other desired outcomes. We must also support data-driven decision-making to deliver student-centric services.

- **Principle 8: Partnerships for mutual benefit**

  The University has a strong history of developing partnerships with Māori which acknowledge the principles of Te Tiriti o Waitangi. This is reflected in services to students and increasingly adding value to the student experience. We must 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 them with a better experience. The co-design model will be developed in the initial stages of strategy implementation.

The Graduate Profile

This strategy aligns with the University Graduate Profile framework[14], with the following two goals:

1. "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."

2. "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 Graduate Profile has a three-level structure to strengthen its communicative function and engage staff and students and external communities.

Level 1 captures the University's overarching strategic aspirations for all its students. We aim to give students the opportunity to become scholars, innovators, leaders and global citizens.

Level 2 achieves this through offering students extra-curricular and course-based experiences to develop capability in six interrelated domains or themes: Disciplinary Knowledge and Practice, Critical Thinking, Solution Seeking, Communication and Engagement, Integrity and Independence and Social and Environment Responsibilities. Each degree delivered by the University will offer courses that address each theme but how this is done will vary from discipline to discipline.

The way that each qualification interprets and delivers each theme is captured by a set of qualification specific capabilities (**Level 3**), referred to as an embedded Graduate Profile.

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[14] Graduate Profile https://www.auckland.ac.nz/en/students/forms-policies-and-guidelines/student-policies-and-guidelines/graduate-profile.html

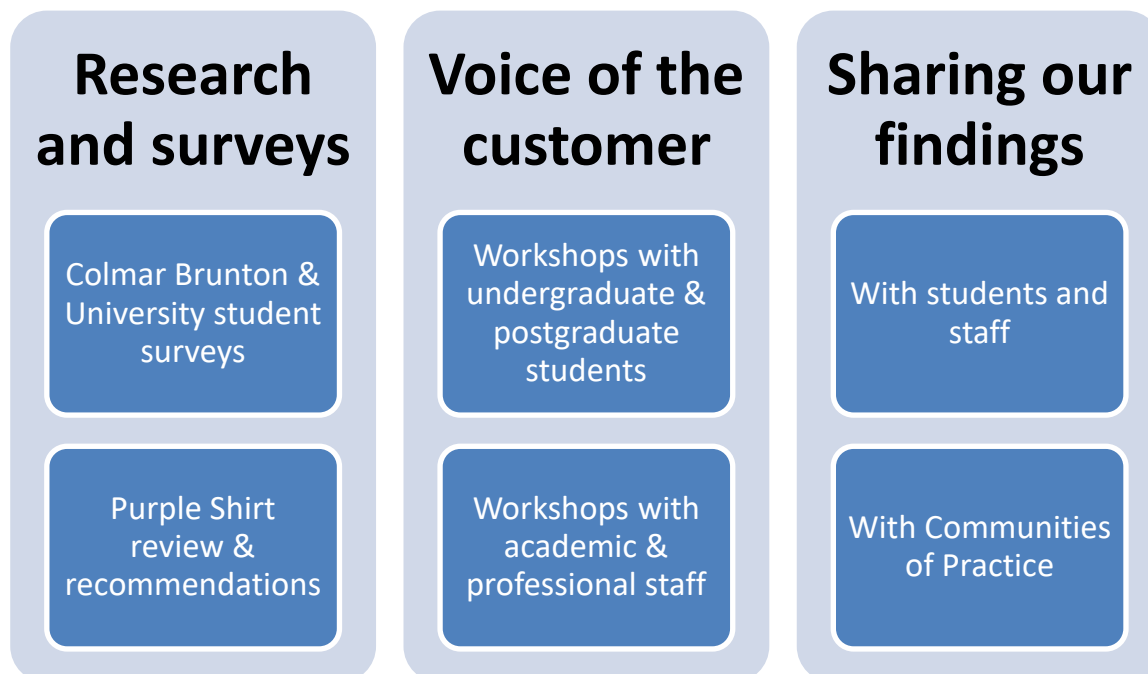| Aspirations | • **Outward-facing**: communicates our strategic graduate focus & scholarly values to society. |
Overarching strategic aspirations for UoA graduates	• Reflects the University Strategic Plan 2013-20.
	• Achieved through study & students' participation as active members of the university community.
	• Holistic, not necessarily quantifiable
Themes	• **Both outwards & inwards-facing**: communicates graduate focus to both external audiences & UoA staff & students.
Clusters of generic capabilities which we seek to foster in all graduates in our programmes	• Shaped by disciplinary knowledge & developed in academic programmes.
	• Consistent headings across all embedded graduate profiles.
Capabilities	• **Curriculum and student-facing**: developed in teaching & assessment in students' formal courses of study.
Knowledge, skills, abilities & values that comprise each of the themes	• Reflects discipline, programme & study level (UG, graduate, RHD, etc) & written in the language of the discipline.
	• At programme level can be evidenced.
	• Provide **an embedded graduate profile** - a degree specific expression of the university's themes

This diagram defines the 3 levels in more diagram.

Shaping the strategy

Research and surveys	**Voice of the customer**	**Sharing our findings**
Colmar Brunton & University student surveys	Workshops with undergraduate & postgraduate students	With students and staff
Purple Shirt review & recommendations	Workshops with academic & professional staff	With Communities of Practice

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

- 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

Term	Definition
Diverse	Differing from one another; composed of distinct or unlike elements or qualities.
Diversity	The inclusion of different types of people in a group or organisation. For the University this includes ethnicity, gender, LGBTIQ+, cultural, disabilities or disorders/learning disorders (such as Neurodiversity, Asperger's Syndrome, Learning Disorders, ADHD, ADD).
Kaitiakitanga	Guardianship, stewardship
Kotahitanga	Togetherness, unity, collective action
Mana motuhake	Student centred service delivery; recognising the prestige, authority, control, power, influence, status, spiritual power, charisma of each student and therefore their mana.
Manaakitanga	Hospitality, generosity, kindness, the process of showing respect
Ngā maunga whakahī	Build on our core strengths and points of difference; this acknowledges and emphasises the strengths and diversity of each student and acknowledges each in their fullness.
Pacific	The University's writing guide stipulates that this is to be used to refer to Pacific Islanders. Other people use the term "Pasifika".
Pae tawhiti	Student success; across the Pacific and as a university, this is the aspiration to continuously exhort excellence, innovation and exploration.
Rangatiratanga	Chieftainship, leadership of a social group, chiefly autonomy.
Service	Any of the business functions that are auxiliary to the academic or formal learning and teaching.
Staff	Primarily professional staff.
Student	A student includes: • all levels of study • all aspects of diversity • international and domestic

| | • Across all ages |
	• from all campus sites and those on placement off-site
Student Services	These include services that directly support prospective and current students from early engagement to enrolment, study, graduation and future career paths. They help facilitate a positive culture and an environment that supports students' academic, cultural and social success, and their wellbeing across co- and extra- curricular activities. (See 'Context' section)
Student-centric	By putting the student at the centre of the design and delivery of our service culture, processes and systems, and partnering with them, we will ensure more customer focussed service.

We need to design for students, listen to them and have them involved in that design. |
Tangata whenua	Indigenous people of the land.
Tātai hono	Career support and lifetime engagement; by acknowledging the genealogical ties to the past, present and future we work to maintain those ties for each individual to sustain its life and that of our alumni.
Te Tiriti o Waitangi | The Tready of Waitangi	The Treaty is the document upon which the Crown and Māori agreed to found a nation state and build a government.
Wāhi tapu, wāhi pai	Good environment; creating an environment that works in a life giving and holistic way for students, that is a balance between humanity and technology
Whakamana taonga	Inclusive culture; acknowledgement and upholding the mana of each individual's taonga (treasures), ranging from their identity to their aspirations.
Whanaungatanga	Relationship, kinship relationship through shared experiences and working together.