



MASSEY
UNIVERSITY
TE KUNENGA KI PŪREHUROA


UNIVERSITY OF NEW ZEALAND

KIA MĀRAMA: MĀORI@MASSEY 2020 STRATEGY

KEY INITIATIVES TO ACCELERATE MASSEY'S ACADEMIC
AND RESEARCH AGENDA FOR MĀORI ADVANCEMENT

THE ENGINE
OF THE NEW
NEW ZEALAND






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KATAHI TĪ, KA RUA TĪ
KA NOHO MAI TE PATI TORE
KA RAUNA, KA RAUNA,
KA NOHO TE KIWIKIWI
HE PŌ, HE WAI TAKITAKI, NŌ PĪ, NŌ PĀ
KA HUIA MAI
KAI ANA TE WHETŪ, KAI ANA TE MARAMA
KO TE TIO E RERE RĀ RUNGA RĀ!
TE PEKAPEKA KŌTORE, WĪWĪ, WĀWĀ
HEKE HEKE TE MANU KI Ō TAU
TIHEI MAURI ORA!

FOREWORD

ASSISTANT VICE-CHANCELLOR (MĀORI AND PASIFIKA)
DR SELWYN KATENE



E ngā mātāwaka o te motu, e ngā mana o ngā hau e whā, kei te rere atu ngā mihi matihere ki a koutou katoa. Tērā a Matariki, ka rewa mai i te pae, hei ārahi i a tātou kia whakatata mai te pae tāwhiti, ka mau kia whita te pae tata. Ka pērā anō ērā whetū a Mahutonga, a Rēhua mā i ārahina ō tātou tupuna i tae mai ai ki tēnei whenua taurikura. Hei te pō ka tīaho mai ngā tupuna whetū rā, hei te awatea, ka puta tātou ki te ao mārama, a, kia mārama e!

It is my pleasure to present to you the “*Māori @ Massey 2020: Kia Mārama Strategy*”.

Massey University is committed to being a defining University for New Zealand, aspiring to serve and lead as the engine of the new Aotearoa. Today, Māori are carving out futures for themselves confident in the knowledge they have something unique to offer the world, including a distinct and highly valued Māori world-view.

The way in which we as a University engage with and respond to the needs of Māori is critical to being able to be a university, which equips people academically and technically, but is creative, innovative and connecting.

This document provides Massey with the strategic leadership, and aspirational goals for the development of Māori in a meaningful way that makes a difference. It aspires for Māori to achieve academic success, as Māori.

In order for this to occur, we all must accept that we each have a positive contribution to make; students, their whānau, our lecturers, professors, heads of schools, programme administrators, professional staff in their roles, even myself as the Assistant Vice-Chancellor.

“*Māori @ Massey 2020: Kia Mārama*” provides ways in which we can collectively build on the successes of Māori here at Massey University.

In doing so we also look to meet the overarching goals of the University strategy, “The Road to 2020”.

The Road to 2020 is full of opportunity. This strategy positions Massey University to be at the forefront of positive change. It will not be without its challenges or its scrutiny, but if done right, and collectively it can provide a plethora of tangible outcomes that will be mutually beneficial for Māori and rewarding for the University.

The Office of the Assistant-Vice Chancellor (Māori and Pasifika) is committed to being involved with this change and making a difference for this University and for Māori.

Kia kaha, kia māia, kia manawanui,

A handwritten signature in blue ink that reads 'Selwyn Katene'.

Assistant Vice Chancellor (Māori and Pasifika)
Dr Selwyn Katene

A WORD FROM THE DIRECTOR MĀORI

ASSOCIATE PROFESSOR TE KANI KINGI



Tēnā tātou katoa,

It is with considerable excitement that the newest strategy for Māori at Massey University is unveiled.

Māori are increasingly benefiting from and contributing to New Zealand's expanding, globalised, and knowledge-based economy. At Massey University our challenge is to build on past gains and continue unlocking the potential that exists in the growing Māori population.

In recent years we've seen measurable gains in Māori education, employment and various health indicies. Māori are progressively taking charge of their own destiny, playing an increasingly crucial part in New Zealand's economy through education, employment, and enterprise. However there is always room for improvement.

Our role at Massey University is to foster and promote Māori success. The Māori Directorate will actively engage with the Colleges and key stakeholders to realise these aspirations and create an environment where Māori can truly flourish.

We recognise that the goals of "Māori @ Massey 2020: Kia Mārama" are contingent on the collective effort and proactive support of the wider University community.

The University waiata Te Kunenga ki Pūrehuroa in many ways express these broad goals and aspirations; "Nei rā te reo karanga e tau atu nei, ki te hāpai ake i te rau tangata". Hear the call, the message, to uplift the diverse I urge you to join us in the spirit of sharing and generosity.

I look forward to being able to work with each college and office respectively to ensure the success of Māori at Massey University.

Tēnā tātou,

A handwritten signature in black ink, appearing to read 'Te Kani Kingi'.

Director Māori
Associate Professor Te Kani Kingi



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SYNOPSIS

Kia Mārama: Māori@Massey 2020 builds on the *Māori@Massey* Strategy 2003 and sets out the strategic direction for the decade to 2020. It focuses on the ways in which Massey University will contribute to Māori development and has University-wide implications. The new Strategy has three themes:

1. He ara mātauranga: forging academic pathways
2. He waka mātauranga: building catalysts for learning and scholarship
3. He puna mātauranga: generating new knowledge relevant to Māori development.

Arising from the three themes are a series of pathways, catalysts and research and scholarship platforms that align with *The Road to 2020* and provide colleges and service centres with signposts for realising University objectives for Māori.

BACKGROUND - DECADE ONE: 2000-2010

The first strategy for Māori at Massey University, *Māori@Massey* 2003 was approved in 2003 for implementation across the University. The aims took into account the role of a university within society, the perceived needs of Māori, the wider political climate, and the capacity of Massey University.

Māori@Massey 2003 was built around four platforms that recognised existing University expertise, the potential to realise significant gains for Māori, and Massey's role in Māori development:

- academic excellence
- campus innovation
- engagement with Māori
- effective policies.

Significant gains were achieved across the platforms and by 2010 there were clear signs that the strategy had brought benefits to Māori and to Massey. Between 2000 and 2010:

- ✓ paper pass rates in selected programmes (e.g. Te Rau Puawai Scholarship Programme) exceeded the University average
- ✓ Māori student participation in sciences and health sciences increased by more than 25 percent
- ✓ the proportion of postgraduate students increased from 13 percent to 22 percent
- ✓ Māori doctoral completions increased from 5 (1990-1999) to over 50 (2000-2010)
- ✓ Eight masterate and four doctoral theses were completed in te reo Māori
- ✓ Two Māori research centres were established as self-sustaining entities and both received Massey awards for excellence in team research
- ✓ a research centre for Māori business was established
- ✓ a Māori Language policy was approved and an Advisory Group established

- ✓ 12 fellowships in Māori health were funded for doctoral and postdoctoral study
- ✓ 13 students graduate from the Highbury Community scholarship
- ✓ Te Mata o te Tau, Academy for Māori Research and Scholarship was established to promote interdisciplinary research and scholarship and academic staff development
- ✓ a Māori communication strategy was developed
- ✓ the Kia Maia programme facilitated collaboration with Māori professional groups
- ✓ Massey led the development of a nationwide network for Māori academics (MANU AO)
- ✓ Ngā Kupu Ora Māori Book Awards were launched
- ✓ Massey was the supreme winner of the 2010 Te Reo Māori awards
- ✓ The Matariki tree planting tradition was initiated on each campus
- ✓ A Strategic Iwi Partnership strategy was approved
- ✓ Massey became a participating entity in Ngā Pae o te Māramatanga, (CORE)
- ✓ Massey contributed to national policies for Māori education, health, research, te reo Māori, broadcasting, whānau development, and environmental management
- ✓ Ongoing links were established with indigenous academic institutions in Australia, Samoa, Hawaii, Canada, and Norway.

DECADE TWO: 2011 – 2020

INTRODUCTION

Revision of the *Māori@Massey* 2003 Strategy is warranted because of significant refocusing of the wider Massey University goals, changes in tertiary education policies, and the identification of new priorities for Māori development. In decade two (2011-2020) the *Kia Mārama* Strategy will:

- Align with the Massey University strategy, The Road to 2020, and the seven main goals:
 - Research & scholarship
 - Teaching & learning
 - Internationalisation
 - Connections
 - Responsibility
 - Income generation
 - Enabling Excellence.

- Align with the Tertiary Education Strategy and especially the priorities for:
 - Māori participation in tertiary education
 - tertiary education uptake for under 25 year old students
 - greater emphasis on achievement and positive outcomes.

- Align with the broad priorities for Māori development:
 - Māori educational achievement across a wide range of disciplines and sectors
 - Post-settlement needs for research, capability building, resource management, Whānau development that leads to healthy lifestyles, cultural affirmation, full participation in society, education, and the economy, and active participation in te ao Māori.

KIA MĀRAMA

Kia Mārama: Māori@Massey 2020 builds on the foundations established in decade one but recognises new environments and new priorities as well as the need for a future-focussed approach that will bring benefits to Māori, to education, and to Massey University.

Kia Mārama, is based on three themes:

1. He ara mātauranga: forging academic pathways
2. He waka mātauranga: building catalysts for learning and scholarship
3. He puna mātauranga: generating new knowledge relevant to Māori development.





Māori Doctoral Symposium 2010

THEME 1: HE ARA MĀTAURANGA: ACADEMIC PATHWAYS

'WE WILL FORGE ACADEMIC PATHWAYS TO EXTEND THE REACH AND IMPACT OF HIGHER EDUCATION FOR MĀORI.'

PATHWAY 1: SCHOOL LEAVERS

Pathways to higher education begin well before university enrolment. Our aim is to increase the number of school leavers and under-25 year old students. However, currently the number of Māori school leavers who are eligible for university admission is relatively small and largely concentrated in non-science subjects. While responsibility to improve Māori secondary achievement rests primarily with the secondary sector, we will initiate engagement by establishing on-going longer term relationships with selected schools where there are high Māori populations or strategic alliances, in order to encourage an interest in university education.

In addition, because science and technology will be increasingly important for iwi development, we will work with those schools to foster Māori participation in the sciences.

PATHWAY 2: MULTI-MODAL EDUCATION

Over the next decade Massey's experience in multi-modal education will continue to provide opportunities for students who, because of demands at home or commitments at work, are not able to study on-campus. Many of these students remain in work, and continue to contribute to the economy. On-line 'lectures' coupled with streamed seminars, on-campus courses, and e-learning communities will become the norm for many students, including full-time students who are not at a distance from university. In recognition of the importance of multi-modal

education for economic growth we will continue to provide opportunities for young and older Māori learners to engage in university study.

In the post-settlement era, as iwi and other Māori organisations face new challenges and competition, there will be a parallel demand for the current Māori workforce to acquire new skills and marketable qualifications. We will ensure that our admission policies enable mature students to participate in tertiary education and obtain sound qualifications through multi-modal education.

PATHWAY 3: STUDENT SUCCESS

Increasing the rates of successful course completion for Māori students is an important aim in *Māori@Massey 2020*. Decade one results have been uneven with exceptional completion rates in some areas but unsatisfactory pass rates in others. Two determinants of unsuccessful completion have been identified: inadequate course advice on enrolment and late recognition of poor performance. We will take proactive steps to ensure that students have adequate course advice before confirming enrolment and are able to take advantage of an ongoing monitoring system so that appropriate interventions can be introduced at an early stage to increase chances of success.



Professor Tairahia Black and son Hona

PATHWAY 4: TE REO MĀORI

Building new academic pathways in te reo Māori will centre around providing a greater range of courses taught in te reo. A shift from second language teaching to the use of te reo Māori as a language of instruction for a range of subjects will occur over the coming decade. For example, Te Aho Tātairangi, a four year Māori immersion bachelor degree leading to a qualification in teacher education, will recognise pre-existing competence in te reo and a readiness to embark on courses taught entirely in Māori. There will be increased capacity to supervise masterate theses written in te reo and to foster a cohort of students who will submit doctoral theses in te reo Māori. To meet these goals we will expand options for specialised programmes in te reo Māori on all three campuses and review mechanisms for enhancing the dissemination of key research outcomes in te reo so that the key benefits are more widely distributed.

PATHWAY 5: POSTGRADUATE STUDY

An important aim of *Kia Marama: Māori@Massey 2020* is to increase the number and proportion of Māori students studying at the postgraduate level. We aim to have a postgraduate cohort that accounts for 40 per cent of the total Māori student body by 2020. The postgraduate cohort will include students who are enrolled in doctorate programmes including research-based degrees (PhD) as well as taught and professional doctorates (Ed. Doc, DBA, D. Clin. Psych). On enrolment all Māori undergraduate students will be encouraged to consider postgraduate studies as part of a normal progression in tertiary education and as a key element of engaging with life-long learning and professional development. Facilities for on-line postgraduate study will be enhanced so that students can access regular supervision, receive course material, engage with other students, 'chat' with academic staff and enjoy on-line real-time lectures and seminars.

PATHWAY 6: SHORT COURSES

Massey's contribution to Māori capability building includes the provision of short courses that have relevance to businesses, industry, communities, Iwi and service providers. Using our academic expertise and community connections we will deliver a variety of short courses that have immediate workplace relevance as well as introducing different perspectives and findings from research. Some courses will carry academic credits providing participants with alternate pathways to specific qualifications. We will also contribute to the wider academic and professional scholarship for Māori so that all communities are better served by the intellectual resources they have to call upon.

PATHWAY 7: ARTICULATION WITH OTHER INSTITUTIONS

In order to facilitate access to degree programmes at undergraduate and postgraduate levels, we will work closely with other tertiary education institutions so that students can move easily from one type of institution to another and from one level of learning to another. Massey's longstanding relationship with Wānanga, Institutes of Technology, and other Universities will be extended and two-way opportunities will be encouraged. In addition, the possibility of co-enrolments at two institutions or more will be explored offering students greater study choices.

Opportunities for exchange programmes with international universities and indigenous study programmes will be actively explored. As Māori move into global relationships to accelerate economic growth, parallel educational programmes will become increasingly important. We will establish agreements that will enable postgraduate students to take advantage of global learning and gain access to international networks.





THEME 2: HE WAKA MĀTAURANGA: CATALYSTS FOR LEARNING AND SCHOLARSHIP

'WE WILL BUILD CATALYSTS TO PROMOTE ACADEMIC EXCELLENCE, ENHANCE SCHOLARSHIP, AND AFFIRM CULTURE.'

CATALYST 1: LEARNING COMMUNITIES

Learning for Māori is often more effective when it occurs within a group setting. Establishing learning communities where students can work together and provide each other with support and inspiration will improve results and lead to more predictable outcomes. For more than a decade a learning community based on a scholarship system, Te Rau Puawai, has consistently demonstrated how group support can enhance learning and achieve paper pass rates of more than 90 per cent. The community learning model can be replicated in other situations, including distance education.

We will encourage all Māori students to participate in on-line or on-campus communities of learning organised around subject areas, modes of education, or affiliations such as Iwi or professional membership.

CATALYST 2: BURSARIES, SCHOLARSHIPS, AND FELLOWSHIPS

An expanded bursary and scholarship programme will be established so that economic disadvantage need not be a barrier, at least not to the extent that it has been in the past. Building on experience in decade one, we will ensure that the administration of scholarships will also enable closer monitoring of progress and the introduction of mentoring and other supportive activities. Funds for scholarships will derive

from multiple sources including partnering institutions, industry, the professions and Iwi.

We will also work with business and professional partners, government agencies and Iwi to establish externally funded fellowships for postgraduate students in subject areas that are high priority for Māori development.

CATALYST 3: CULTURAL AFFIRMATION

There is now considerable evidence to suggest that a Māori cultural dimension is not only important to academic achievement but also to strengthening engagement with the University, increasing social inclusion, and extending participation in academic pursuits. The cultural dimension will be evident in signage, protocols, branding, staff competencies, and student profiles.

It will also be reflected in campus activities such as kapa haka, waka ama, pōwhiri, and Matariki activities. On each campus, a marae will add a particular cultural dimension not only by serving as a teaching facility but also acting as a touchstone for Māori students and for the wider university. A university marae operates on understandings that are different to understandings on more conventional hapū marae but in both situations the marae provides a setting where cultural knowledge, values, and protocols can be reinforced. To recognise the benefits associated with marae we will ensure that an appropriate marae facility is accessible to all students on each campus. We will also ensure that a Māori cultural element is incorporated into formal University occasions such as graduation ceremonies and will foster the use of Māori language as a spoken language on campuses and on-line communication. As in the past, and provided they are not academically disadvantaged, students will be able to write assignments and examinations in te reo Māori.

CATALYST 4: MĀORI POSTGRADUATE FORUMS

In order to increase levels of scholarship to support research but also to enrich and grow a wider level of engagement with academic and professional scholarship, postgraduate forums will be established on/across each campus and on-line. These fora will encourage information sharing across disciplines and professional communities, and an exchange of knowledge that will benefit academic study as well as preparing students to work in multi-disciplinary Māori organisations. Forums will build on the approach taken to Māori doctoral studies in decade one, including the on-line doctoral portal and multi-disciplinary writing workshops, and will engage with professional groups, Iwi, and Māori in other tertiary institutions. We are committed to building diverse Māori postgraduate scholarship forums that are outward looking and will lead to a strong cohort of Māori leaders with higher academic qualifications and strong associations within Māori communities.

CATALYST 5: MĀORI ACADEMIC LEADERSHIP

Massey University has a sufficiently large number of Māori Professors and Associate Professors to provide sound academic leadership across the University. While their contributions are primarily directed towards leadership within Schools and Colleges, the potential impact of a collective of Māori Professors remains to be realised. We will establish a Māori Professoriate group that will provide a model of collective leadership which is distributed, networked and sustainable and able to give added visibility to Massey's Māori academic capability. In addition we will foster leadership development to enhance career options for Māori academics. We will also use this model to involve senior Māori professionals in order to secure a wider and more diverse professional community committed to fostering leadership founded on relevant scholarship and knowledge exchange.

CATALYST 6: MĀORI ACADEMIC CAPABILITY

In order to deliver a comprehensive range of programmes to Māori, there must be a sustainable and critical mass of academics who are creditable in the wider Māori community. Colleges already have some expertise but it tends to be sparse and runs the risk of being attenuated to the extent that impact is reduced or lost. In addition, given the extent of the Māori population in the Auckland region it will be increasingly important to have Māori academic staff members in key subject areas such as business, technology and science across all campuses. To that end we will increase Māori academic capacity in all Colleges.

Apart from increasing the number of Māori academics across the University, we will also increase opportunities for collaboration between Māori academics across subject areas and across colleges. Bringing together academics from Māori Studies and Māori Education, for example, could increase the reach and impact of theoretical and applied programmes where Māori knowledge, language, heritage, art and education are required. Māori immersion teacher education will draw on those skills. Similarly, concentrating Massey's academic expertise in Māori health into a Māori and Indigenous Health programme could provide greater opportunities for enhanced scholarship, research-driven teaching, improved efficiencies, and broader delivery options for students.

Further, the introduction of a Graduate Diploma focusing on Management and Leadership for Māori Business will involve staff from within the College of Business as well as academics from other areas of the University. Meanwhile Te Mata o te Tau, established in decade one to promote interdisciplinary research and scholarship will continue to host special lectures and seminars as well as fostering collegiality and academic excellence. Finally, through the development of a more diverse scholarly community drawn from both Māori academe and a wider professional mix (see also Catalyst 5 above), we will recruit 'guest lecturers' to contribute to the development and delivery of our academic and research programmes.

CATALYST 7: MĀORI ALUMNI ENDORSEMENT

The Massey Māori alumnus is conservatively estimated at more than 5000 and is distributed across iwi, regions, sectors and professions. Although there have been some recent attempts to involve alumni in Massey events and programmes, the potential contributions Māori alumni could make to Māori academic advancement have yet to be realised. Assisting students to make contact with industry and professions, providing advice on career options, and identifying Māori economic, social and environmental priorities will help the University to be relevant, useful, and in touch with Māori aspirations. We will take steps to engage the Māori alumni in relevant University activities and seek their advice on Māori community aspirations.



Chancellor Russell Ballard, Professor Sir Mason Durie and son Meihana at the Celebration to Honour Māori Graduates



THEME 3: HE PUNA MĀTAURANGA: PLATFORMS FOR TRANSLATIONAL RESEARCH AND SCHOLARSHIP

'WE WILL GENERATE AND SHARE PLATFORMS FOR DEVELOPING NEW KNOWLEDGE THAT CAN BE TRANSLATED INTO SOCIAL, ECONOMIC AND CULTURAL BENEFITS FOR MĀORI'.

PLATFORM 1: TRANSLATIONAL RESEARCH

Almost all research undertaken at the University has relevance to Māori. But given the rapidity of change, and the felt need at community and Iwi levels, research that has translational prospects will be especially valued. Translational research requires researchers to bridge the gap between research and applications to real life situations. It incorporates research designs and methodologies that will be of value to communities while still satisfying scientific requirements. From that perspective, the ultimate test of the value of the research will be whether it leads

directly to benefits for Māori. We will encourage translational research that will lead to social, economic and cultural gains for Māori.

PLATFORM 2: MĀORI RESEARCH CAPABILITY

The rapid increase in the number of doctoral completions in decade one has provided strong foundations for ongoing research. There has also been a positive response to PBRF requirements from Māori academics, three of whom were ranked as A grade researchers in decade one. We will continue to increase the research capability of our academic staff through regular seminars and workshops, expanded opportunities to participate in team research, grant writing tutorials, chances to present aspects of their research, participation in national and international conferences, experience in doctoral supervision and doctoral examinations,

and regular updates to research portfolios. We will also encourage our researchers to collaborate with other researchers in Massey and in centres beyond Massey, and to identify research needs of iwi and Māori communities.

PLATFORM 3: INTEGRATED RESEARCH PROGRAMMES

Inter-disciplinary research has been recognised as an important contributor to Māori development. Iwi development is based on a holistic approach to social, economic and cultural development and requires a capacity for researchers from different disciplines and methodological backgrounds to work together. Building on the foundations already established, especially the longitudinal study of Māori households initiated in 1994, we will set up a consolidated Whānau Development research programme which will incorporate a range of research perspectives so that the realities in which whānau live might be more sensibly addressed. The programme will include collaborative research with other family studies such as *Growing Up in New Zealand* and will involve Massey researchers from several disciplines.

Importantly collaboration with Pasifika researchers will form a significant aspect of *Kia Mārama*. Although the circumstances are different, the research questions and the opportunities for translational research are not dissimilar and in that respect we will identify areas where a combined Māori-Pasifika approach could be usefully implemented.

PLATFORM 4: DISTINCTIVE RESEARCH

In addition to a strong health research focus, in Te Pūmanawa Hauora and Whāriki, Māori academics are involved in a range of research activities. Te Au Rangahau, a Māori business research centre, will continue to participate in research linked to Māori economic development and iwi resource management while research into creative writing and linguistics within the Māori language medium and the significance of waiata to contemporary situations will provide a focus for Māori language researchers. Within the sciences Māori researchers will have a particular focus on translational research programmes relevant to land usage, soil science, agricultural and horticultural opportunities, food

and nutrition, sport and exercise, volcanology, and rural economies. They will also provide links to research around food technology, ecological sustainability, and disaster management.

Research themes for Māori educational researchers will include research into Māori medium education, special character education for Māori, engagement of whānau in education, teacher induction and mentoring, and pedagogies relevant to indigenous education.



National Māori Accountants Hui 2010

Massey University's Māori research portfolio is also distinctive because of the expanding research activities in visual arts and design, built around the Māori Visual Arts programme in the College of Humanities and Social Sciences and the Toi Atea suite of offerings in the College of Creative Arts. Their research focuses on artistic interpretations of Māori values, images, histories, and contemporary experiences, as well as experimentation with structural arrangements using old and new materials.

PLATFORM 5: STRATEGIC ALLIANCES

A critical requirement for effective translational research will be the formation of strategic alliances with Iwi, Māori service providers, Māori professional groups, and government agencies concerned with policies for Māori. We will actively engage with a range of post-settlement Iwi entities, Whānau Ora providers, groups representing Māori medical practitioners, Māori lawyers, Māori accountants, Māori educationalists, Māori conservationists, Māori artists, Māori in business, and Māori growers in order to identify research needs and design

research programmes that can meet their needs and lead to demonstrable benefits for their people.

We will also work with government departments, including Health, Māori Development, Social Development, Education, Tertiary Education, Agriculture and Fisheries, Environment, Internal Affairs, Justice, and Labour to develop evidence-based policies relevant to Māori. This platform will also be supported by the scholarship enhancement and capacity building developments outlined under Themes 1 (e.g. Pathway 4) and 2 (e.g. Catalysts 1, 4, 5 and 6 (above)).

PLATFORM 6: INDIGENOUS RESEARCH NETWORKS

Iwi and Māori development is occurring in a world-wide context of indigenous development. Quite apart from any political implications, the Declaration on the Rights of Indigenous Peoples has highlighted areas where development is urgently needed. Building on relationships already forged with indigenous academics and indigenous

research teams, we will consolidate and extend our indigenous networks in order to establish an Indigenous Academic Leaders Network where research relating to health, education, economics, governance, management, language revitalization and other areas of development can be promoted from a global perspective.

As facilitators and leaders we will invite other indigenous scholars, researchers, and leaders to join the colloquium and participate in international studies.

The linking of this initiative to the new Māori Professoriate and professional community (proposed in Theme 2 catalyst 6, above) and the enhanced usage of te reo to disseminate key research findings (identified in Theme 1, pathway 4) will also ensure the relevant embedding of opportunities for knowledge exchange and knowledge transfer.

IMPLEMENTATION

Kia Mārama: Māori@Massey 2020 is a University-wide strategy and implementation of the Strategy will necessarily involve all sections of the University. The AVC (Māori and Pasifika) will have responsibility for monitoring and overseeing the implementation and for leading some activities. But the Strategy will be primarily owned by the University as a whole and will have particular relevance to College teaching and research programmes.

Implementation of *Kia Mārama: Māori@Massey 2020* will be phased in on a year-by-year basis, commencing in 2012. Actions can be prioritised according to the degree of urgency, availability of resources, coincidence with other related University programmes, and University capability. Where appropriate, targets or other outcome indicators will be used to measure the results of actions. Included in *Kia Mārama: Māori@Massey 2020* are a number of University commitments, summarised in Appendix 1.

An annual review of progress towards the full implementation of the Strategy will be undertaken by the AVC (Māori & Pasifika) and reported to SLT. Other actions will be taken by the AVC (Māori & Pasifika).

Kia Mārama: Māori@Massey 2020 is consistent with the *Road to 2020*. The pathways, catalysts and platforms are part of the University's general mission and many of the objectives have already been incorporated into the University's goals and will be reported in the Annual Plan.

Kia Mārama: Māori@Massey 2020 extends the options and provides a framework within which the University's dual responsibilities to students and to wider society can be translated into measurable actions with benefits to Māori and to the University.

RESULTS

Three sets of outcomes are sought from the implementation of *Kia Mārama: Māori@Massey 2020*:

- Equitable participation in higher education
- High levels of academic achievement
- Research led gains for Māori.

TARGETS FOR EQUITABLE PARTICIPATION IN HIGHER EDUCATION INCLUDE:

INDICATOR	TARGET
A student body that is consistent with national demographic trends	Māori student numbers will grow to match demographic proportions, from 10 percent (current) to 15 percent by 2015.
Postgraduate enrolments increase to match University-wide undergraduate : postgraduate ratios	Māori postgraduate enrolments will increase from 22 percent (2011) to 25 percent by 2015.
Age of students	The proportion of Māori students who are school leavers will increase from 6 percent in 2011 to 10 percent by 2015.
Subject areas studied	The proportion of Māori students enrolled in the College of Science will increase from 14 percent (2011) to 18 percent by 2015. The proportion of Māori students enrolled in the College of Health will approach 20 percent by 2015.

MEASUREMENTS OF HIGH LEVELS OF ACHIEVEMENT AND TARGETS WILL INCLUDE:

INDICATOR	TARGET
Paper pass rates	Paper pass rates for Māori students will average 75 percent by 2015.
Grades achieved	Aspire to the University average.
Qualifications completed	Aspire to the University average.

RESEARCH-LED GAINS FOR MĀORI WILL INCLUDE:

INDICATOR	TARGET
Increased workforce capability	Increase completions from 390 (2012) to 450 by 2015.
Increased research capacity	Increase Māori doctoral enrolments from 100 (2011) to 130 (2015).
Mutually beneficial strategic alliances	Eight active research partnerships with Iwi by 2015.
Participation in global research projects	Indigenous Academic Leaders Network leads to Massey participation three substantial research projects by 2015.

The effectiveness of *Kia Mārama: Māori@Massey 2020* should be determined by indicators that measure all three sets of outcomes.



CONTACT INFORMATION

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