



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

PACIFIC STRATEGIC PLAN 2021-2025

INTRODUCTION

The University of Waikato's Pacific Strategic Plan (PSP) 2021-2025 recognises that Pacific peoples¹ have a long history and rich cultural heritage of voyaging, valuing knowledge, and learning. Consistent with that history and heritage, the Plan recognises the vast potential of Pacific peoples to excel in education as learners, academics and researchers, and to contribute as students, staff, families, and communities to the mana of the University of Waikato.

The University is committed to building and enhancing the Pacific dimensions of our institution, and to realising the educational aspirations and success of Pacific learners and staff. These commitments are consistent with the Tertiary Education Commission's (TEC) Pasifika Operational Strategy 2017-2020 and Learner Success Framework, Academic Quality Agency's Cycle 6 Audit Enhancement Theme, and the Government's Tertiary Education Strategy 2020 and Action Plan for Pasifika Education 2020-2030. The University supports Government in its education priorities, including putting learners at the centre of education, barrier-free access, quality teaching and leadership, future of learning and work, and world-class inclusive public education. It supports Government in its ambitions to create more equitable outcomes for Pacific learners through evidence-based approaches. Consistent with its Investment Plan, the University is also committed to improving rates of participation, retention and completion.

This Plan has been drafted after extensive consultation with and feedback from the Pacific Advisory Group, Pacific Support Staff Forum, Pacific Academic Staff Forum and Pacific Student Leadership Group. It also reflects the findings of the University's TEC Ōritetanga Learner Success and Ako Aotearoa *Data-Informed Initiatives to Enhance Māori and Pacific Student Achievement* projects, and the Government's *Pacific Community Education Conversation* (2019). The Plan has been informed by staff and students from across divisions, faculties, schools and services, as well as Pacific partner organisations. This Plan is, of course, also informed by our learnings from challenges presented by and responses to the 2020 COVID-19 pandemic and lockdown, including the increased need for pastoral care and digital inclusion. Finally, this Plan recognises, and is aimed at assisting, the work of the Taskforce.

¹ The term 'Pacific' refers to people and peoples who are inhabitants of or descendants of inhabitants of the islands of Moananuiākea/the Pacific Ocean, and especially, as Epele Hau'ofa described, the "ocean peoples" of the Pacific: Epele Hau'ofa *We Are the Ocean: Selected Works* (University of Hawai'i Press, 2008), at 32. Pacific learners speak a multitude of languages, observe various religions, and may come from, or have heritage from, various countries, territories, and states including but not limited to American Samoa, Bougainville, Cook Islands, Federated States of Micronesia, Fiji, French Polynesia, Guam, Hawai'i, Kiribati, the Marshall Islands, Nauru, New Caledonia, Niue, Northern Mariana Islands, Palau, Papua New Guinea, Rapa Nui, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, and Wallis & Futuna.

RELATIONSHIP WITH MĀORI AND TE TIRITI O WAITANGI

This Plan acknowledges that Māori have unique rights in tertiary education including partnership, active protection and tino rangatiratanga under Te Tiriti o Waitangi/Treaty of Waitangi. Māori and Pacific people share a common heritage of voyaging, wayfinding, knowledge and learning by which they settled Moananuiākea/the Pacific Ocean in one of ‘the greatest feats in human history’.² They also share common tipuna such as Maui, Hina, Rata, and Tāwhaki. In one sense, being older in that whakapapa, Pacific peoples are the tuakana or older sibling of Māori, but they are not mana whenua in Aotearoa or Treaty partners. An increasing number of Pacific people, however, are also tangata whenua with Treaty rights, having heritage from the indigenous peoples of Aotearoa and other parts of Moananuiākea. Other Pacific peoples, including Samoa, the Cook Islands, Tokelau, and Niue, have complex historico-legal relationships with the Crown in New Zealand. Given the University’s special relationship with Waikato-Tainui and the Kīngitanga, the Plan also recognises the close ties between the Kīngitanga and other Pacific peoples and leaders, including the House of Tupou, the royal family of Tonga.

The grassroots efforts of Māori educators to reclaim language and culture in the classroom from the 1970s on have inspired peoples across Moananuiākea to create learner success for their peoples. For many years, Pacific learner success at the University was driven by dedicated Māori champions and allies who worked with Pacific staff, often quietly but also boldly, to achieve Pacific support, spaces, roles, and strategic leadership. This Plan recognises their sacrifices and hard mahi. It also looks forward with hope to the vast potential of both Māori and Pacific peoples at the University to progress and achieve success by embracing the whakapapa and whanaungatanga and working together on mutually agreed kaupapa.

PACIFIC ASPIRATIONS, VALUES AND VISION

The high value Pacific people continue to place on knowledge and learning remains evident in the high expectations which Pacific parents place on their children in education and the hopes which Pacific families and communities place in tertiary education to lift and empower families and communities. It is evident in the heavy involvement of parents and other family in career choices and programme selection, and the way that church congregations know who is at university, what they are studying and what grades they are getting. Whether first-in-family or multi-generational, Pacific learners want to give back, set examples and make a difference. Pacific organisations are looking for our graduates and our expertise as they try to make a difference.

The relationship between the University of Waikato and its Pacific people will reflect and embody Pacific principles including alofa/’ofa/aloha (love, respect and really being in the presence of other human beings (Samoa/Tonga/Hawai’i)), fakatokilalo (humility (Tonga)), collective outcomes and success, sautu (holistic and collective well-being (Fiji)), and tautua/kuleana (a leader’s responsibility for collective well-being and outcomes (Samoa/Hawai’i)). The ongoing development and implementation of this Plan will respect the vā (the relational space between people (various)), foster relationships and follow a co-design approach with Pacific stakeholders. These interactions will draw on Pacific processes such as fono (relationship-based meetings between people (Samoa)) and forms of dialogue including talanoa (open and participatory discussion (Tonga)), tok stori (teaching and learning through storytelling (Solomon Islands)) and ako (to both teach and learn (Cook Islands)).

² State of Hawai’i, House of Representatives, Twenty-Eighth Legislature, (2015) HR Res 179, 1st para.

The ongoing purpose of the Plan is to imua³ – that is, to go forward and lead from the front in terms of Pacific learner, staff and community success. Implementing the Objectives will enhance a culture of belonging for Pacific students, staff and peoples, especially one that nurtures Pacific success, equity, diversity, inclusivity, and community. Like the Pacific navigators and voyagers of the past, we will be bold, courageous, smart, innovative, and collaborative in our efforts to create transformative progress and change.

OBJECTIVES

The following Objectives are designed to build on the progress made in the previous Pacific Plan 2017-2020 and to meet ongoing and new challenges. Although not specifically designated as Objectives, our ongoing commitment to creating a culture of belonging (Objective 1) and engaging with and building relationships with key stakeholders (Objective 7) in the previous Plan should be evident throughout the document. The following Objectives focus on leadership, Pacific learner and staff success, pathways, responsibility, and possibilities. Key leadership includes but is not limited to those who have some responsibility and play special roles in those areas of success but must be supported by larger teams and the wider University.

OBJECTIVE 1 – DEMONSTRATE AND GROW LEADERSHIP ON PACIFIC SUCCESS

Everyone is responsible for the PSP. Fully realising all Objectives will require institution-wide commitment and leadership from boardrooms to classrooms and everyday interactions with students and staff. Realisation will require each of us to take responsibility for Pacific learner and staff success within our spheres of influence to achieve common goals and outcomes. We need leaders to lead out on cultural safety and other aspects of success for Pacific learners and staff but also to be good managers generally. Leaders and decision-makers have the chance to demonstrate institutional commitment to Pacific learner and staff success and leadership through courageous modelling of cultural leadership, funding allocation, interactions with Pacific staff and others, and attendance at Pacific cultural and professional development events such as Pacific Language Week activities.

What we will do to achieve this objective

- Demonstrate leadership on Pacific learner and staff success at all levels of the organisation
- Establish senior Pacific strategic leadership roles and identify Pacific champions within divisions
- Work with and support the Deputy Vice-Chancellor Māori and other Māori leadership as appropriate to improve outcomes for Māori and Pacific
- Train all staff to lead out in creating a more inclusive and successful environment for Pacific learners and staff
- Encourage staff to promote, support and participate in training and professional development opportunities in regard to Pacific learner and staff success
- Employ evidence-based approaches to challenges, solutions and initiatives, including data- and Pacific voice-informed approaches

³ A Native Hawaiian term meaning to lead from the front or go forward, which translates into many other languages in the Pacific and Aotearoa. In te reo Māori, i mua atu means “before”. In Samoa, muamua means “to advance”, and also “before” and “unprecedented”. In Tongan laka atu ki mu’a means “go forward”. In other places, the words translate. In Pidgin, for instance, the word kojēt means “to charge”. In Kiribati, tere means “to go forward” while waki can mean “to go forward” but also “to realize”.

- Better monitor and evaluate progress on the PSP
- Contribute to local, regional and national discussions and solutions on Pacific learner success
- Work with central and local government, schools, kura, training establishments, other tertiary providers, Pacific community organisations, and other relevant stakeholders to innovate and collaborate on Pacific learner success

Key leadership

The Office of the Vice-Chancellor, University Leadership Group and line managers but also each staff member within their sphere of influence and responsibility

OBJECTIVE 2 – ILLUMINATE, CLEAR AND OPEN PACIFIC LEARNER SUCCESS PATHWAYS

This Plan acknowledges the need for better pathways of success for Pacific learners, staff and communities in tertiary education. We need to ensure that more Pacific people are participating in tertiary study, completing undergraduate degrees on time and progressing to higher degrees, where they are also completing on time. We need to make pathways more visible and easier to access. Pathways which are intentionally inclusive and clear of barriers, smooth transitions, and enable and preserve multiple options are more likely to be pathways of success for Pacific learners. Such pathways are also more likely to lead to other pathways including higher learning, academia and research careers. This is crucial from the start.

What we will do to achieve this objective

- Recognise and value Pacific definitions of success
- Create, promote and share stories of Pacific success and alumni in marketing and communications
- Clarify and clear pathways of success and make them more visible and accessible
- Build relationships with schools, kura, other tertiary providers and Pacific organisations prior to application and enrolment
- Maximise opportunities to work in partnership with those stakeholders and to bring learners and families onto campus
- Develop initiatives and resources aimed at better education for parents and families about the requirements of tertiary study
- Increase opportunities for University Pacific students to gain Work-Integrated Learning credit through mentoring in schools
- Smooth and support student journey transitions
- Assess digital literacy, skills, access to devices and connectivity early
- Increase recruitment of Pacific learners in disciplines where they are underrepresented

Key leadership

Pro Vice-Chancellors (PVCs) and Associate Dean Academics (ADAs) in divisions; Deans and Heads of School; Marketing and Engagement; Student Learning; Future Students; Student Services including Health and Careers; the University of Waikato College; and Scholarships

OBJECTIVE 3 – DELIVER SUBSTANTIVE OUTCOMES FOR PACIFIC LEARNERS

Education changes lives, opens doors and organically multiplies opportunity and real equality across various areas of human well-being. It is the pathway. In order to demonstrate leadership and achieve our Objectives, we must change negative statistics which perpetuate stereotypes and deficit narratives to true-life stories of success in real-time. Our goal is not merely parity but substantive measures of equity, the closing of gaps and disparities, barriers removed, and the enabling of multiple options. As a University, we remain committed to:

- Increasing recruitment and participation of Pacific people in tertiary education
- Improving rates of Pacific learner retention, timely completion and success in undergraduate degrees and qualifications
- Increasing the number of Pacific people participating in and completing higher degrees and qualifications successfully and on time

Each of these areas represents a crucial step in a student's journey. Achieving these goals will be more likely where we engage the following strategies and key actions.

What we will do to achieve this objective

- Increase early engagement with Moodle, support services and support staff
- Build academic, digital and navigational skills in the first year of study
- Further develop the Imua Learner Leader Initiative to include digital assessment
- Improve and develop monitoring of Pacific student progress, including data analytics
- Tailor student advisement to Pacific learners and triage to appropriate support
- Create a University-wide Learning Village division by division where everyone takes responsibility for Pacific learner success, including key roles in senior leadership, academic advisors and navigators, and the aim is to develop wayfinding and resilient learners
- Develop and implement a higher learners initiative which builds on cultural legacies of success, grows research capability and excellence, and enhances career options.
- Continue to celebrate Pacific Language Weeks, the TAPA Awards and other cultural events to build a culture of belonging
- Increase Pacific scholarships including those in fields where Pacific graduates are underrepresented
- Increase Pacific learner success across disciplines

Key leadership

PVC Teaching and Learning, PVCs and ADAs in divisions, Information Technology Services, Finance and Analytics, Centre for Tertiary Teaching and Learning (CeTTL) including Student Learning and e-Tuts, School of Graduate Research including the Scholarships team

OBJECTIVE 4 – PROMOTE AND DELIVER HIGH-QUALITY TEACHING AND LEARNING SUPPORT

Great teachers and support staff who care can make a huge difference in a student's journey. The University of Waikato has a proud history of championing culturally responsive and identity-affirming teaching and learning for indigenous learners. It has produced generations of Pacific learner success, but we can also do better. Pacific learner success will benefit from better mainstream delivery for all students and culturally specific pedagogy and curricula for Pacific students, which may, in turn, provide cultural strength or benefit to other students. As we pronounce names properly, eliminate blatant and subtle discrimination in our classrooms, bring more Pacific culture, language, knowledges, and teaching into the classroom, and build meaningful relationships with Pacific learners, we will increase participation, retention, completion, and progression to higher degrees.

What we will do to achieve this objective

- Build academic, digital and navigational skills for Pacific learners from the beginning of their university journey
- Promote, and encourage all staff to participate in, ongoing professional development opportunities including Language Week cultural workshops
- Promote, develop and increase Pacific curricula, perspectives and content across all papers
- Increase qualifications in fields of mutual value for Pacific communities and the University
- Consistently provide high-quality supervision for Pacific higher learners
- Train teachers and learning support staff in culturally responsive teaching and learning from orientation and on an ongoing basis
- Create Pacific learner success toolkits and resources for all teachers and learning support staff
- Maximise the Library in culturally responsive teaching and learning, including in creating Pacific spaces
- Maximise and build pastoral care support and initiatives to address Pacific learner success holistically
- Develop culturally responsive disciplinary options for Pacific learners

Key leadership

PVC Teaching and Learning; PVC Division of Education and Lecturer in Pacific Education; other PVCs, ADAs, paper convenors, and their divisions; Deans and Heads of School, faculties and schools; School of Graduate Research; CeTTL; Library; Student Health; and Pacific advisors, mentors and tutors

OBJECTIVE 5 – FOSTER AND SUPPORT LIFELONG SUCCESS

Pacific learners will come to us through many paths, and their journey should not end with an undergraduate qualification. The University continues to strive to produce highly employable graduates in all fields. We are committed to preparing Pacific graduates who are ready to succeed and contribute after they leave Waikato. Compulsory sector factors such as poor careers advisement, streaming into trades and other non-academic, non-NCEA pathways prior to university mean that Pacific learners may not come to us through ideal pathways. The COVID-19 pandemic and subsequent economic environment has increased unemployment and trends of upskilling. Prior to

COVID-19, Pacific people between the ages of 16-24 had the highest rates of not being in employment, education or training with Māori females. As universities we need to make it easier for Pacific learners to participate and return to education.

What we will do to achieve this objective

- Increase the number of Pacific graduates going on to obtain employment, particularly in high-growth, high-demand areas
- Improve opportunities and support for Pacific learners from a multitude of pathways and educational journeys to participate in and complete tertiary degrees and qualifications
- Work with the University of Waikato College to deliver smoother and more successful transitions into university study for Pacific learners
- Ensure great careers advice and development early in the student journey
- Work in partnership with Pacific organisations and other employers to foster internships and Work-Integrated Learning opportunities for Pacific learners
- Work with Pacific alumni to develop Pacific alumni networks and create opportunities for alumni to contribute to Pacific learner success

Key leadership

University of Waikato College, Office of the Vice-Chancellor including Future Students and Development Office, Student Services including Career Development Services, International Students, and Work-Integrated Learning Central Unit

OBJECTIVE 6 – VALUE, GROW AND ATTRACT PACIFIC STAFF

The pathways we create and clear should open doors to various options including a career in tertiary education. Pacific staff numbers at the University remain small. Pacific staff are crucial at each step and enable success as coaches, role models, sources of Pacific content, curriculum and pedagogy, but also as leaders and voices of expertise and diversity at the table. Pacific learners need to see Pacific success. Pacific staff members often take on extra work because of cultural values about helping others to achieve collective outcomes. Pacific staff members also often represent the University in Pacific community events and organisations, often building valuable relationships and bringing mana to the University through work in the evening and on the weekend.

We need more Pacific men but are mindful that Pacific women may suffer poorer outcomes in salary, promotion, and advancement. We need to attract quality Pacific academics and researchers as well as managers, but we also need to grow them due to low numbers across the sector. We need initiatives which place Pacific staff in a more equitable position, for instance to demonstrate research excellence or be promoted to management roles. We need to be intentional about pathways of success for staff and to clear pathways of unnecessary barriers, smooth transitions and enable options for Pacific staff too.

What we will do to achieve this objective

- Increase Pacific academic, research and support staff in areas where they are needed or underrepresented
- Ensure that diversity and inclusion policies are inclusive of Pacific staff and students and that they address intersectionalities of identity including gender
- Ensure job descriptions, advertisements and other human resources materials are welcoming to, and inclusive of, Pacific applicants and candidates

- Increase representation of Pacific people on appointment panels
- Remove barriers and enable dual-option (academic and professional) pathways for staff, paying close attention to barriers faced by Pacific women
- Ensure Pacific staff representation on University committees and boards
- Establish culturally driven professional development initiatives around dual pathway (academic and management)
- Provide Pacific general staff access to and training in IRIS, Mahara or other software which enables them to develop a research and professional portfolio
- Ensure optimum on-boarding, mentoring and line management of Pacific staff
- Value community and research contributions of Pacific staff in work allocations and promotions and advancement
- Profile and celebrate Pacific staff achievement and contribution to the University

Key leadership

The Office of the Vice-Chancellor, University Leadership Group, Human Resource Management, Organisational Development and Wellness, and line managers

OBJECTIVE 7 – GROW PACIFIC RESEARCHERS AND RESEARCH EXCELLENCE

Pacific research provides another opportunity to increase the Pacific dimensions of the University and to open pathways to Pacific students and staff. Pacific research is often full of gaps and undersubscribed. Pacific research can be a win-win for the University and Pacific people. Pacific researchers bring valuable and diverse perspectives to research, but they are few in number and needed across the University. Pacific researchers are often on fixed term contracts and vulnerable in employment. We need to attract quality researchers but also grow new and emerging Pacific researchers. We need to attract more funding for Pacific research and researchers and a place to bring together Pacific research and Pacific researchers from around the University. We need a Pacific research hub. This place can act as a kalo/taro patch to grow Pacific research and researchers. Pacific research undertaken by the University should reflect the core values of this Plan, contribute positively to the well-being of Pacific people and communities, and be conducted with the utmost respect for Pacific identity, cultures, languages and knowledges.

What we will do to achieve this objective

- Establish a Pacific research hub
- Value and make place for Pacific research, researchers, and research methodologies
- Showcase Pacific research and Pacific researchers in marketing and communications
- Illuminate pathways and smooth transitions into research careers for Pacific undergraduate students and higher learners
- Attract funding for research projects which will grow Pacific researchers
- Develop closer relationships with other tertiary institutions in the Pacific and with Pacific researcher networks
- Develop Pacific research protocols for the University
- Ensure Pacific representation on ethics committees reviewing applications for Pacific research and with Pacific communities
- Develop a webpage including resources for those embarking on Pacific research, current Pacific research projects and profiles of Pacific researchers
- Establish and support home grown Pacific journals

- Create a research environment and leadership opportunities which will attract excellent Pacific researchers to work at Waikato
- Take opportunities to share Pacific research with Pacific people and communities and receive their feedback on it

Key leadership

DVC Research, PVCs and Associate Deans Research in divisions, Research and Enterprise, School of Graduate Research, Library, Marketing including Production and Design

OPERATIONALISATION

The Plan has been drafted with the understanding that it will be operationalised as soon as it receives Council approval. For the purposes of the current Plan, 'operationalised' means, but is not limited to, the following:

- An organisational framework, including a Pacific Strategic Board/Committee, will continue to provide regular general feedback and reporting on progress at various levels of the University and create a network of support for initiatives.
- An implementation plan will establish specific metrics of success and targets to gauge progress and increase accountability.
- Sufficient timeframes for the operationalisation process will be established and transparent.
- Adequate funding will be available and accessible.

PACIFIC STRATEGIC BOARD/COMMITTEE

Established soon after the previous Plan passed boards and committees, the Pacific Advisory Group (PAG), formerly known as the Pacific Plan Advisory Group, has met on a quarterly basis to advise the Deputy Vice-Chancellor Academic and, subsequently, the Assistant Vice-Chancellor (AVC) Pacific in relation to Pacific matters including the Pacific Plan. It has included members of the University Leadership Group including DVCs, PVCs, deans and ADAs, representatives from all four academic divisions, Te Pua Wananga ki te Ao – Faculty of Māori and Indigenous Studies (FMIS), Student Services, the Centre for Tertiary Teaching and Learning, the School of Graduate Research, Marketing, and other parts of the University, as well as student representatives.

The PAG has become a positive and collegial source of coordination, collaboration and sharing amongst divisions, faculties, schools and teams at Waikato. It is not, however, integrated into the decision-making committee structures to the extent necessary to effect the meaningful change outlined in this plan. A formalised place within the University's academic and other decision-making processes, and greater input into academic and other developments, demonstrates a greater institutional commitment to achieving the Pacific Strategic Plan and to diversity at the table. This board/committee will consider academic and other developments including papers, programs and other initiatives, *related to Pacific interests*, from a Pacific perspective and against the Objectives of the Pacific Plan. Pacific academic staff, no matter which school, faculty or division, will have a greater voice in the academic processes of the University.

The composition of the Pacific Strategic Board/Committee is as yet to be defined but would be determined within three months after the Pacific Strategic Plan was passed through boards, committees and Council. It will be chaired by the AVC Pacific. It will include Pacific academic and

general staff, as well as key managers and decision makers, and receive reports from the Pacific Support Staff Forum, Pacific Academic Staff Forum and the Pacific Student Leadership Group.

ORGANISATIONAL FRAMEWORK

Certain roles and bodies have been established to support Pacific staff and student success and to achieve the Objectives. Key sources of information, advice, support and coordination include the:

- *Assistant Vice-Chancellor Pacific (AVC Pacific)* who has strategic responsibilities for the Pacific Plan and for the operationalisation of its Objectives, and advises the Vice Chancellor and other members of the University Leadership Group on Pacific matters;
- *Pacific Student Success Coordinator (PSSC)* who works closely with the Assistant Vice Chancellor Pacific, is focused on achieving Pacific learner success, is responsible for coordinating and aligning Pacific initiatives, provides cultural advisement, and works closely with Pacific support staff and student associations;
- *Future Students Pacific Advisor* who is part of the Office of the Vice-Chancellor and works closely with Pacific students and their schools prior to enrolment, has extensive networks and ongoing relationships with Pacific communities and other external stakeholders;
- *Pacific Support Staff Forum (PSSF)* which meets on a monthly basis to discuss Pacific student support activities and concerns and includes the AVC Pacific, the PSSC, all Pacific staff and all staff with Pacific support roles;
- *Pacific Academic Staff Forum (PASF)* which meets on a monthly basis to discuss Pacific academic and research activities and concerns, to provide support and grow networks, and includes the AVC Pacific, the PSSC, and Pacific academics; and
- *Pacific Student Leadership Group (PSLG)* which meets on a monthly basis to discuss Pacific student association activities and concerns and includes the AVC Pacific, the PSSC, the executives of all 14 Pacific student associations on campus, and the Pacific Director of the Waikato Students Association.

PACIFIC IMPLEMENTATION PLAN (PIP)

The PSP will be followed by the Pacific Implementation Plan (PIP) which will set out in greater detail the steps that we will take to achieve the Objectives of the PSP. The PIP will be data- and voice-informed, outcomes-focused and consistent with building collective leadership around, and accountability for, the PSP. The PIP will utilise metrics and measurables to help all leaders gauge success and progress on the PSP. Our measure of success will be consistent with what success means to Pacific staff and students.

With the assistance of various leaders and staff across the University, the AVC Pacific will be responsible for drafting the PIP within six months of the approval of the PSP by the Council.

The University will establish a Pacific Implementation Plan Working Group (PIPWG) within one month after the PSP is approved by the University Council. The purpose of the PIPWG will include:

- Performing a stocktake of available data to determine where we are at in terms of objectives and what data is needed to inform the PIP
- Drilling deeper into the data to inform measurables and metrics of success
- Determining measures and metrics of success which reflect what Pacific success looks like at our University, are SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) and encourage teams to improve outcomes for Pacific students, staff, their families and communities

- Contributing to the development of a set of tools for divisions, faculties and schools which will inform and develop collective leadership, provide regular, easily accessible and holistic information on numbers and progress in real-time, and encourage best practice.

The PIP will also be aimed at supporting the work and initiatives that will follow the Taskforce.

REPORTING AND REVIEW

Current benchmarks against which the University aims to improve (e.g. paper completion rates, student retention rates, qualification rates for Pacific students) are not included in this Plan, but they are available in Section B of the [University of Waikato Investment Plan](#). Further measures and metrics of success, specific targets, and tools to monitor progress will be developed in the PIP as described above. Divisions, Te Pua Wānanga ki te Ao Faculty of Māori and Indigenous Studies (FMIS), and the University of Waikato College will report twice a year to the AVC Pacific on progress made against the Objectives listed to help ensure the University remains on track to meet its goals. Progress will be monitored by the Pacific Strategic Board/Committee.

Six-monthly reports on progress made on Objectives will be prepared by the AVC Pacific with the advice of the Pacific Strategic Board/Committee and reported to the Education Committee. The report will be prepared in collaboration with key leadership including ADAs or Associate Deans Pacific, if applicable, and the Pacific Strategic Board/Committee.

FUNDING

The large majority of the University's students who self-report as Pacific students are Ministry-Funded (MF). The remaining EFTS are generated by Full-Cost International (FCI) Pacific students. The University is committed to the participation and performance of all Pacific students, whether MF or FCI and the goals and activities outlined in this Plan apply equally to all Pacific students whether they are categorised as MF or FCI. It is recognised, however, that in some regards domestic and international students are separate cohorts of learners that have unique characteristics.

Equity funding, allocated by the AVC Pacific, will be available to support various initiatives.

As mentioned above, attracting further funding for Pacific research is a key action of this Plan.

Approved by Council

15 June 2021