# Where and how does the University of Auckland talk about Māori and Pasifika student achievement/success/retention? What initiatives have been created as a result of these policy directions?

## The University of Auckland Strategic Plan 2002-2004

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/strategic-plan.html>

### Summary:

This document details The University of Auckland’s values, mission, goals and strategies to achieve this. This version was influenced by the Tertiary Education Advisory Commissions reports during the period calling for a paradigm shift in tertiary education. The mission states that “The University of Auckland is a research-led, international university, recognised for excellence in teaching, learning, research, creative work, and administration, for the significance of its contributions to the advancement of knowledge and its commitment to serve its local, national and international communities” (p. 12).

These values include:

* Advancing knowledge through teaching, research, learning and creative work.
* Creating a diverse, rigorously scholarly community.
* Serving our student body.
* Working to advance the intellectual, cultural, environment, economic and social well-being of the peoples of Auckland and New Zealand.
* Recognising a special relationship with Māori under the Treaty of Waitangi.
* Providing equal opportunity to all who have the potential to succeed.
* Engagement with national and international scholars, education and research for advancement.
* Commercialisation of enterprise
* High quality management.

This is further broken down into sections including:

* People – attracting a diverse and academically able student body through effective admission policies and processes (p. 13) and increase the numbers of, success and retention of Māori and Pasifika students (p. 19)
* Teaching and Learning – Ensuring the teaching and learning *needs* of under-represented groups of staff and students are identified and met in ways that uphold the Treaty of Waitangi and equity obligations (p. 13)
* Research and Creative work – Enhance and develop research that is of relevance to Māori and Pasifika (p. 15)
* Treaty of Waitangi – Support the access and successful participants of Māori students in all academic programmes (p. 15). Operational Priorities include: Increasing the number of talented young Māori entering university (p. 22)
* Relationships with Communities of Interest – Develop active and responsive relationships internally and externally with Pasifika communities (p. 16), developing a central structure which enables improved communication between Pasifika staff and students and the university (p. 23). Implementing the pilot project for the Mentoring and Tutoring Education Scheme (MATES).
* Internalisation
* Organisation and Management
* Resources and Infrastructure

According to this document 2002-2010 there was an expected growth within the university of Pasifika students.

As per recommendations from TEAC regarding responsiveness of tertiary institutions to educational and development needs of Māori (as opposed to rights), UoA intended to place additional emphasis on meeting responsibilities to Māori by improving recruitment, retention and success rates for students and expanding Māori academic staff opportunities; according to this document a review and evaluation of equity initiatives was carried out in 2002.

The focus on developing ways to gain, retain and develop Māori and Pasifika students is clear, however, other than the discussion of MATES it is unclear on how this will be achieved. No macrons are used in this report.

## The University of Auckland Strategic Plan 2013-2020

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/strategic-plan.html>

### Summary:

This document details The University of Auckland’s values, missions, aspirations and ways in which to realise these. The intention of this is to focus on “the creation of an environment in which highly talented people can flourish” (p. 4).

These aspirations include:

* Accomplished and well supported staff
* Able students, successful graduates and alumni
* High quality research that benefits society
* Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit
* Strong partnerships with key organisations and communities
* A sustainable, autonomous, equitable university
* A public university of global standard.

The UoA Strategic Plan 2012-2020 builds off the 2005-2012 version and has an objective focussed on increasing proportions of Māori and Pasifika students. encourages retaining and supporting staff and students from “diverse” backgrounds, accommodating “the diverse personal circumstances” (p. 5).

#### Objective 4: A diverse student body of the highest possible academic potential:

This focuses on “attracting students of high academic potential in ways that combine the pursuit of excellence and equity” (p. 8). This section identifies key population groups of Māori, Pasifika and Asian peoples. Of note, one of the key actions UoA intend to take to achieve this objective is identifying “students of ability whose personal circumstances limit their opportunity to access and succeed at University and assist them to overcome those barriers through a coordinated, research-informed suite of support programmes” (p.8); however, it does not mention what these support programmes are, how these may assist students, which students, additionally, the wording used in this is deficit framing and implies that the limitations, or structural disadvantage may be seen as the students’ fault.

#### Objective 11: Partnerships in which the University and Māori work together to achieve their shared aspirations:

This focuses on the Treaty of Waitangi/Te Tiriti o Waitangi (in which this document uses the terms interchangeably). According to the document UoA has a history of developing partnerships with Māori that promote presence and participation in all areas of the university for both staff and students, and developing “mutually supportive partnerships with mana whenua, iwi Māori and Māori organisations” (p. 13).

The key actions to achieve this include shared aims and aspirations, development and implementation of “policies and processes which promote Māori presence, participants, and achievement in all aspects of University life” (p. 13), and to “improve Māori student participant, success, retention, and completion rates” (p. 13), as well as development and implementation of strategies to encourage knowledge and understanding of The Treaty of Waitangi/Te Tiriti.

Again, this document fails to mention how this will be achieved, who will be involved with the production of these policies and processes to achieve this, ways in which this works to address inequities experienced by Māori both within and outside of the university. Additionally, the way in which this is worded focusses on the students as the problem and their participation/success is positioned as their responsibility, failing to consider the wider circumstances mentioned in objective 4. The way in which this section is worded also places university aspirations ahead of iwi Māori aspirations by positioning the university as central. The focus on partnership as a principle of The Treaty and Te Tiriti also fails to take into consideration the focuses of articles 1, 2 and 3 of Te Tiriti. Inconsistency with macron usage and the placement of The Treaty/Te Tiriti section also indicates the University’s value for Māori in this ‘partnership’.

### Objective 12: Strong relationships with key partners which have a positive impact on both parties:

This focuses on university partnerships with the community it serves. This section focusses on both Pasifika and Asian peoples. It acknowledges Auckland as the largest Pasifika city in the world, as such, fostering relationships with Pasifika communities is crucial to further the “intellectual, social, economic and cultural advancement of Pacific peoples” (p. 14).

The key actions UoA notes involve making the expertise of the university available to key partners and working with partners to identify shared aims.

This section again fails to discuss how this will be achieved, it does not explicitly focus on Pasifika students, and it utilises the wording of communities. It also positions the university at the centre of these discussions around serving its community.

Throughout this document there are limited visual pictures of those who can be socially assigned as Māori or Pasifika.

## The Equity Office – Te Ara Tautika Annual Plan 2014

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law/plans-reports-reviews/equity-plans-reports-reviews-archive.html>

### Summary:

The Equity Office – Te Ara Tautika works toward enhancing “the University of Auckland’s performance and profile as an equitable, inclusive and world-class place to work and study for all who have the potential to succeed in a university of high international standing” (p.2).

This plan outlines the university’s key priorities, objectives and initiatives in order to promote equity and support equity groups within the University of Auckland.

Priorities include:

#### Partnerships with Māori:

Identifying opportunities for inclusion, ensuring Treaty principles are included throughout the entire process of relationship building and planning.

The strategy identified includes the EO having regular engagement with Māori academic and professional staff to ensure that Māori representation is present throughout all stages of planning (p.3).

#### Enhanced relationships with key partners:

Utilising specialist knowledge and research of Pasifika academic and professional staff university wide.

The strategy identified includes the EO enhancing engagement with PRG to ensure that Pasifika representation is present throughout all stages of planning (p.3).

#### Support inclusion of low SES and refugee backgrounds in Undergraduate Targeted Admission Scheme (UTAS):

“UTAS enables equitable outcomes for Māori students and students from other UTAS groups. It assists the University to meet its commitments and obligations under the Treaty of Waitangi and to achieve its equity goals and objectives. Policy change in 2013 amended eligibility to include students from low SES and refugee backgrounds” (p. 3).

The strategy identified includes enhancing understanding and utilisation of UTAS in faculties.

The wording of this particular opportunity/priority perpetuates deficit framing of Māori having low SES.

#### Strategic Activities identified include:

Promoting a diverse student body of the highest possible academic potential through outreach at Pasifika events, UTAS enabling equitable outcomes for Māori students by assisting the university meet its Treaty of Waitangi commitments, however, there will be inadequate resources and places available for new group members. Outreach through external partners and events.

Promoting a high-quality learning environment that maximises the opportunity for all students to succeed and provide an inclusive, intellectually challenging and transformative educational experience by collaborations with DVC and Dir Admin to review transparency and effectiveness of TECEF funding for Māori and Pasifika student outcomes, and ensuring Māori and Pasifika engagement in the allocation of TECEF.

Additionally, investigating how to better support Pasifika students with carer responsibilities. Continued outreach through external partners and events.

Promoting strong relationships with key partners which have positive impact on both parties through utilising specialist knowledge available from Pasifika staff, enhancing engagement with Pasifika through planning and addressing equity issues. Strengthening networks.

## The Equity Office – Te Ara Tautika Annual Plan 2015

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law/plans-reports-reviews/equity-plans-reports-reviews-archive.html>

### Summary:

The Equity Office – Te Ara Tautika works toward enhancing “the University of Auckland’s performance and profile as an equitable, inclusive and world-class place to work and study for all who have the potential to succeed in a university of high international standing” (p.2).

This plan outlines the university’s key priorities, objectives and initiatives in order to promote equity and support equity groups within the University of Auckland. In particular in 2015 it was identified that “a new initiative to review equity governance across the University to improve equity for both staff and students. A priority will be on-going enhancement of governance of the Tertiary Education Commission Equity Funds (TECEF) including via a Māori and Pacific TECEF reference group” (p. 2).

The EO supports “the university’s commitment to Māori and Pacific student achievement, including progression to postgraduate study, through enhanced support for the Tuākana Learning Community and to the Chancellor’s Awards for Top Māori and Pacific Island Scholars (CATS)” (p. 2).

### Priorities include:

#### Work with key stakeholders to improve Māori and Pacific student outcomes:

Increased Māori and Pacific input to TECEF processes by working with Māori and Pasifika, enhancing Tuākana Learning Community, support CATS through postgraduate and work transitions.

#### Achieving EFTS targets and equity goals by supporting pathways for Māori and equity students:

UTAS as a method of enhancing Māori and Pasifika student success - “University of Auckland not seen as first choice for Māori and Pacific students who choose alternative tertiary providers e.g. Auckland University of Technology” (p. 3 ) – This perpetuates the idea that there is a definite choice available to Māori and Pasifika students around which university provides access to them.

#### A diverse student body of the highest possible academic potential:

Provide inclusion and support for UTAS and engagement and success for more Māori and Pasifika. Support Certificate in Academic Preparation as a pathway for Māori and Pasifika. Continued outreach to Māori and Pasifika through networks.

#### High quality learning environment that maximises the opportunity for all our students to succeed in an inclusion, intellectually challenging and transformative educational experience:

Increased Māori and Pacific input into TECEF processes. Work with Māori and Pasifika reference group on TECEF. Identify opportunities to enhance Tuākana Learning Community. Enhance CATS support through postgraduate and work transitions. Continued outreach to Māori and Pasifika through networks.

#### Partnerships Māori and university work together to achieve their shared aspirations:

Inclusion of Māori specialist knowledge across the university. EO regular engagement with Māori staff to ensure student equity issues are addressed. TLC and TECEF.

#### Relationships with key partners with mutual positive impact:

Inclusion of Pasifika specialist knowledge across the university and externally. Enhance engagement with Pasifika to ensure student equity issues are addressed.

#### High quality governance:

Increased input from Māori and Pacific reference groups towards TECEF.

## The Equity Office – Te Ara Tautika Annual Plan 2016-2018

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law/plans-reports-reviews/equity-plans-reports-reviews-archive.html>

### Summary:

This plan focuses on the new Equity Leadership Committee providing advanced equity accountability, implementation and enhancing communication and awareness of resources and support.

### Main objectives include:

#### Increasing Māori and Equity group students:

Furthering outreach to Māori and equity groups, “influencing more students to seek admission to the University” (p. 3) through increased awareness of benefits of studying at UoA.

#### Enhancing support for Māori and equity group students’ achievement at UoA:

“The Equity Office supports achievement of Māori and equity students. Key challenges are data availability, increasing awareness of available support… and addressing potential stigma associated with accessing support” (p.4)

Ways to achieve this include enhancing the “accountability and implementation of equity initiatives via the Equity Leadership Committee and key networks” (p.4)

Increasing the Māori and Pasifika UTAS student participants in the Tuākana Learning Community is a measure of efficacy.

The EO “will continue to support Māori and equity group student achievement, through enhanced support of the Tuākana Learning Community and undergraduate scholarships.” (p.7).

### Measures of achievement include:

* All CATS scholars after 2017 participating in Tuākana
* All CATs scholars meeting with equity advisors
* Increasing Māori and Pasifika UTAS TLC participation

## The Equity Office – Te Ara Tautika Annual Plan 2018-2020

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law/plans-reports-reviews/equity-plans-reports-reviews-archive.html>

Summary:

This document discusses the priorities of increasing recruitment, retention and success of Māori students and equity groups.

This objective centres around attendance, and satisfaction of those at outreach events and participating in TLC. A challenge to this is “uneven success of Māori and Pacific students” (p.3). While trying to not be deficit framing, this wording fails to label the inequitable differences in the success of Māori and Pasifika students compared to those non-Māori/non-Pasifika as institutional level issues.

### Measurements for achieving this objective include:

* Increasing Māori and Pasifika attendance in outreach events
* 2020 Plan implementation to support STEMM recruitment and retention
* Increase Māori and Pasifika TLC participation

No details on how.

## Review of Equity Groups in The University of Auckland 2009

Retrieved: <https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law/plans-reports-reviews.html>

### Summary:

Review of equity groups at the University of Auckland and reiterates UoA’s commitment to the Treaty of Waitangi. In particular, UoA acknowledges Māori as an equity group, and ensures consultation and autonomy over things Māori for Māori and requires the University to provide equitable distribution of resources to achieve equity outcomes for Māori.

It notes Pasifika as an equity group and UoA’s strategic objectives to promote an environment that enables students to reach their full potential.

No outlines or guidelines of how it intends to do this.

## University of Auckland Equity Profile 2014

Retrieved from <https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law/plans-reports-reviews.html>

### Summary:

This document discusses Māori and Pasifika success in relation to the retention of students, the completion of degrees, the number of students in postgraduate programmes and the number of completions. Additionally, it discusses new and re-enrolments.

### Student achievement is measured by:

* Successful course completion
* Pass rates
* First-year retention
* Qualification completions (p. 17)

Overall undergraduate successful course completions for Māori in 2014 were 84.2% and Pasifika in 2014 were 71.8%.

Qualification completion rates for Māori were 55.5% and 49.2% for Pasifika.

## University of Auckland Equity Profile 2015

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### Summary:

This document discusses Māori and Pasifika success in relation to the retention of students, the completion of degrees, the number of students in postgraduate programmes and the number of completions. Additionally, it discusses new and re-enrolments.

### Student achievement is measured by:

* Successful course completions
* Pass rates (unlike course completions, these do not include those students who withdrew or DNS final assessments)
* First year retention

Overall undergraduate course completion for Māori in 2015 were 84.3% and Pasifika in 2015 were 73.5%.

Qualification completion rates for Māori were 55% and 51% for Pasifika.

## University of Auckland Equity Profile 2016

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/equity-at-the-university/about-equity/plans--policies--guidelines-and-the-law/plans-reports-reviews.html>

### Summary:

This document discusses Māori and Pasifika success in relation to the retention of students, the completion of degrees, the number of students in postgraduate programmes and the number of completions. Additionally, it discusses new and re-enrolments.

### Student achievement is measured by:

* Successful course completions
* Pass rates (unlike course completions, these do not include those students who withdrew or DNS final assessments)
* First year retention

Course completion rates for Māori were 85% and for Pasifika 74% of all enrolments. Qualification completion rates for Māori were 53% and 49% for Pasifika.

##### University of Auckland Equity Profiles 2014-2016

These describe measures of student success as outlined, however, they do not provide a comprehensive overview of student success, other than in relation to statistics.

## University of Auckland Annual Report 2015

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/annual-report.html>

This document outlines the annual statistics and achievements of UoA in 2015, including:

* Elana Curtis winning a Kaupapa Māori Sustained Excellence in Teaching award (Not including her Dr title).
* Tonga Manase Latu a vocal student awarded a 2015 Creative New Zealand Arts Pasifika Award.
* Increasing in Māori and Pasifika undergraduates
* 824 Pasifika graduates
* 743 Māori graduates

The following faculties mentions Māori and/or Pasifika.

### Arts:

* Development on strategies to improve the pass rates of Māori and Pasifika students and towards supporting them through Tuākana and First Year Experience programmes.

### Business and Economics:

* Progressed work on the Master of Māori and Indigenous Business.
* Development and sign-off of Māori and Pasifika strategy with a 3 year underwrite coming from the school’s endowment sources.
* Creation of 6 new Māori and Pasifika research fellows.

### Creative Arts and Industries:

* Elam Sione Faletau being awarded a Prime Minister’s Young Pacific Leader Award.

### Medical and Health Sciences:

* Māori and Pasifika equity initiatives a challenge.
* Learning Educators Grant to support Māori and Pasifika transitioning into postgraduate study.
* Targeted assistance to Māori and Pasifika nursing postgraduate students with B-results or less rolled out into all nursing PGs.
* New Pacific Health academic position to help foster research, development and support improved student performance.

### Law:

* Helena Kaho is the first Pasifika academic to become a member of the faculty, much to PILSA’s enthusiasm.

### Objective 4: Attracting a diverse student body of the highest possible academic potential:

“Able students, successful graduates and alumni:

The capabilities of our graduates, enhanced through their university experience, provide our largest impact on society. A high-quality teaching and learning environment, combined with extracurricular opportunities, helps to ensure that our qualifications are of international standing, and that our graduates are independent and critical thinkers with master or a body of knowledge and professional skills, and a broad world view” (p. 32).

This section discusses the proportion of Māori and Pasifika school leavers with a GPE greater than or equal to 5, emphasising the “quality of the student intake” (p. 32).

### Objective 7: A high-quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience:

Course completion rates for Māori in 2015 were 85.2% and for Pasifika 74.6%.

### Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit:

“The University of Auckland has a strong history of developing partnerships with Māori that acknowledge the principles of The Treaty of Waitangi/Te Tiriti o Waitangi. We will maintain and strengthen our core of excellent Māori staff, provide programmes that attract Māori students and recognise their aspirations, and encourage teaching, learning and research that contributes to Māori intellectual and cultural advancement” (p. 36).

This acknowledges the Faculty of Science celebrating 25 years of Tuākana.

Overall this document notes awards, scholarships, high level GPEs and completion of degrees as successful. Additionally, the lack of Māori and Pasifika imagery in this report is noted.

## University of Auckland Annual Report 2016

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/annual-report.html>

This document outlines the annual statistics and achievements of UoA in 2016, including:

* Associate Professor Tracey McIntosh won a National Tertiary Teaching Excellence Award.
* Professor Merryn Tawhai won the MacDiarmid Medal
* Proportions of Māori and Pasifika students increased.

### Arts:

* Establishment of the New Zealand Institute for Pacific Research.

### Business & Economics:

* The national collaborative Māori masters programme has successfully passed through approvals, launched planned for 2018

### Creative Arts and Industries:

* Working on enhancing the student experience for Māori and Pasifika. Faculty consulted with recent Māori and Pasifika graduates to do this, additionally, relationship building with Pasifika communities and supported staff to learn te reo.

### Engineering:

* Initiative to enhance Māori and Pasifika academic support for TAS students. Senior staff and students in Tuākana tutorials.

### Medical and Health Sciences:

* Increases for Māori and Pasifika doctoral students forecast.
* MAPAS cohort growing, continued success in admission and enrolment of Māori and Pasifika undergraduates.

### Objective 4: Attracting a diverse student body of the highest possible academic potential:

“Able students, successful graduates and alumni:

The capabilities of our graduates, enhanced through their university experience, provide our largest impact on society. A high-quality teaching and learning environment, combined with extracurricular opportunities, helps to ensure that our qualifications are of international standing, and that our graduates are independent and critical thinkers with master or a body of knowledge and professional skills, and a broad world view” (p. 32).

Rise in Māori student intake, more Māori into postgraduate and doctoral programmes.

Rise in Pasifika student intake, more into postgraduate and doctoral programmes.

### Objective 7: A high-quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience:

Course completion rate for Māori students at 85% and Pasifika at 74%.

### Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit:

“The University of Auckland has a strong history of developing partnerships with Māori that acknowledge the principles of The Treaty of Waitangi/Te Tiriti o Waitangi. We will maintain and strengthen our core of excellent Māori staff, provide programmes that attract Māori students and recognise their aspirations, and encourage teaching, learning and research that contributes to Māori intellectual and cultural advancement” (p. 36).

Approval for a suite of postgraduate Māori and Indigenous Business programmes culminating in the Masters of Māori and Indigenous Business – qualifications offered by six universities.

Overall this document notes awards, scholarships, high level GPEs and completion of degrees as successful. Additionally, the lack of Māori and Pasifika imagery in this report is noted.

## University of Auckland Annual Report 2017

Retrieved from: <https://www.auckland.ac.nz/en/about-us/about-the-university/the-university/official-publications/annual-report.html>

This document outlines the annual statistics and achievements of UoA in 2017, including:

* Associate Professor Selina Tusitala Marsh New Zealand’s Poet Laureate 2017-2019
* Professor Tracey McIntosh received the RSNZ Te Rangi Hīroa Medal for advancing our understanding of enduring social injustices that undermine Māori wellbeing and inhibit social cohesion and meaningful cultural diversity in Aotearoa.
* Dr Aroha Harris awarded the inaugural RSNZ Te Apārangi Early Career Researcher Awards in Humanities and Social Science respectively
* Dr Matire Harwood was awarded a fellowship in the L’Oréal UNESCO for Women in Science programme for her research into health inequities between Indigenous and non-Indigenous peoples.
* Māori and Pasifika student proportions similar to recent years.
* Emphasis on research.

### Arts:

* New Zealand Institute of Pacific Research and Ngā Pae o te Māramatanga strengthened through appointing Chair of Indigenous Studies, professor of Māori studies and co-director of NPM, new director of NZIPR, Head of Pacific Studies, and Kaiarahi.

### Business and Economics:

* Refinement of Māori masters ready for April 2018 launch.

### Creative Arts and Industries:

* Associate Professor Nancy November received $200,000 to design pedagogies aimed at improving educational outcomes for Māori and Pasifika students.

### Education and Social Work:

* Associate Professor Melinda Webber awarded Rutherford Discovery Fellowship.
* Te Akoranga Kairangi Programme to develop te reo me ona tikanga and applications of Te Tiriti within education and social work.

### Law:

* New staff – part 2 courses having two Māori and two Pasifika teaching fellows, more professional staff appointed for part 1 Māori and Pasifika students, coursework and examination processing to enhance the student experience through engagement and career guidance.
* Pasifika part 2 Law entry increased significantly.

### Medical and Health Sciences:

* MAPAS student increase, more Māori and Pasifika staff, He Rau Aroha scholarships for pharmacy and optometry introduced. More Pacific Health staff.

### Objective 2: Outstanding staff experience where success is celebrated:

Research Excellence Awards – Dr Sam Manuela, Dr Carla Houkamau

Dr Ngarino Ellis won the Māori Art Book Award in 2017 Ngā Kupu Ora Awards

Dr Melanie Cheung honoured as NEXT Woman of the Year.

### Objective 4: Attracting a diverse student body of the highest possible academic potential:

“Able students, successful graduates and alumni:

The capabilities of our graduates, enhanced through their university experience, provide our largest impact on society. A high-quality teaching and learning environment, combined with extracurricular opportunities, helps to ensure that our qualifications are of international standing, and that our graduates are independent and critical thinkers with master or a body of knowledge and professional skills, and a broad world view” (p. 32).

Māori Postgraduate students increased from 0.2% to 6.7%. Māori students overall decreased.

Pasifika students at undergraduate increased. “Programmes to reach young Pacific learners are clearly having a positive impact at undergraduate level” (p. 32). Postgraduate Pasifika numbers dropped.

### Objective 7: A high-quality learning environment that maximises the opportunity for all our students to succeed and provides them with an inclusive, intellectually challenging and transformative educational experience:

Māori students course completion rates 85.1% and Pasifika 74%.

### Treaty of Waitangi/Te Tiriti o Waitangi partnerships for mutual benefit:

“The University of Auckland has a strong history of developing partnerships with Māori that acknowledge the principles of The Treaty of Waitangi/Te Tiriti o Waitangi. We will maintain and strengthen our core of excellent Māori staff, provide programmes that attract Māori students and recognise their aspirations, and encourage teaching, learning and research that contributes to Māori intellectual and cultural advancement” (p. 36).

Professor Linda Waimarie Nikora as Professor of Indigenous Studies and co-director of Ngā Pae o te Māramatanga

### Objective 12: Strong relationships with key partners which have a positive impact on both parties:

Erna Takazawa Sāmoa’s first and currently only optometrist names Young Alumna of the Year.

Overall UoA Annual reports note awards, scholarships, high level GPEs and completion of degrees as successful. Additionally, the lack of Māori and Pasifika imagery in these reports is noted. There appears to be a correlation between Māori and Pasifika student success (measured by enrolment, retention, completion, re-presentation) and Māori and Pasifika staffing increases and re-presentations as well as changes in programmes providing accessible Māori and Pasifika specific programmes e.g. Māori business masters, increases in law staff.

## Tuākana

Retrieved from: <https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/academic-learning-support/tuakana.html>

University-wide learning community enhance Māori and Pasifika academic success.

Tuākana offers:

* Small group learning
* Whakawhanaungatanga
* Wānanga
* Fonotaga
* Meetings and workshops
* Connects Māori and Pasifika students with senior students, key support people and Māori and Pasifika academic staff
* Funding opportunities

## UTAS

Retrieved from: <https://www.auckland.ac.nz/en/about/the-university/how-university-works/policy-and-administration/equity/undergraduate-targeted-admission-schemes-policy.html>

Its purpose is to meet Treaty of Waitangi obligations and achieve equity outcomes.

Provide increased access for Māori students and Pasifika students as well as other equity groups.

Principles and responsibilities include:

* Supporting admission of talented Māori and Pasifika students based on their achievements and their potential to succeed at a university o high international standing
* Minimise barriers for Māori and Pasifika
* Meeting Treaty of Waitangi obligations
* Assist faculties to meet their objectives for representation of Māori and Pasifika students
* Support successful transition into university, engagement, achievement and retention as well as progression.

## Rūnanga

Retrieved from: <https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/support-maori-students/runanga.html>

Providing a forum for discussion about Māori life on campus, Runanga works to develop a positive Māori profile, programmes and strengthen community within the university, while partnering with Māori to ensure progress and achievement of strategic objectives for Māori and relevancy to Māori.

## Te Fale Pouāwhina

Retrieved from: <https://www.library.auckland.ac.nz/services/student-learning/tfp?_ga=2.71603667.1574285655.1526504424-1356862357.1456804662>

TFP provides Māori and Pasifika Learning Advisers who are passionate about Māori and Pasifika student success. Focussing on developing academic skills at all levels. Providing workshops, study groups, wānanga, and more.

## Faculty support – Māori

Retrieved from: <https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/support-maori-students/faculty-support-maori-students.html>

Provides a list of faculty organisations that support Māori students such as Tuākana, CAPM, Te Korowai Atawhai, SPIES, and Te Rākau Ture.

## Faculty support – Pasifika

Retrieved from: <https://www.auckland.ac.nz/en/on-campus/student-support/personal-support/support-pacific-students/faculty-support.html>

Provides a list of faculty organisations that support Pasifika students such as Tuākana, CAPM, Pasifika Success, SPIES, and PILSA

## Pasifika Success – Faculty of Education and Social Work

Retrieved from: <https://www.auckland.ac.nz/en/education/study-with-us/pacific-at-the-faculty/pacific-student-support-services.html?_ga=2.172307811.1574285655.1526504424-1356862357.1456804662>

Dedicated to encouraging and assisting Pasifika students to be confident and independent learners. Providing culturally appropriate and supportive environment that offers one on one appointments, writing retreats, talanoa, networking and academic writing events as well as referencing, brainstorming, strategic reading, time management, financial and life issues advice as to all Pasifika students at the Faculty of Education.

## Summary of University of Auckland Documents:

Overall all the University of Auckland acknowledges the needs for equity to address Māori and Pasifika students in terms of enrolments, retention, course completion, degree completion, postgraduate enrolments and completion and re-presentation university wide. According to Equity and Annual plan documents the university supports Māori and Pasifika students to be successful and says it works in partnership with both Māori and Pasifika communities to provide an inclusive, productive, equitable environment.

However, these documents do not go into detail around how this can be addressed, the language used in some sections perpetuates an individual focus. Additionally, there appears to be no explicit discussion of the correlation between Māori and Pasifika success and Māori and Pasifika academic staff increases and achievements. The lack of language consistency around Te Tiriti o Waitangi and The Treaty of Waitangi is also noted, as well as inconsistent macron usage. There appears to be support from the University of Māori and Pasifika success, however the emphasis and in depth discussions of equity initiatives that support this are limited to that of the EO, and current Māori and Pasifika equity such as Tuākana.

## Ka Hikitia – Accelerating Success 2013-2017 – Education.govt.nz

Retrieved from: <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/>

As a strategy to change the education system’s performance to enable “all Māori students to gain skills, qualifications and knowledge they need to enjoy and achieve success as Māori” (p.1).

Ka Hikitia guides government departments, education providers, professionals and agencies to ensure the education system works well for every Māori student. The five guiding principles are:

* Treaty of Waitangi
* Māori potential approach
* Ako – two-way teaching and learning
* Identity, language and culture count
* Productive partnerships

It focuses on te reo in education, early learning, primary and secondary, tertiary education and organisational success.

### Tertiary Education:

The government is working on ensuring tertiary providers have the right incentives to get better outcomes for Māori students and increasing provider accountability to communities and government. In particular this involves setting strong performance targets through PBRF type fund, increasing Māori learning participation and achievement through additional resources, funding Māori and Pasifika trades, successful transition into tertiary education, improved information availability.

Goals include:

* Māori participation and achievement at all levels on par with other students
* Māori attaining skills and knowledge and qualifications at all levels.
* Growing research and development of mātauranga Māori
* Increasing participant and completion in Māori language courses and improving quality of te reo teaching and provision.

Actions to achieve these:

* Expanding trades training
* Maintaining a strong performance element to tertiary funding to ensure provider accountability and incentives to better support Māori student educational outcomes
* Continuing to improve information available
* Examining existing support for mātauranga Māori based research as a part of PBRF and centres of Research Excellence.

Overall this incorporates a comprehensive understanding and non-deficit based overview of ways in which to increase Māori student success by focussing on creating a more accessible, supportive learning environment for Māori which incorporates Māori values and knowledges.

## Doing better for Māori in tertiary settings – TEC 2012

Retrieved from: <http://maori-lit-review-2013.publications.tec.govt.nz/>

This literature review focuses on identifying and remedying common barriers for Māori learners, enablers and transitioning into tertiary education as well as ways in which to support Māori in tertiary education.

The review identified several barriers for Māori successfully transitioning into tertiary education and strategies to address these.

Overall culturally relevant, supportive teaching and learning environment influence on Māori learners’ achievement and participation in tertiary education. In particular:

* Effective teacher relationships and interactions
* Quality teacher delivery
* Culturally specific learning spaces and peer mentoring
* Māori cultural values and tikanga
* Programmes relevant to Māori and communities
* Strategic relationships and collaborations with iwi and industry
* TEO leadership and management committed to Māori learner success

Overall the literature review suggests that Māori student success is heavily based on the tertiary environment incorporating a culturally relevant, inclusive, quality, relationship building learning style which focusses on strengthening Māori academic achievement in ways that are collaborative and prioritise mātauranga Māori.

## Pasifika Education Plan 2013-2017

Retrieved from: <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/pasifika-education-plan-2013-2017/>

The PEP aims to promote “closer alignment and compatibility between: the learner’s educational environment, and their home and/or cultural environment, so that communities, education providers, and services, are using their individual, collective and cultural connections and affiliations to work together towards better outcomes and results” (p. 4).

Within tertiary education the goals include:

* Pasifika people are a highly skilled and highly educated workforce that fully contributes to New Zealand’s economy and society.
* Use research and evidence effectively to achieve the goals of the PEP
* Pasifika learners participate and achieve at all levels on par with other learners in tertiary education (p. 11)

Targets for these goals are Pasifika learners participating and achieving at least on par with other learners in TE.

Ways in which to achieve this include:

* Incentivising enrolments for providers
* Improving quality of education and achievement of Pasifika
* Improving foundation education in Pasifika population
* Increase transparency to drive higher system performance and support well-informed study choices by Pasifika learners and their parents, families and communities
* Incentivise providers to ensure Pasifika completion and progression in TE
* Enable more Pasifika to obtain skilled employment
* Support Pasifika research priorities
* Create Pasifika research priorities to help researchers, to select topics that will better foster achievement by Pasifika learners and ensure PBRF
* Monitor and publish information about the performance of TES for Pasifika.

Overall the PEP outline goals and ways to achieve these for Pasifika learners in TE that emphasise relationship building and community, however, the measures for success perpetuates the idea that Pasifika are failing to reach a level of success dictated by a dichotomy between other learners, rather than encompassing a Pasifika view of success, or emphasising the role of the education system failing Pasifika peoples causing differential achievement rates.