

Mahere Oranga Wellbeing Implementation Plan 2020-2024

Kia piki te kaha, kia piki te māramatanga, kia piki te ora

By increasing our capability, and our understandings,
our wellbeing will flourish



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Annabel Ahuriri-Driscoll is a lecturer in Te Rāngai Ako me te Hauora College of Education, Health and Human Development. She is pictured with Jacob Ahuriri-Budgen who is studying towards a Bachelor of Sport Coaching, and Dominic Budgen who is studying towards a Bachelor of Science.

If anything in this document has raised any concerns for you, or someone you know, please call or text 1737 or call Lifeline on 0800 543 354 for support.

For more information contact: wellbeing@canterbury.ac.nz

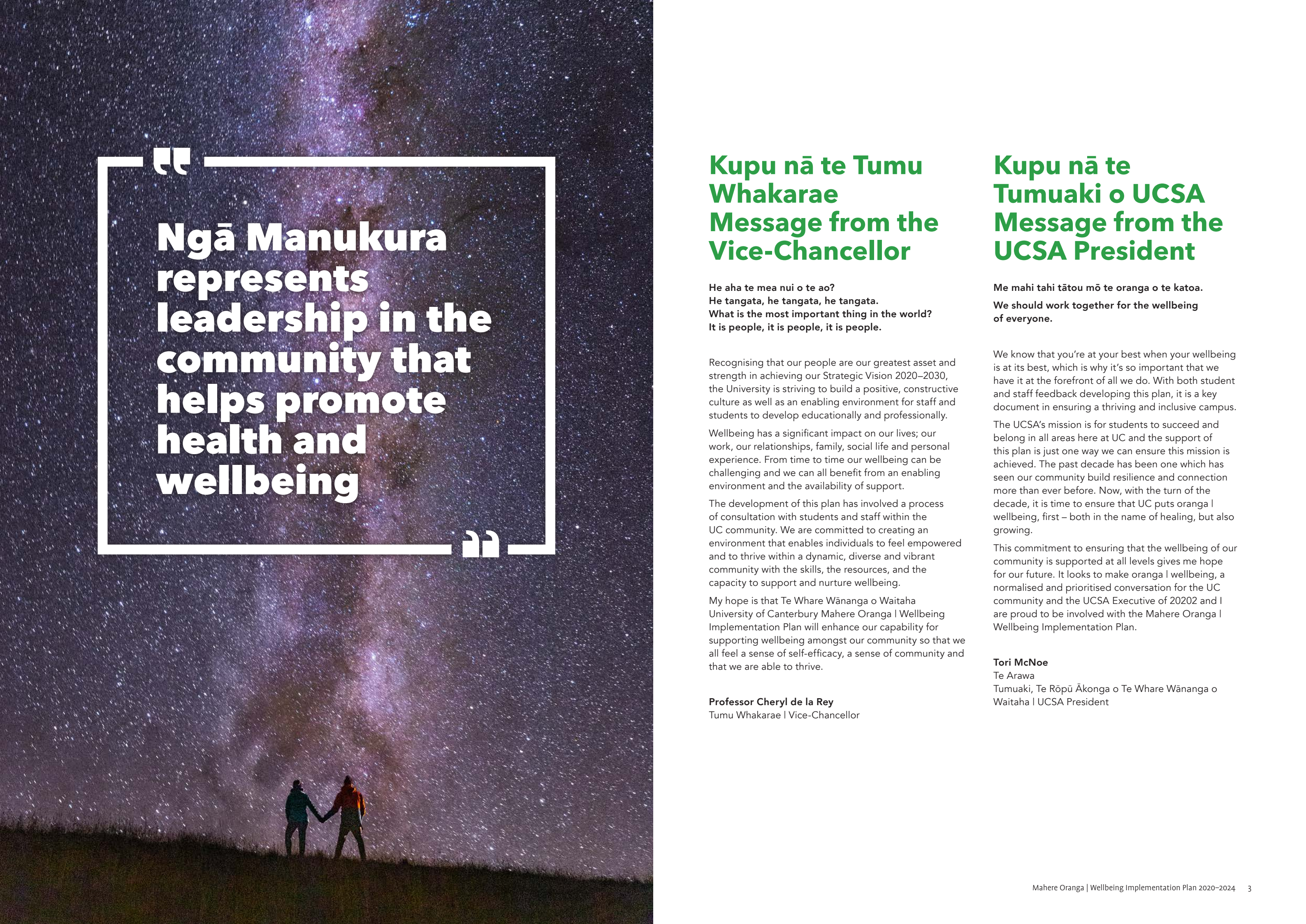
Te Whare Wānanga o Waitaha | University of Canterbury
Private Bag 4800, Ōtautahi Christchurch 8140, Aotearoa New Zealand

Te Mana Whakahaere addresses the extent to which communities themselves take ownership of, and have a degree of autonomy over, improving their own oranga wellbeing and health.

Kuputaka | Glossary of Terms

Throughout this document we have used acronyms to help simplify quite lengthy service and group titles where we felt it was most appropriate to benefit the message – the majority of these are found in the implementation plan at the back of this document. Here is a list of the abbreviations and their full meaning:

AVCMPE	Te Waka Pākākano Office of the Assistant Vice Chancellor Māori, Pacific & Equity
CDHB	Te Poari Hauora o Waitaha Canterbury District Health Board
COEHHD	Te Rāngai Ako me te Hauora College of Education, Health and Human Development
Colleges	Representative of the five colleges at the University (Science, Arts, Business and Law, Engineering and Education, Health and Human Development)
CPH	Te Mana Ora Community and Public Health
CWRI	Te Kāhui Pā Harakeke Child Wellbeing Research Institute
DVC(A)	Tumu Tuarua Akoranga Deputy Vice Chancellor Academic
FM	Te Ratonga Whakahaere Paenga Facilities Management
LEAD	Kounga Tātari Learning Evaluation & Academic Development
P&C	People, Culture and Campus
SDOH	Social Determinants of Health model
SLT	Senior Leadership Team of the University of Canterbury
SLSC	Student Life, Services and Communications
UC	Te Whare o Wānanga o Waitaha University of Canterbury
UCSA	Te Rōpū Ākonga University of Canterbury Students' Association
WHO	World Health Organisation



**Ngā Manukura
represents
leadership in the
community that
helps promote
health and
wellbeing**

Kupu nā te Tumu Whakarae Message from the Vice-Chancellor

**He aha te mea nui o te ao?
He tangata, he tangata, he tangata.
What is the most important thing in the world?
It is people, it is people, it is people.**

Recognising that our people are our greatest asset and strength in achieving our Strategic Vision 2020–2030, the University is striving to build a positive, constructive culture as well as an enabling environment for staff and students to develop educationally and professionally.

Wellbeing has a significant impact on our lives; our work, our relationships, family, social life and personal experience. From time to time our wellbeing can be challenging and we can all benefit from an enabling environment and the availability of support.

The development of this plan has involved a process of consultation with students and staff within the UC community. We are committed to creating an environment that enables individuals to feel empowered and to thrive within a dynamic, diverse and vibrant community with the skills, the resources, and the capacity to support and nurture wellbeing.

My hope is that Te Whare Wānanga o Waitaha University of Canterbury Mahere Oranga I Wellbeing Implementation Plan will enhance our capability for supporting wellbeing amongst our community so that we all feel a sense of self-efficacy, a sense of community and that we are able to thrive.

Professor Cheryl de la Rey
Tumu Whakarae | Vice-Chancellor

Kupu nā te Tumuaki o UCSA Message from the UCSA President

**Me mahi tahi tātou mō te oranga o te katoa.
We should work together for the wellbeing
of everyone.**

We know that you're at your best when your wellbeing is at its best, which is why it's so important that we have it at the forefront of all we do. With both student and staff feedback developing this plan, it is a key document in ensuring a thriving and inclusive campus.

The UCSA's mission is for students to succeed and belong in all areas here at UC and the support of this plan is just one way we can ensure this mission is achieved. The past decade has been one which has seen our community build resilience and connection more than ever before. Now, with the turn of the decade, it is time to ensure that UC puts oranga I wellbeing, first – both in the name of healing, but also growing.

This commitment to ensuring that the wellbeing of our community is supported at all levels gives me hope for our future. It looks to make oranga I wellbeing, a normalised and prioritised conversation for the UC community and the UCSA Executive of 20202 and I are proud to be involved with the Mahere Oranga I Wellbeing Implementation Plan.

Tori McNoe
Te Arawa
Tumuaki, Te Rōpū Ākonga o Te Whare Wānanga o
Waitaha | UCSA President



Te Horopaki | Context and Background

Oranga (wellbeing) involves the experience of health, happiness, and prosperity. It includes having good living conditions, quality relationships with other people and the environments, resilience, and positive emotions, realising one's potential, and experiencing overall satisfaction with life (University of Canterbury, 2019).

While it is easy to point to elements of wellbeing, defining the term precisely is challenging because it requires looking at many aspects of people's lives and understanding their relative importance to that individual. Although there is no single definition of wellbeing, most experts agree that it requires meeting various human needs, as well as the ability to pursue one's goals, to thrive and feel satisfied with their life. In this sense, wellbeing can be thought of as 'feeling good' and 'functioning well' and implies that it is holistic in nature. 'Feeling good' is the presence of contentment, happiness and feeling able to engage with life. 'Functioning well' is feeling in control, maintaining positive relationships, being satisfied and having a sense of purpose (Huppert, F.A. (2009).

The aim is for this plan to be an implementation vehicle for the UC Strategic Vision 2020–2030, and to be a statement to both our people and the wider community as to how we intend to implement an integrated model for wellbeing. It considers the holistic needs of our student and staff community and recognises that the University's research and education aspirations are rooted in the skill, talent and passion of its academics. The UC student experience of the next ten years can only be delivered through academic, professional, administrative and technical staff working together in new and inspirational ways.

Kohinga pārongo | What we heard

In 2019 we undertook a survey of staff and students, seeking not only feedback on what services or support was needed, but also to gauge what our wellbeing as a campus community looked like. We received just under 1000 responses from staff and students through the survey and these responses were supplemented with numerous meetings with key representative groups. Overall, we found that there were similarities between staff and students, but also some notable differences.

Ngā āhukahuka | Similarities

Quantitative results were similar. For instance:

Wellbeing was measured using the World Health Organisations WHO-5 Wellbeing index.¹ Staff and students both had a mean WHO-5 score of 12.2 (out of 25). We also found that:

- Our wellbeing levels measured between May and June 2018, when compared to our University of Canterbury Early Engagement Survey results conducted with first year students and the Greater Christchurch Annual Resident Survey 2019 results conducted by Te Poari Hauora o Waitaha | Canterbury District Health Board, were lower than both of those survey results.
- When asked to rate how well UC is supporting their wellbeing, staff and students reported feeling similar levels of support (41% of staff and 36% of students felt a large amount of support, and 35% of staff and 29% of students felt a moderate amount of support).
- The level of perceived support and the level of ownership of personal wellbeing had an impact on the wellbeing results. For example:

- The more support an individual perceived being available to them was related to a higher wellbeing score.
- The greater the personal ownership of one's wellbeing (i.e. those people who take ownership and who are aware of and access services) was related to greater perceived wellbeing.
- The combination of these two was associated with the highest overall wellbeing score on average. Conversely, the absence of these two correlated with a much lower wellbeing score for a small group of staff and students.
- When asked who they think is responsible for their own wellbeing, similar proportions of staff and students stated that both UC and themselves were somewhat responsible (59% of staff and 54% of students). However, students were more likely to state that they were responsible for their own wellbeing (46%, compared with 38% of staff).

Ngā rerekētanga | Differences

There were a number of differences between staff and students in the qualitative results. For example:

- Respondents were asked to indicate what areas of wellbeing they need support with
 - Students frequently mentioned that they wanted support with mental wellbeing (57%)
 - Staff frequently mentioned that they wanted professional support (73%)
- When asked how UC might improve the communication of the range of services provided on campus, both staff and students frequently suggested different communication channels that could be used. However, the type of channels they suggested were different.
 - Staff frequently suggested using emails (19%), newsletters (i.e. Tū ki te tahi; 18%), UC's website (11%) and management (11%).
 - Students frequently suggested using social media (30%), emails (19%), and posters (14%).

We also asked about the coverage of services and whether there were any particular services missing. The feedback we received was that there was a broad coverage of services and activities available to students and staff on campus to support their wellbeing. There were no obvious missing services, although a common theme was around the ability to access some of the more valued services, such as mental health and professional support, when they were needed.

¹ www.corc.uk.net/outcome-experience-measures/the-world-health-organisation-five-well-being-index-who-5/

Tūāpapa Oranga | Our Model

A core element of wellbeing is achieved through having a community where everyone feels a sense of belonging and being valued. Te Whare Wānanga o Waitaha | University of Canterbury is a committed bicultural university operating in an intercultural world, and our intention is to ensure we reflect diversity of thinking and representation in all that we do.

The University regards wellbeing as a priority not just because it is good in itself, but because it is inextricably connected with its primary function as an institution of higher learning. Indeed, to recognise the impact that diminished wellbeing can have on a learner's ability to focus, self-belief and sense of purpose is to see at once how wellbeing shapes the foundations on which learning itself takes place.

While this responsibility is taken seriously, it is also recognised that there are practical limits to the support the University can provide. We therefore look to partnerships with specialist external organisations to help meet the needs of students and staff when these extend beyond what we are capable of assisting with ourselves.

In Aotearoa New Zealand models for wellbeing such as Te Whare Tapawhā, Fonofale and Te Pae Māhutonga help inform our understanding while providing us with platforms for engagement – interculturally – in respectful, meaningful and appropriate ways. These indigenous perspectives are important as they are contextually relevant and provide us with unique place-based frameworks for understanding wellbeing and achieving holistic wellness outcomes (University of Canterbury, 2019).

What follows through the rest of this document is a statement of our strategic vision for wellbeing, including the adoption of Te Pae Māhutonga to guide our implementation. This will not only give effect to the vision and meet our strategic objectives listed within the academic strategy, but will also equally give effect to Te Pae Māhutonga as our wellbeing approach.

Te Pae Māhutonga, originally developed by leading Māori health advocate and researcher Professor Sir Mason Durie in 1999 (Tāne Ora Alliance, 2020), provides a holistic approach to wellbeing. Te Pae Māhutonga is an extension of Durie's Te Whare Tapawhā framework and brings together six dimensions of hauora that are essential to improving wellbeing outcomes. These include Mauriora | Cultural Identity, Waiora | Environmental Protection, Toiora | Healthy Lifestyles, Te Oranga | Participation, Ngā Manukura | Leadership, and Te Mana Whakahaere | Autonomy (Durie, 2004).

Ultimately our goal with this implementation plan is to lay the foundations set out in the broader UC Strategic Vision 2020–2030 to achieve the objective, "By 2030 UC will be known for its focus on wellbeing."

Lynn McClelland

Kaihautū Matua, Te Ratonga Akonga me te Whakapā
Executive Director, Student Life, Services and
Communications

Paul O'Flaherty

Kaihautū Matua, Te Ratonga Pūmanawa Tangata
Executive Director, People, Culture and Campus

A core element of wellbeing is achieved through having a community where everyone feels a sense of belonging and being valued.



Mahere Whakahaere Our implementation plan

From the results of the survey and informed by the previous work undertaken by the University on wellness and wellbeing there are three primary areas of focus for the coming three year period, with these areas directly aligning to the Academic Strategy 2020–2030 as well as responding to the feedback received. These areas are:

- 1 **Kia piki te kaha | Review and enhance the services available to support the mental health of students and staff, reflecting their diverse needs and including how we communicate these needs to better support self-care.**
- 2 **Kia piki te māramatanga | Review staff professional development offerings to further embed wellbeing support into UC's leadership development, as well as support the growth of a constructive organisational culture at UC.**
- 3 **Kia piki te ora | Develop our built and natural spaces to support wellbeing and sustainability.**

- 1 **Kia piki te kaha | Review and enhance the services available to support the mental health of students and staff, reflecting their diverse needs including how we communicate these needs to better support self-care.**

We will look at the ways in which people can access our services. We will look at new and different pathways for delivery such as online access for key services where existing and off the shelf products already exist, creation of specific triage focused roles, peer support and education.

It also means that the way in which we communicate to both students and staff must be a focus. We must look at greater and more frequent ways to deliver more timely advice and support; not relying on email and websites but also greater use of social media targeting smaller and more diverse groups of our community.

We will undertake a review of the training programmes for student-facing staff to better enable and equip them with the tools to deal with the many students they engage with daily.

Continuing our great working relationship with the UCSA remains a priority to enhance social engagements and interactions, building a wellbeing culture that is inclusive and welcoming.

The University already has a wealth of data and research which is added to frequently through regular surveying of students. The ability to harness and better target interventions and support through more strategic access and use of data should enable a more efficient and effective service.

We need to undertake further evidence based work to continue to ensure the services we deliver are actually making an impact on our community in a positive manner. Better harnessing the common skill sets that exist already in an organisation like ours is paramount, we need increased access to research and evidence data within. An example of this is developing a connection and direct partnership with our own Te Kāhui Pā Harakeke | Child Wellbeing Research Institute.

The University is also a key member of the broader community, and there are a number of other key agencies with the shared responsibility for mental wellbeing and health. Greater partnerships are needed with the likes of Te Mana Ora | Community and Public Health and the Christchurch Primary Health Organisation, as well as the many non-Government organisations within Ōtautahi Christchurch and Waitaha Canterbury, also further strengthening of the existing relationship with Te Poari Hauora o Waitaha | Canterbury District Health Board.

- 2 **Kia piki te māramatanga | Review staff professional development offerings to further embed wellbeing support into UC's leadership development, as well as support the growth of a constructive organisational culture at UC.**

As well as provision of a range of staff benefits and programmes that support wellbeing, there is a focus on building a constructive working culture in which staff feel they can make a difference, can develop professionally and personally, and are supported by a strong team environment.

Analysis of the data reinforced the importance of the role that a manager/leader has in developing individual perceptions of oranga | wellbeing within teams and groups of staff. The development of University leaders who have a key role in enabling this workplace culture is also a vital part of our strategy. These factors enable and promote good staff wellbeing, as well as enabling a productive workplace.

P&C will continue to coach and enable leaders to grow a constructive, supportive workplace, and will review the professional development available – with a focus on improving the wellbeing of our staff.

- 3 **Kia piki te ora | Develop our built and natural spaces to support wellbeing and sustainability.**

Providing facilities and spaces for students and staff to develop a holistic experience of wellbeing will support performance and success. This includes the physical spaces and will be implemented through the Campus Master Plan – leading to the development of the new Wellness Precinct and the Recreation Centre. It also includes the less obvious, but as critical, food environment as well as the connection to a more sustainable future operation.

Hauora Hinengaro Mental Health and Wellbeing

There are many factors that can influence our Wellbeing. The tertiary sector in Aotearoa has long provided a setting for learning and development, knowledge exchange, research and life transitions (Cawood et al., 2010). However, the tertiary setting has also been associated with an environment susceptible to increased risk of mental health conditions, poor levels of mental fitness and reduced life satisfaction due to juggling study, work, exams and the stressors of University life (Came & Tudor, 2018; Gharibi, 2018; R.P. et al., 2018).

The Kei Te Pai Report on student mental health in Aotearoa found that many students experienced some form of psychological distress, with the most common reasons being due to feeling overwhelmed, fear of failure, student living conditions, financial concerns and mental illness. The report also examined triggering factors for depression, stress and anxiety, including feelings of loneliness, poor eating habits, adjusting and coping with university/student life, and academic anxiety (Gharibi, 2018).

Te Whare Wānanga o Waitaha | University of Canterbury is no exception. A report on the Student Voice at UC found that first year students can experience culture shock coming to university for the first time, and can feel isolated and lonely in a setting where you have to learn to be independent in a new environment, all of which introduces strains on mental wellbeing (Thinking out Loud, n.d.). Surveys have found a similar experience amongst staff at UC with low levels of mental wellbeing being related to role clarity, satisfaction, motivation and organisational and departmental quality (University of Canterbury, 2019).

Tirohanga Whānui | Vision

UC will provide a sustaining environment where oranga, the holistic wellbeing, of students, staff and our community enables our people to be successful, engaged, empowered and making a difference - tangata tū, tangata ora.

Te Pae Māhutonga Our Model of Wellbeing

Te Whare Wānanga o Waitaha | University of Canterbury is building a positive and constructive culture for staff and students to develop educationally and professionally. The University has not only adopted a new Academic Vision for 2020–2030 but, as part of that, has also adopted a new wellbeing and health promotion framework to guide the delivery of wellbeing services and spaces for staff and students.

Our goal is to increase the mental health of both our staff and students through the implementation of the plan, utilising Te Pae Māhutonga health promotion framework to create an environment where our community can feel supported to develop and grow. Research indicates (Yu et al., 2018) that enhancing one's personal wellbeing (i.e interpersonal confidence, social and emotional skills, and self-esteem) is associated with better adjustment and learning achievement. Therefore, creating an environment that focuses on building these attributes represents a promising approach to enhance university students' learning gains (Yu et al., 2018).

Originally developed by Professor Sir Mason Durie, Te Pae Māhutonga Southern Cross, is acknowledged in traditional cultural narratives across Aotearoa and the Pacific as a key navigation marker. This constellation, along with other stars, is also seen as a symbol of health and wellbeing. Their appearance in the southern skies signals the time for a range of different mahinga kai, food gathering practices and activities across the seasons (Durie, 2004).

Consistent with this narrative, Te Pae Māhutonga provides a metaphorical framework of six whetū or stars which align to six key UC strategic objectives:

- Toiora: Healthy Lifestyles;
- Waiora: Physical Environment;
- Te Oranga: Participation in Society;
- Mauriora: Cultural Identity;
- Ngā Manukura: Community Leadership, and;
- Te Mana Whakahaere: Autonomy.

The use of the four central whetū of Te Pae Māhutonga in the design and implementation of this strategy recognises the importance of, and the interconnection between, healthy lifestyles (Toiora), the environment (Waiora), connection to culture (Mauriora) and the ability to participate in society (Te Oranga). The two pointer stars in the constellation identify the importance of leadership in supporting wellbeing outcomes (Ngā Manukura) and enabling individuals to be self-determining so that they meet their own outcomes (Te Mana Whakahaere) (Durie, 2004).

As an Indigenous framework, Te Pae Māhutonga provides a context and model for wellbeing that is interchangeable, easily relatable and complementary to other Indigenous and cultural health models. While the Pacific model of health, Fonofale, was designed explicitly for the Aotearoa context and solely focuses on the needs and aspirations of Pacific people, both Fonofale and Te Pae Māhutonga are in alignment and do complement each other. Just as Te Pae Māhutonga provides a holistic approach to wellbeing from a Māori perspective, the Fonofale model provides a similar holistic approach from the perspective of Pacific peoples. Each of the models apply different cultural analogies and narratives to explain their perspectives, however ultimately both models share a similar understanding: in order for people to reach their potential, live well and be healthy, a set of interlinking kaupapa using culturally responsive frameworks are essential to support positive wellbeing.

Te Pae Māhutonga - Southern Cross



Overall, Te Pae Māhutonga – with its holistic approach to wellbeing – is a model for wellbeing that will contribute to a campus environment that is responsive to changing trends and an increasingly diverse student community. Individual ownership of wellbeing outcomes and greater participation in decision making will become key features of our approach for the future. This will in turn require UC to embed wellbeing strategies that are data-informed, technology-enabled and more responsive to the needs of staff and student groups.

Framing the UC Mahere Oranga biculturally is vital to ensuring that as an institution and community, we represent, respect and recognise the bicultural history and culture of Aotearoa New Zealand, and accept the role that increasing bicultural competence and confidence has in strengthening our ability to work and communicate in an intercultural context. Our commitment to biculturalism here at UC goes beyond awareness and sensitivities – it strives to develop and implement bicultural responsive processes, policies and practices. Te Pae Māhutonga aligns with the five

pou or pillars of the UC Graduate Profile which focus on: bicultural competence and confidence; community engagement; employability, innovation and enterprise; competence in a core academic discipline, and; global awareness (University of Canterbury, 2020).

In addition, this model of wellbeing supports the current Te Rautaki Whakawhanake Kaupapa Māori Strategy for Māori Development (and will also be considered in parallel with the upcoming review of that strategy) and the Social Determinants of Health (SDOH) which were designed to identify ways to create social and physical environments that promote good health for all.

Toiora Healthy Lifestyles

What does Toiora mean?

Toiora is concerned with personal behaviours and the type of lifestyle we choose to live. Major changes in the way we work, how we get around and how we spend our leisure time mean that many of us are sedentary for much of the time, even though physical activity should be a part of everyday life. Other aspects of our lifestyles also have a significant effect on health and wellbeing, including nutrition, consumption of tobacco, alcohol and drugs, work-life balance, crime, problem gaming and gambling (Durie, 2004). These sorts of risk-taking behaviours that can result in negative health outcomes are more often seen in communities where there is significant financial insecurity among youthful populations, and within communities or families where such behaviours have become the norm.

How does this fit for UC?

Toiora at UC is important to understand because of our setting. UC understands and is aware that the consumption of alcohol and drugs, the increased risks around poor nutrition, lack of sleep, mental health, unprotected sex, sedentary habits, problem gaming, lack of finances and disregard for the safety of oneself and others in tertiary environments creates unhealthy lifestyles. The choice of avoiding this risk-taking behaviour can be hard when the behaviour is normalised within a community. However, providing services, education, management and awareness around Toiora can help staff and students lead healthier lifestyles.

Why are we doing this?

- Pressing mental health issues for students and staff and creating a positive study and work environment for students and staff
- Holistic and connected
- Bicultural narrative built in

Initiatives

Actions	By When	How	Who	Outcome/ Measure
Review and refine the wellness services model for staff & students with a specific focus on increasing the range of mental wellbeing support services	Jun 2020	Review of the student focused model of care against the interim and planned new legislative requirements for pastoral care.	SLSC P&C Colleges Halls of Residence	User feedback WHO-5 Benchmarks against strategic goals Interim Domestic Code of Practice – Outcome 3 and 7 UN Sustainable Development Goal 3, specifically targets 3.4, 3.5, 3.7, 3.8, 3.D Okanagan Charter Child & Youth Wellbeing Strategy
	Dec 2022	Create and implement a systematic programme of reviews on the policies and support services provided for problematic / addictive behaviours such as alcohol abuse, smoking, gambling and problematic gaming on student wellbeing.		
Reduce all forms of harassment, on campus or online	Ongoing	Continued support and promotion of Thursday in Black. Delivery of Bystander Training for staff and students. Continued promotion of reporting and disclosure procedures to report harassment. Continued resource support for the sexual harassment coordinator. Delivery of general messaging and communication in all forms of wellbeing publications.	AVCMPE P&C	Benchmarks against strategic goals: Interim Domestic Code of Practice – Outcome 5 International Code of Practice – Outcome 6 UN Sustainable Development Goal 5; Targets 5.2; Child & Youth Wellbeing Strategy Online induction and content available for all new staff at UC
Delivery of online induction modules	Feb 2021	Online modules made available to all first year students as a compulsory expectation to undertake during term one: Welcome to UC –intro to UC, the modules and the UC graduate attributes Safety and Security –keeping safe at UC, cyber security, earthquakes, fire Academic –transitioning to university study, fear of failure, Analytics for Course Engagement Wellbeing –drugs/alcohol, responsible relationships/consent, looking after yourself and your mates, support services at UC Social –making connections, UC Clubs/UCSA, mentoring, building an inclusive community at UC, Biculturalism	SLSC	User feedback Online modules available for staff and students Benchmarks against strategic goals: Interim Domestic Code of Practice – Outcome 4 International Code of Practice – Outcome 5 UN Sustainable Development Goal 5; Targets 5.2; Child & Youth Wellbeing Strategy Online induction and content available for all new staff at UC
	Feb 2021	Online module made available to all staff highlighting the wellbeing benefits and learning and development opportunities available for staff.	P&C	
Delivery of on-campus recreation programme for staff and students	Dec 2021	Pilot programme trialled semester two 2021 (subject to external funding via Sport Canterbury Te Manawa Fund) Subject to review, programmes of activities that focus on holistic wellbeing, for example yoga, meditation, outdoor boot camps, etc. implemented from 2022.	SLSC Rec & Sport UCSA	User feedback WHO-5 Benchmarks against strategic goals Interim Domestic Code of Practice – Outcome 3 International Code of Practice – Outcome 6 UN Sustainable Development Goal 3, specifically targets 3.4, 3.5, 3.7, 3.8, 3.D Okanagan Charter Child & Youth Wellbeing Strategy
Develop a UC Recreation and Sports strategic action plan	Dec 2021	Under a new wellbeing lens, the development of a UC recreation and sports strategic action plan that encompasses all social and competitive sport on campus, guides development of future sporting facilities and services and also including greater academic integration. Done in partnership with UCSA, COEHHD and the various UC Sports clubs.	SLSC UCSA COEHHD UC sport clubs	Strategic action plan developed Benchmarks against strategic goals: Interim Domestic Code of Practice – Outcome 3
Review and align existing Wellbeing data, reporting and surveying tools collected at the service unit and organisation level, into a connected survey and evaluation programme for 2021 and the potential development of a longer term research programme with Te Kāhui Pā Harakeke Child Wellbeing Research Institute.	Dec 2021	Review systems involved with wellbeing and student engagement reporting from frontline support services.	LEAD Team Te Kāhui Pā Harakeke Child Wellbeing Research Institute SLSC	User feedback WHO-5 Benchmarks against strategic goals Child & Youth Wellbeing Strategy Academic Strategy
	Dec 2021	Review options for student evaluations of support services		
	Jun 2022	Review, refine, and concentrate the way that wellbeing data for both students and staff is established through institutional research.		
Review the potential for an incentivisation scheme for students and staff who engage in wellbeing events and activities in 2021.	Jan 2024	Development of a potential points based system that recognise students and staff who actively engage in wellbeing initiatives / events.	SLSC P&C	Initial review completed and tested against key user feedback If deemed viable, scheme in place and rewards are offered for engagement across a calendar year from 2022. Benchmarks against strategic goals: Interim Domestic Code of Practice – Outcome 3 International Code of Practice – Outcome 6

Waiora | Physical Environment

What does Waiora mean?

Waiora refers to the external world and the connection between people and the environment. As well as sustaining life in a physical sense, the environment is essential to cultural wellbeing for many people by providing a sense of place. For Māori this is expressed through the concept of tūrangawaewae, a place to stand. Waiora includes protecting the environment so water, land and air are clean and biodiversity is preserved and enhanced, and there are opportunities for people to experience the natural environment (Durie, 2004).

How does this fit for UC?

Waiora for UC is taking care of our physical environment, the space we occupy on the land and the way we treat it. It means that as a community we ensure we do everything to keep the air fresh, the water clean and a good balance of green space on our landscape. It also means we encourage the participation of students and staff to have a healthy relationship with our environment, whether it be getting outside for some sunshine, walking along Ōtākaro | Avon River, or just taking notice of the landscape and wildlife we are surrounded by.

Why are we doing this?

- Support inclusive campus where all facilities are made accessible to the widest range of users
- Better utilise our own and others' rec & sport facilities to maximise participation and success
- Ensure our bicultural narrative is built in

Initiatives

Actions	By When	How	Who	Outcome/ Measure
Food Environment Audit review undertaken	Oct 2021	Follow up to the 2017 review of available food choices undertaken with recommendations of range, quality and timing of food available on campus.	SLSC UCSA FM	Review completed with recommendations presented Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 2 · UN Sustainable Development Goal 12, specifically target 12.3
Promote and support the development of community gardens on campus	Ongoing	Through partnership with Te Tari Toitū te Taiao UC Sustainability Office advocate for edible gardens for staff and students.	SLSC Sustainability Office FM	Advocacy undertaken in conjunction with key partners Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3 · International Code of Practice – Outcome 6
Promote and share where we have oranga wellbeing spaces on campus	Apr 2022	Establish baseline use of key oranga wellbeing areas and spaces on campus and following promotion assess whether access has improved.	SLSC	User feedback Participation rates pre and post engagements on oranga, wellbeing areas Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3 · International Code of Practice – Outcome 6
Accessibility of campus buildings	As required	All new building projects are subject to an accessibility review that addresses physical and gender accessibility and wayfinding functional requirements in the design. All new building projects are subject to an accessibility review that addresses physical and gender accessibility and wayfinding functional requirements in the design. Ensure discussions with academic and student input to design & operations of existing and new spaces around campus. Scope to include but not be limited to culture, faith, gender, diversity and accessibility.	FM	Reviews undertaken with key and accessibility provided Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 5
Support the design of the planned capital works programme to have a wellbeing focus as a part of the Business Case development process	Nov 2021	Active engagement with Design and PCG meetings, lead the development of the design for a wellbeing focused precinct.	FM SLSC CoEHHD UCSA AVCMPE	Precinct designed on time and within budget with evidence of wellbeing specific design applied Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3 · International Code of Practice – Outcome 6
Ensure that the physical spaces at UC are inclusive and reflective of our diverse communities	Ongoing	Ensure discussions with academic and student input to design & operations of existing and new spaces around campus. Scope to include but not be limited to culture, faith, gender, diversity and accessibility.	FM SLSC COEHHD UCSA AVCMPE	User feedback Participation rates On time/within budget Benchmarks against strategic goals · Interim Domestic Code of Practice – Outcome 5 & 6 · Okanagan Charter · Child & Youth Wellbeing Strategy · Academic Strategy · Rautaki Whakawhanake Kaupapa Māori · UC Pasifika Strategy 2019 – 2023
Finalise the design of the planned new RecCentre with expanded wellness services	Dec 2020	The opening date is contingent on UC receiving the “shovel-ready” funding from Central Government for partial construction costs. Project contingent on funding availability.	FM SLSC CoEHHD	Participation rates On time/within budget Benchmarks against strategic goals · Interim Domestic Code of Practice – Outcome 3 · International Code of Practice – Outcome 6 · Okanagan Charter · Child & Youth Wellbeing Strategy · Academic Strategy
	Jun 2021	Should funding not be secured UC to review capital improvements to be made on existing Centre to cater for further growth and usage by students and UC community.		

Te Oranga Participation in Society

What does Te Oranga mean?

Te Oranga is one's participation in society. It is now well recognised that health cannot be separated from socioeconomic circumstances. Health is impacted by the extent to which people feel part of, and able to participate in, society. This participation includes the goods and services people can rely on, the confidence with which they can access those goods and services, a good income and employment, education, and sport and recreation (Durie, 2004).

How does this fit for UC?

Increasing participation in Te Whare Wānanga o Waitaha | University of Canterbury services is a key factor in health and wellbeing and will lead to more independent and successful academic outcomes for the individual and the organisation. Staff and students should feel confident in accessing services from the University knowing that the services can accommodate the areas of health and wellbeing they seek, that they have the ability to decide which services to go to and are encouraged and welcomed to participate.

Why are we doing this?

- Perceptions of wellbeing are clearly impacted by leadership capabilities and styles as well as organisational culture.
- Frontline staff are recognised as the most effective enabler of student wellbeing given the amount of contact that person has with the students on a weekly / daily basis.
- Each Rāngai | College is aligned under a consistent framework which all connects to the UC Strategic Vision 2020–2030.

Initiatives

Actions	By When	How	Who	Outcome/ Measure
Deliver early alert and intervention (ACE) programme	Dec 2020	Analytics for Course Engagement (ACE) is a dashboard platform that provides students and staff with an enhanced real-time view of engagement with learning systems and academic progress. Dedicated UC resources are responsible for monitoring and escalating issues as they arise. This enables students who need more support to be identified and followed up more quickly.	DVC (A) SLSC	Programme developed and alert system in place Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 4
Delivery of Social / Wellbeing Connection Programme	Feb 2022	In the lecture theatres and beyond, and in collaboration with the UCSA and student clubs, UC has introduced a "Connection" programme. Delivery of the programme contingent on UC receiving the funds from Government for Tertiary Mental Health funding. Should funding not be secured UC to review timing of delivery of programmes.	SLSC Colleges UCSA	User feedback Participation rates Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 1
Trial a new I-Connect programme for International Students	Dec 2022	Regular i-connect programme by UC Global Leaders in collaboration with UC Student Care, UCSA clubs, and UC's International Relationships Office.	SLSC	User feedback Participation rates Benchmarks against strategic goals: · International Code of Practice – Outcome 6
Rāngai College wellbeing implementation plans embed consistent wellbeing messaging into academic teaching (in lecture) and staff (in meeting) programmes.	Dec 2021	Make available new Kairuruku Oranga Wellbeing Coordinator role to support each college aligning their work to the Mahere Oranga Wellbeing Plan. The approach will include in college mapping across the academic pathways to reduce duplication of message / target resource and time for wellbeing, and could include: · specific student cohorts · key courses	SLSC Colleges P&C advisors	Pilot College-specific wellbeing plans and regular monitoring / evaluation of the success of implementation, and use this data to inform new pilots within other Colleges Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3 · WHO-5 data and other wellbeing feedback · Engagement and Retention data · UN Sustainable Development Goal 4, specifically target 4.7 · Child & Youth Wellbeing Strategy · Rautaki Whakawhanake Kaupapa Māori, · UC Pasifika Strategy 2019 – 2023
Review timetable & assessment impacts on wellbeing	Dec 2021	Be informed by the DVC (A) review into timetabling and assessment impacts.	DVC (A)	Review undertaken and information Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 4 · International Code of Practice – Outcome 6 · Culture survey data and staff engagement · Code of Conduct released following consultation
Foster the UC ethos, and a culture of high ethical standards, collaboration and innovation	Ongoing Jun 2021 Dec 2021	Advance Whiria Te Taura Tangata, UC's organisational culture journey. Review, realign and promote the staff code of conduct (in line with review of student code of conduct). Undertake a development process to create organisational values that reflect what UC stands for and the behaviours we wish to see.	P&C	User feedback Participation rates Benchmarks against strategic goals · Okanagan Charter · Child & Youth Wellbeing Strategy · Academic Strategy · Rautaki Whakawhanake Kaupapa Māori, · UC Pasifika Strategy 2019 – 2023 · Whiria Te Taura Tangata
Re-assessment of delivery of the broad range of wellbeing related services, including financial, environmental, social, accommodation, health, physical, cultural, spiritual and academic to ensure effectiveness	Ongoing	Trial new initiatives and evaluate their effectiveness fully before implementation. Such as the triage counsellor role at Te Whare Hauora o UC Health Centre.	UC Colleges UCSA SLSC	Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3

Mauriora Cultural Identity

What does Mauriora mean?

Mauriora supports ensuring access and inclusion of mātauranga Māori – Māori language, knowledge, culture, economic and social resources, and societal domains where being Māori is facilitated rather than hindered. However, Mauriora also encompasses other ethnic groups having a secure sense of cultural identity founded in meaningful contact with their language, customs and cultural inheritance (Durie, 2004).

How does this fit for UC?

Mauriora represents a sense of belonging and understanding of who you are, placing great importance on a secure cultural identity. We are individually at different stages of that journey and each of us should have the opportunity at UC to be supported and encouraged to have meaningful contact with the language, customs and cultural inheritance.

Why are we doing this?

- Ensuring a bicultural approach underpins everything we do as a University.
- Internationalisation will require a more inclusive and connected community and a range of services and support networks

Initiatives

Actions	By When	How	Who	Outcome/ Measure
Build an inclusive community by promoting a sense of belonging and connectivity for all cultures, nationalities and faiths through education, communications and events programme	Ongoing	Encouraging self-reflection – focus on the individual and the group – will continue to deliver ongoing cross-cultural interaction programmes. Creation of a new policy addressing faith on campus for UC. Ensure C is a safe, welcoming and inclusive campus for our Rainbow students. Promotion of honest conversations that support an inclusive campus community. Explore options to implement restorative justice or similar. To bring forward a new action plan for the implementation of the Equity, Diversity, & inclusiveness strategy.	SLT AVCMPE Colleges SLSC P&C UCSA	U-Count Culture surveys Staff feedback Benchmarks against strategic goals · Interim Domestic Code of Practice – Outcome 5 · International Code of Practice – Outcome 6 · UN Sustainable Development Goal 3 · Okanagan Charter · Child & Youth Wellbeing Strategy · Rautaki Whakawhanake Kaupapa Māori
Review and enhance the delivery of the UC events programme to ensure equity, diversity and inclusion of all communities is present, promoted and identified throughout the year	Jun 2021	Have a strong equity and inclusion focus with clear elements of education and support around the standards.	AVCMPE SLSC UCSA	Event planning and review documentation as to effectiveness Benchmarks against strategic goals · Interim Domestic Code of Practice – Outcome 5
Develop and implement an enhanced strategy for the recruitment, selection, induction and retention of staff aligned to the UC strategy, with a focus on improving the diversity of the UC workforce	Dec 2022 Sep 2021 Sep 2021 Dec 2021 Dec 2022	Link to existing and evolving Bicultural Confidence and Competence initiatives, including the Māori graduate staff scheme. Exit survey data reviewed to incorporate connection to UC strategy. Position descriptions and competencies reviewed for alignment to strategic outcomes. Review recruitment, selection and retention systems to ensure they support new strategic outcomes. Staff working party to investigate gender diversity of academic workforce. Staff working party (2021) to investigate how to further diversify the workforce.	P&C	Benchmarks against strategic goals · Interim Domestic Code of Practice – Outcome 5 · UN Sustainable Development Goal 3 · Academic Strategy · Exit survey launched and data framework agreed · Recruitment implementation plan reflects UC strategy for diversity. · Recommendations made following investigation. · Recommendations made following investigation.
Within the formal partnership with Mana Whenua (Ngāi Tūāhuriri), present wellbeing progress against Te Pae Māhutonga, Te Pūtahitanga (Whānau Ora) principles and the Hauora Strategy for Te Rūnanga o Ngāi Tahu	Jan 2022	Through existing relationships between the University and Ngāi Tūāhuriri UC report on progress against the actions of this implementation plan with mana whenua.	SLSC P&C Ngāi Tūāhuriri AVCMPE	Benchmarks against strategic goals Interim Domestic Code of Practice – Outcome 5 UN Sustainable Development Goal 3 · Okanagan Charter · Child & Youth Wellbeing Strategy · TRoNT Hauora Strategy · Rautaki Whakawhanake Kaupapa Māori · Te Pūtahitanga principles

Ngā Manukura Community Leadership

What does Ngā Manukura mean?

Ngā Manukura represents leadership in the community that helps promote health and wellbeing. In order for this to flourish the community needs leadership from a range of different levels, including leadership for the community through community role models and among peer groups. Health professionals form an important part of leadership but cannot replace the leadership that exists in the community. Having a relational approach with alliances from established groups can improve the diversity, expertise and connection amongst the community improving culture, health and wellbeing (Durie,2004).

How does this fit for UC?

How we organise ourselves is necessary for effective collective growth. Communication, collaboration and alliances between all social leaders and groups are important as the effectiveness of diverse contributions encompass a variety of different skills and linkages necessary for UC community improvement.

Why are we doing this?

- Enables UC to deliver on its bicultural competence purpose
- Consistent with Community and Public Health approach to wellbeing
- Comprehensive – there are a range of services and skills within the wider community that we should access to support our strategic direction and provide a full coverage of services to our community

Initiatives

Actions	By When	How	Who	Outcome/ Measure
Adopt Te Pae Māhutonga framework for wellbeing	Dec 2020	Te Pae Māhutonga incorporated into UC Strategy objectives.	Vice Chancellor, UC	UC 2020–2030 adopted Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3 and 5
Adopt and align the Mahere Oranga I Wellbeing Implementation Plan reporting with other relevant wellbeing and UC strategies, such as the UC Strategy, Rautaki Whakawhanake Kaupapa Māori, & the UC Pasifika Strategy 2019–2023	Dec 2020	Through the formal adoption of the Mahere Oranga I Wellbeing Implementation Plan effect is given to the existing range of UC strategies and reporting also connected to other overarching national and international frameworks where applicable.	SLSC P&C	Alignment with · Pastoral Code of Practice self-review · Academic Strategy · Rautaki Whakawhanake Kaupapa Māori, · UC Pasifika Strategy 2019–2023 · Benchmarks against strategic goals · UN Sustainable Development Goals · Okanagan Charter · Child & Youth Wellbeing Strategy
Partnership and Stakeholder plan for the UC Mahere Oranga I Wellbeing Implementation Plan developed	Jun 2021	Connections identified and partnerships formally developed between the strategic outcomes of this document and specific colleges and services groups within UC and partner organisations outside of UC.	SLSC P&C AVCMPE	Benchmarks against strategic goals · UN Sustainable Development Goal 16 and 17, specifically targets 16.7 and 17.17 · Okanagan Charter · Child & Youth Wellbeing Strategy · Academic Strategy · Rautaki Whakawhanake Kaupapa Māori · UC Pasifika Strategy 2019–2023
People and Culture policies review programme	Dec 2021 Dec 2021 Dec 2021 Ongoing	Develop and implement enhanced reward, recognition and remuneration systems for staff. Review staff professional development and training programmes to embed wellbeing support into leadership and culture training. Review the academic workload model approach. Increased promotion of the staff benefits and wellbeing support programmes we have available to staff.	P&C	Reviews completed Increased promotions and staff awareness Training opportunities signposted and readily available to all staff. Differentiated programmes available to support staff in their roles Communication framework in place to share information with staff. Benefit suite reviewed and updated information released.
Wellbeing leadership on campus	Jun 2021	Implement a new coordinating group between staff, students and wider wellbeing community to oversee implementation of this plan. Recruit for new shared Kairuruku Oranga I Wellbeing Coordinator resource between SLSC and P&C to coordinate and manage implementation for staff and students across the various service groups and colleges. New governing group established that supports the development and delivery of the Mahere Oranga I Wellbeing Implementation Plan	SLSC P&C AVCMPE	Governing group established and begins reporting against the implementation plan and progress
Undertake a review of the UC Wellbeing plan on progress and effectiveness after the first 12 months.	Jan 2022 & ongoing	Coordinating group to develop project plan to review progress after 12 months	SLSC P&C	Review undertaken and recommendations for improvement presented to SMT
Develop a new UC Wellbeing implementation plan for 2025–2029	Dec 2024	Coordinating group to develop project plan to review progress after three years	SLSC P&C	New implementation plan adopted

Te Mana Whakahaere Autonomy

What does Te Mana Whakahaere mean?

Te Mana Whakahaere addresses the extent to which communities themselves take ownership of, and have a degree of autonomy over, improving their own oranga I wellbeing and health. Whether it be hapū, marae, iwi, peer groups, management groups or individuals they should be able to demonstrate a level of autonomy and self-determination in promoting their own health and wellbeing. Self-governance should exist at several levels local, marae, hapū, iwi and national in order to have the capacity to organise and assert a measure of participation and control within future development of a community (Durie, 2004).

How does this fit for UC?

Te Mana Whakahaere (autonomy) is reflected in the participation UC staff and students have in health promotion and their control over it. It is ultimately about their ability to be independent and successful. This work stream primarily focuses on how UC engages its own community through marketing and promotion of the range of services, as well as supportive messages about how to look after their own interests and that of their friends, whānau and peers.

Why are we doing this?

- Feedback from Mahere Oranga I Wellbeing Implementation Plan engagement is that communications can easily be improved creating greater reach and impact.
- Greater use of online / technology to increase effectiveness of services.
- More open about the challenges that our university community faces, encouraging people to speak about issues so we can work together to solve them.

Initiatives

Actions	By When	How	Who	Outcome/ Measure
Oranga I wellbeing communications plan developed for staff and students that takes account of the campus rhythm and use of Te Pae Māhutonga	Apr 2021	Leveraging off the development of the Communications teams student focused marketing, the development of a wellbeing specific communications plan for staff and students Greater use of online technology platforms to reach more students and staff, especially related to mental wellbeing	SLSC P&C AVCMPE Colleges UCSA FM P&C	Annual U-Count Feedback Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3 · International Code of Practice – Outcome 6 · Implementation of Yammer communication platform for staff (Oct 2020) · Launch of LinkedIn Learning for staff (Feb 2021) · Launch of Phase one PD&R Online module for staff to record discussions, objectives and professional development (Nov 2020)
Automation of key messages and support wide spread messaging through use of social media and other online platforms	Apr 2021	Greater use of online technology platforms to reach more students and staff, especially related to mental wellbeing	SLSC AVCMPE	Development of an automatic messaging / alerts system for students and staff Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3
Enhance Echo360 Learning Platform to maximise student participation and engagement, and upskill staff & students	Mar 2021	Greater use and promotion of online learning for staff and students.	DVC(A)	Learn data Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 5 · International Code of Practice – Outcome 6
To include student and staff voice when developing wellbeing initiatives.	Ongoing	Approach students and staff to be involved in wellbeing initiatives; provide opportunities for feedback. Approach students with lower WHO-5 scores to be involved in wellbeing initiatives to identify wellbeing needs of the most at risk population,	SLSC P&C UCSA AVCMPE	Wellbeing initiatives developed to meet the needs of their target audience. Annual U-Count feedback Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 6
Enhance student relationship with UC support services to encourage student engagement before they need urgent support.	Ongoing	Meet and greet opportunity for first year students with UC student support services following enrolment.	SLSC UCSA Colleges AVCMPE	Increased student engagement with UC support services. Annual U-Count feedback Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3
To conduct a qualitative review of the student journey to identify what wellbeing needs are prevalent throughout.	Dec 2022	Reviewing the journey of a cohort of students.	SLSC Colleges UCSA AVCMPE	Targeted wellbeing messaging, initiatives and services that address specific needs of students throughout their student life. Benchmarks against strategic goals: · Interim Domestic Code of Practice – Outcome 3



Ngā Mihi | Acknowledgments

E ngā kaihāpai, e ngā kaikōkiri o te kaupapa nei, nāia ngā mihi e rere kau atu ki a koutou. Mei kore ake koutou!

Sincere thanks go to all of the staff and students of the UC community who have provided feedback on the UC Wellbeing Engagement document (May 2019) and to every student and staff member who has also added their voice to the range of other surveys and work programmes related to health, engagement, wellness and wellbeing over the years. E kore e mutu te puna mihi ki a koutou.

This strategy has been built on all of you who have sowed the seeds of an ongoing conversation about wellbeing at UC. But a special thanks must go to the following members of the Joint Working Group (JWG) – your contribution, feedback and time has been incredibly valuable as we have shaped this document together.

- Jack Whittam, Amelia Morgan (2019), Tori McNoe and Georgie Dibble (2020); Ee-Li Hong (USCA Exec/Mgmt.);
- Megan Nelis (UC Student / EWAG member)
- Ripeka Tamanui-Hurunui, Jeanine Tamati-Elliffe and Riki Welsh (Te Waka Pākākano | Office of the AVC Māori, Pacific and Equity)
- Dr. Anna Thorpe (Te Mana Ora | Community & Public Health)
- Thomas Koruth; Hannah Seeley; Riki Welsh; Timothy Rowe; Stacey Niao (Te Ratonga Ākonga me te Whakapā | SLSC)
- Paul O’Flaherty; Steve Hunter, Karen Mather (Pūmanawa Tangata | People & Culture)
- Dr. Susannah Stevens (e Rāngai Ako me te Hauora CoEHHD)

Thanks also to the following members of the Wellness Advisory Group who have also shaped and directed the wellbeing discussion over the previous three years as well as specifically on the creation of this strategy.

- Ekant Veer, Sanna Malinen, (Te Rāngai Umanga me te Ture | College of Business and Law)
- Philippa Martin, Julie Stafford, (Te Rāngai Pūkaha | College of Engineering)
- Nicole Coles, Pieta Gray (Te Rāngai Toi Tangata | College of Arts)

- Katharina Naswall, Charmaine Atherfold (Te Rāngai Pūtaiao | College of Science)
- Tracy Clelland (Te Rāngai Ako me te Hauora | College of Education, Human Health & Development)
- Kat Henderson, Jeni Moir, Cameron Scott, Kirsten Carey, Craig Forman, Rose Reynolds, Leonie Partridge (Te Ratonga Ākonga me te Whakapā | Student Life, Services and Communications)
- Marjorie Blake, Tracey Hooper, (Pūmanawa Tangata | People and Culture)
- Matt Morris (Te Tari Toitū te Taiao | Sustainability Office)
- Gabrielle Moore and Libi Carr, (Te Hautū Kahurangi TEU)
- Spanky Moore (UC Chaplin).

Ka huri ngā whakaaro ki te tokorua kua haere ki tua o Paerau. E ngā taonga o te mate, e ngā māreikura o te kaupapa nei, e tangi mōteatea tonu ana te ngākau.

To our colleagues who are sadly no longer with us, but who gave much of their energy, enthusiasm and mātauranga to the Wellbeing Advisory Group: Maura Minnock (former UC Health & Safety Manager) and Kathleen Quinlivan (Te Rāngai Ako me te Hauora | College of Education, Human Health & Development). Moe mai rā, okioki mai rā.

Finally, my personal thanks to Chris Mene of Mene Solutions who helped shape the engagement plan and to Megan Nelis and Stacey Niao who helped pull the literature and services stocktake together that informed this final document. Me whakamiha, ka tika – tēnā koutou.

Nā reira, kia piki te kaha, kia piki te māramatanga, kia piki te ora – tātou katoa.

I runga i ngā au o mihi

Steve Gibling

Kaihautū Oranga | Director Wellness Services



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