The Pasifika@Massey Strategy:

Enroute to Cultural Democracy

By
Mason Durie
Sione Tu’itahi
Sitaleki A. Finau
and the
Pasifika@Massey Network
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New Zealand’s increasing cultural diversity is no more apparent than in the rapidly expanding Pacific population. The expansion will bring significant challenges to the education sector and for academic programmes at university level. Pasifika@Massey is a Massey University response to the challenge. While Pacific students at Massey University will predictably be interested in the full range of degree programmes offered by the University, Pasifika@Massey is a strategy to accelerate entry into the University and to promote the best possible academic outcomes.

The Strategy is an important milestone for the University and quite apart from gains that individual students might make it also provides a foundation for the development of strong and productive relationships between Massey University, Pacific communities in New Zealand, and Pacific Island states. Those relationships will centre on the contributions that Massey can make through its research and teaching programmes and will build on the substantial links that already exist.

While the ultimate aim of the Strategy is to build Pacific capability and to increase the academic standing of Pacific peoples, the University is also aware that campus life and university study will be more relevant and enjoyable when it is able to reflect the culture and goals of its students and staff. Within the Pasifika@Massey strategy there is a clear message that Pacific aspirations are important ingredients for Pacific success and to that end the University is committed to implementing the Strategy in a way that makes sense to Pacific peoples and to their hopes for the future.

To facilitate that process I have appointed Professor Sitaleki Finau to the position of Director Pasifika.

Judith Kinnear
Vice-Chancellor
PASIFIKA@MASSEY

FOREWORD

Pasifika@Massey has been adopted by Massey University as a strategy for the academic advancement of Pacific Peoples and Pacific nations. Importantly the Strategy has university-wide implications and will become embedded in the teaching, learning, and research protocols of academic units, colleges and campuses.

Within the Strategy are pathways that have the potential to generate greater academic success for Pacific students at undergraduate and postgraduate levels and to assist Pacific staff gain higher academic qualifications and experience. Although student academic success is a vital component of the Strategy, the further development of Pacific research capability is also of crucial importance and represents another way that Massey University can contribute to Pacific progress.

Pasifika@Massey recognises that the Pacific population in New Zealand is projected to increase significantly over the next two or three decades with a parallel increase in the demand for quality academic programmes at university level. In addition, as a university within the Pacific, Massey University is keen to contribute to the ongoing development of Pacific nations by consolidating links with Pacific states and participating in teaching and research activities that will lead to social, cultural, economic, and environmental gains.

The University is committed to implementing the Strategy and has established an office on the Albany campus for the Director Pasifika with Pacific advisory groups on all three campuses, under the overall direction of Professor Sitaleki Finau.

Mason Durie
Deputy Vice-Chancellor (Māori)
It is a privilege and pleasure to have been invited to write a background, from a Pasifika staff perspective, on the development of the Pasifika@Massey Strategy.

The Pasifika@Massey Strategy is a fine example of a collaborative partnership for the collective good. Towards the late 1990s, Pasifika staff on the Albany Campus noticed the need for Massey University to be more responsive to the increasing academic needs of the fast-growing Pasifika peoples in New Zealand. The staff established an Auckland campus Pacific Strategic Plan in November 1999, in collaboration with Pasifika community representatives and the campus management, a first strategic step. They also made submissions for Pacific objectives in the Massey University 10-year plan, using the first Tertiary Education Strategy (2000-2007) as a reference point, in particular the fifth of its six major strategies: Educate for Pacific Peoples’ Development and Success. A year later they planned with their counterparts on the Palmerston and Wellington campuses a joint meeting with management to consider a university-wide strategic plan. At the inaugural Pasifika staff conference in November 2003, Vice-Chancellor Professor Judith Kinnear confirmed a partnership between her office and Pasifika staff to develop the Pasifika strategic plan that she announced a month earlier. Assigned by the VC office, Professor Marilyn Warring and the Pasifika drafting team completed the preliminary reports that later formed the basis of the Pasifika@Massey Strategy, whose principal writer was Professor Mason Durie, Deputy Vice-Chancellor Māori. Writing the strategy was part of the role of advancing the work on the strategy assigned to Professor Durie by Professor Kinnear. Guiding and supporting the community consultation and presenting the final draft to top Massey management, and recruiting the first Director Pasifika were other important functions of the role that Professor Durie and his highly effective and very co-operative staff provided. Pacific communities consulted in Auckland, Palmerston, Wellington and Christchurch fully endorsed the draft strategy as reflecting their needs and aspirations and provided suggestions that helped to shape the final version which was later approved by the Vice-Chancellor’s Executive Committee in May 2005, and the University Council in July 2005.

1 Talanoa is a Pasifika concept and practice it means to tell a story, to have a conversation, to create, construct and re-construct knowledge and social realities.
In short, the aspiration and commitment of Pasifika staff to Pasifika advancement and Massey objectives, the foresight and leadership of Professor Kinnear, the dedication of Professor Marilyn Waring, the wisdom and generosity of Professor Durie and his staff, the support of Pacific communities, and the willingness of all parties to collaborate towards this mutual goal, have laid a sound foundation for on-going, positive partnerships, and for implementing the strategy.

I wish to acknowledge the following people for their contribution:

- Professor Ian Watson, former Principal, Auckland Campus; Professor John Raine, Deputy Vice-Chancellor, Auckland Campus and International; Mrs Andrea Davies, Regional Registrar, Auckland Campus, for their leadership and support for the Auckland Campus Pacific Strategic Plan; Professor Sitaleki Finau, Mrs Audrey Aumua, Mr Malakai ‘Ofanoa, Ms Maria Cavanagh, Mr Dominic Penn, Mr Sione Tu’itahi, and Mr Tafa Mulitalo, for drafting the first Auckland Campus Pacific Strategy; members of the Pacific Peoples’ Consultancy Group – Auckland campus.

- The first Pacific Executive Committee and Drafting Team of the Pasifika@Massey Strategy: Dr Sunia Foliaki, Ms Hannah Tuisano, Dr Tracie Mafi’e,o, Ms Rebekah Tuileto’a, Dr. Pi’ikea Clark, Ms Teresa Koloi, Mr Sean Strickland, Mrs Gaylene Tasmania, Mr Sione Tu’itahi, Mrs Ngatamariki Lulia, and Mrs Naomi Patterson; all other members of the Pasifika@Massey Network

- The translation team that translated the Executive Summary of the Strategy into the seven Pacific languages in order to make it more accessible to Pacific peoples: Vaine Puapii Elia - Cook Island Māori; Sireli Kini – Fijian; Granby Siakimotu – Niuean; Tafa Mulitalo – Samoan; Amosa Fa’afoi – Tokelauan; Sione Tu’itahi – Tongan, Tauaasa Taafaki – Tuvaluan.

- The Community Consultation and Presentation Team who took the strategy to Pacific communities and presented the final version to the Vice-Chancellor’s Executive Committee and the Council: Dr Tracie Mafi’e,o, Ms Hannah Tuisano, Mr Sean Strickland, Mr. Sione Tu’itahi, Max Tu’itahi, and Ms Kayrn Kee.

With the Pasifika@Massey Strategy in place, a sound foundation and clear pathway is in place for the second phase: implementation. On that note and with a spirit of Pacific loving cooperation, I wish to join my Pasifika co-workers and all other Massey colleagues in warmly welcoming our inaugural Director Pasifika, Professor Sitaleki Finau.

Work done in the spirit of service is a high form of worship to God.

Sione Tu’itahi
Pasifika Development Advisor, Auckland Campus
Chairperson, Pasifika@Massey Staff and Students’ Reps Network
PASIFIKA@MASSEY STRATEGY

Executive Summary in English
EXECUTIVE SUMMARY

In order to progress Massey University’s objectives for Pacific Peoples and to assist in realising Pacific aspirations for greater participation in university education, a Pasifika Strategy has been drafted. The Pasifika@Massey Strategy provides a framework for considering how Massey University might contribute to Pacific development and how the University might also fulfil its Charter obligations and meet the expectations of the Tertiary Education Commission.

The Pacific population in New Zealand will grow significantly over the next decade and will be reflected in Massey University enrolments. Even in 2004 some 1,026 Pacific students (575 fulltime equivalents) were enrolled at Massey University, more than half as extramural students. 156 were at the Albany Campus, 677 at Palmerston North (including 532 extramural students), and 193 at Wellington. Most students were enrolled in business programmes but significant numbers were also taking programmes in education, social work, the arts, and science.

Broad Aims and Strategic Goals

The primary aim of Pasifika@Massey is to increase gains for Pacific Peoples through teaching, research and consultancy services at Massey University. Secondary aims are to assist Massey University meet its Charter obligations for Pacific Peoples and to make a positive contribution to Pacific communities and Pacific nations. These aims recognise Massey University as a strategic University in the wider Pacific region, committed to the advancement of Pacific Peoples whether in New Zealand or in Island states.

In order to advance the aims, five strategic goals have been identified:

• Goal 1  Academic advancement
• Goal 2  Professional development
• Goal 3  Research capability
• Goal 4  Cultural diversity
• Goal 5  Collaborative partnerships

Goal 1  Academic Advancement

Five specific areas have been identified as sites where academic gains can be made:

• student recruitment i.e. increasing the number of Pacific students in all programmes at Massey
• improved retention with higher student completion and pass rates
• greater participation in post-graduate education (masters degrees, doctorates)
• new specialised curriculum offerings (programmes of study that are especially relevant to Pacific Peoples)
• better access to subject areas (such as science, technology) where there is under-participation

Goal 2  Professional Development

Four key aspects of professional development will be:

• increasing the number of Pacific academic and general staff at Massey University
• fostering networks for Pacific staff across the University, and beyond
• linking Pacific career priorities to academic programmes
• maintaining strong links with industry to enable a better fit between workplace realities and educational delivery for Pacific students.
Goal 3  Research Opportunities

Building greater Pacific participation in research is an important aspect of the Strategy. It will involve:
• increasing the number of high quality Pacific researchers
• undertaking and encouraging research that is focussed on the values, ethics and priorities of Pacific Peoples
• collaborating with Pacific communities and nations to research issues that are relevant for economic, social and cultural development.

Goal 4  Cultural Diversity

As part of the wider Massey University ethos, the several cultures of the Pacific should be evident in:
• the ways that Massey interacts with Pacific students and communities
• cultural diversity on each of the three campuses
• the way the University protects the integrity of cultural expressions
• the format for University ceremonial occasions.

Goal 5  Collaborative Partnerships

Massey University recognises the value of establishing wider relationships and would especially like to:
• build closer ties with Pacific communities in New Zealand
• establish mutually rewarding ventures with Pacific nations
• assist Pacific staff and students engage with other groups within the University.

Conclusions

The Pasifika@Massey Strategy is a new approach for advancing the academic interests of Pacific Peoples and assisting Massey to meet its Charter obligations. Although the appointment of a fulltime Director located in Auckland and with direct responsibility to a senior University manager is suggested, the Strategy will have operational and strategic implications for all Colleges, campuses and divisions within the University.

Ultimately the success of the Strategy will be measured against:
• improved Pacific student performances, judged by increased numbers of graduates at all levels
• increased Pacific staff numbers at all levels
• Pacific-centred academic courses
• greater Pacific research capability
• recognition of Pacific cultures within the University
• mutually beneficial partnerships between Massey University, Pacific communities and Pacific nations.
PASIFIKA@MASSEY STRATEGY

Executive Summary in Cook Island Māori

E PARANI/KAVEINGA NO
TE AKAMATUTU KIA TERE KI MUA TE
TURANGA KITE TUA TORU NO
TE ITI TANGATA PASIFIKA I
MASSEY UNIVERSITY

TAMANAKO’ANGA
AKAPAPA’ANGA

Akapapa’anga/Akamarama’anga Iti

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6. Akakoro’anga 3: Kia akarakara matatio ia atu tetai au ravenga
7. Akakoro’anga 4: Te au Peu tukeke
8. Akakoro’anga 5: Angaanga kapiti no te au akakoro’anga
9. Ta angaanga ia
10. Akaoti’anga
Akamarama’anga Iti

No te akapuapinga i te au akakoro’anga ta te Massey University i akanoo no te Iti Tangata Pasifika e kia tauturu ia mate akamatakite i te anoano o te Pasifika kia piri tamou tikai ki roto i te Apii Tua Toru (university), kua nga a rara pari/kaveinga no te Pasifika. (Pepa Mua) draft. Ko teia parani kua akamou ia ea akarakara matatio e ka akapeea te Massey University i te akamateitaki e te akamatei i te Apii Tua Toru i te tupu’anga o te Pasifika e ka akapeea te Apii Tua Toru i te akapapa’anga i te au Peapa tei akateateamamaio ia e tei ariki ia kia tano ki te tamanako’anga o te au Akaaere o te Apii Tua Toru.

Ka tupu ki te maata te Iti Tangata Pasifika a teia au tuatau ki mua e ka rekoti ia ki roto i te tare’anga i Massey University. I roto i te mataiti 2004, e 1,026 tamariki apii o te Pasifika (e 575 tinamou) tei rekoti ia ki Massey University, ko tei au tamariki apii kare e noo tinamou ana ki roto i teia apii. E 156 i Albany Campus, 677 i Palmerston North (kapiti atu e 532 tamariki apii kare e noo tinamou ana ki roto i teia apii), e 193 i Wellington. Ko te maata’anga o te tamariki apii kua piri atu ki roto i te porokaramu no runga i te pitiniti, e maata katoa tei piri atu ki roto i te porokaramu no te tu’anga Apii, Ora’anga o te pakari, matiroeroe, Te au pea ora’anga, e te Turanga o te ora’anga.

Parani no te au akakoro’anga

Te mea puapinga kia akamaata ia kia rauka mai te meitaki no te Iti Tangata Pasifika mari ra na roto i te Apii, Akarakara matatio, e te Tu’anga akamaramarama i Massey University. Te rua o te akakoro’anga eia tauturu ia Massey University no runga i te au Peapa tei akapapa ia e tei ariki ia no te Iti Tangata Pasifika, kia akapapu ia e ka oronga ia ki te awa putuputu’anga i roto i te Pasifika e te au enua o te Pasifika. Ko teia au akakoro’anga kia kitea ia e ko Massey University, e Apii Tua Toru tei akanoo i tetai parani no te au enua i roto i te Pasifika e Apii tei a’atinga i tona tuatau no te akameitaki, akamatutu i te Iti Tangata Pasifika i Nuti Reni e te au enua i vao mai.

E 5 au parani tei aka’noo ia kia tere te au akakoro’anga ki mua

Akakoro’anga 1 Akamatutu kia tere ki mua te turanga Kite Tua Toru

Akakoro’anga 2 Kia maata atu te akamatutu i te turanga kite ngateitei

Akakoro’anga 3 Kia akarakara matatio ia atu tetai au ravenga

Akakoro’anga 4 Te au pea tukeke

Akakoro’anga 5 Angaanga kapiti no te au akakoro’anga
Akakoro’anga 1  Akamatutu kia Tere Ki Mua Te Turanga Kite Tua Toru

E 5 tu’anga tei akataka ia kia rauka te turanga ngateitei o te kite tua toru e kia akatupu ia

- rekoti o te tamariki apii koia oki, kia akamaata ia atu te numero o te tamariki apii o te Pasifika ki roto i te au porokaramu i Massey
- akamatutu kia mou ua rai te turanga teitei o te tamariki apii no te akaoti’anga i ta ratou au peapa tarere
- kia aka’maata ia te apii no runga i te Rua o te peapa (te 2 o te peapa ngateitei e te peapa ngateitei roa atu)
- kia akaou ia te au peapa tei akapapa ia (e au porokaramu te ka tano kia apii ia ki te Iti Tangata Pasifika)
- kia akatueria ia te matara ki te au kite katoatoa (mei te kite no te ora’anga, telekoniki) ei tauturu i te tua paruparu

Akakoro’anga 2  Kia maata atu te akamatutu I te turanga kite ngateitei

E 4 tu’anga kia akamatutu ia te au kite ngateitei koia oki –

- kia akamaata ia te numero o te tu’anga apii kite tua toru e te au tangataangaanga o te Pasifika i Massey University
- kia akamaroiroi ia te piri’anga tetai ki tetai no runga i te au tangataangaanga o te Pasifika i roto i te Apii Tua Toru no te au tuatau ki mua
- kia tuku ia kia mua te au akakoro’anga o te Pasifika ki roto i te porokaramu o te apii kite tua toru
- Kia akamou ia tetai piri’anga pakari tikai ki rotopu i te au ngaiangaanga e te akamatutu i te apii no te tamariki apii o te Pasifika.

Akakoro’anga 3  Kia akarakara matatio ia atu tetai au ravenga

E mea puapinga kia piri atu te Pasifika ki roto I te akarakara’anga matatio I teia Parani. Mei teia te tu -

- kia akamaata ia atu te au turanga teitei o te au tangata akarakara matatio i roto i te Pasifika
- kia akamaroiroi ia te tu’anga akarakara te ka akaari mai i te puapinga, te meitaki te kino e te tu’anga mua o te Iti Tangata Pasifika
- kia angaanga kapiti te au putuputu’anga, te au enua i roto i te Pasifika kia akarakara i te tumu manako no runga i te turanga o te basileia, te ora’anga e te akamatutu i te pea enua.

Akakoro’anga 4  Te Au Peu Tukeke

No runga i tetai tu’anga maata i Massey University te tu vaerua no te tuatau o te pea tukeke o te Pasifika kia kitea pu ia, kia marama ia ki roto i te -

- akapiri’anga o Massey ki te tamariki apii o te Pasifika pera te au putuputu’anga
- pea tukeke kia akatutu ia ki roto i nga tu’anga apii e toru
- ravenga e paruru nei te Apii Tua Toru i te taokotai’anga e te akatupu’anga i te pea tukeke
- akapapa’anga i te tuatau tarekareka no te Apii Tua Toru.
Akakoro’anga 5       Angaanga Kapiti No Te Au Akakoro’anga

Kua marama te Massey University i te puapinga no te akatupu i tetai piri’anga matutu tikai mei te –
- akatupu i tetai piri’anga waitata tikai ki te au putuputu’anga o te Pasifi a i Nuti Reni
- akatupu kia aiteite te au akakoro’anga te ka puapinga ki te au enua
- Pasifi ka
- tauturu i te au tangataangaanga o te tamariki api o te Pasifi ka piri atu ki roto i tetai au putuputu’anga i roto o te Apii Tua Toru.

Akaoti’anga

E parani teia tei aknoo ia ei akamaata atu i te inangaro Apii o te Iti Tangata Pasifi a e te tauturu ia Massey no te akapapa’anga i te au Peapa tei akateateamamao ia. I te mea oki e kua tamanako ia kia apaina mai tetai Tangata Akaaere e tauturu i te manitia maata o te Apii Tua Toru, ko teia parani ka riro i te ta’angaanga no tetai tuatau roa kia rauka te puapinga no te au Apii Tua Rua, te Apii Tua Toru e te au tu’anga i roto i te Apii Tua Toru.

Ko te puapinga o teia parani me tae ki te openga ka akara matatio ia ki runga i te turanga tikai tei anoano ia kia akatupu ia me kare –
- ei akamatutu i te turanga api o te tamariki api o te Pasifi ka, akara ia ki runga i te maata’anga tei rauka to ratou au peapa teitei i roto i te au tu’anga ravarai
- kia akamaata ia atu te au tangataangaanga o te Pasifi ka kiro i te au tu’anga
- kia akamou ia te api kite tua toru ki roto i te Pasifi ka
- kia akarakara matatio ia atu tetai au ravenga no te Pasifi ka
- kia ariki ia te peu tukeke a te Pasifi ka kiro i te Apii Tua Toru
- kia aiteite te piri’anga i rotopu i te Massey University, te au putuputu’anga o te Pasifi ka e te au enua Pasifi ka.
PASIFIK@MASSEY STRATEGY

NA VAKALELEKA NI VEI TIKINA BIBI

Executive Summary in Fijian
NA VAKALELEKA NI VEI TIKINA BIBI

E sa virikitori e dua na yavu ni cakacaka me rawa ni vakavatukanataki kina nai naki ni Massey University kei kena vakalelevatuki nai wiliwili ni kai Pasika enai vakatagedgede ni vuli ena univesiti. E sa vakaraautuki nai tuvatuva ni yavu ni cakacaka ka yacana Na Pasifika e Massey me vakadeucci kina na sala me veitokoni kina na Massey University ena kena vakatorocaketaki na Pasifika, ka rawa talega ni vakayacora kina na Univesiti na nona veiyanalatilaci kei na veika e gadreva na Matabose ni Vuli Torocake na Tertiary Education Commission.

E na vakaraaitaki na levu ni kai Pasifika e ra curu me ra vuli e na Massey University, e na kena sa na tubucake vakalevu nai wiliwili ni kai Pasifika e Niusiladi e na loma ni tini na yabaki ka lako mai. E ra a curu me ra vuli e na Massey University e na 2004 e 1,026 (575 era vuli ena veigauna taucoko), ka sivia e veimama e ra caka koroi, ka ra sega ni tiko e na gauna ni veivakavulici (extramural). E ra a lewe 156 ena taba ni Univesiti mai Albany, 677 mai Palmerston North (wili kina e 532 e ra caka koroi ka ra sega ni tiko e na gauna ni veivakavulici) vata kei na 193 mai Wellington. E vuqa vei ira na gonevuli e ra goleva na vuli bisinisi, ia e levu cake e ra goleva na vuli ni bula raraba, science, na vuli kei na veitaba ni vuli tale eso e koto kina na nodra taledi (arts).

Na i naki kei na veika e vinakati me rawa e na yavu ni tuvatuva ni cakacaka

Nai naki taumada ni Pasifika e Messey me vakalelevatuki na yaga ni Massey University vei ira na kai Pasifika mai na nona veiqravav ni veivakavulici, vakacidideke kei na dau ni vakasala. Nai karua ni kena i naki me vuveka na nona vakayacora na Maseey University na nona veiyalatilaci me baleti ira na kai Pasifika vei ira na vei matanitu ena Pasifika kei ira na lewena. E sa vakadeitaka nai tovo ni rai kei na yavu ni lewa ni cakacaka ni Massey University me baleta na Pasifika rara, nai naki e so oya, ka vakadeitaka talega na nona dei tu ena kena saagai me ra toso ki liu na kai Pasifika, ka veitalia se ra vakaitikotiko e Niusiladi, se mai na veimatanitu yanuyanu e na Pasifika.

- Matai ni naki - Toso ki liu e na rawaka vakavuli
- Karua ni naki - Vakatorocaketaki ena kila vaka-cakacaka
- Ka tolu ni naki - Kena dau e na vakadidike
- Ka va ni naki - Duidui ni tovo vakavanua
- Ka lima ni naki - Na cakacaka vata kei na veitokoni

Matai ni Naki Torocake ni rawaka vakavuli

E sa vakadeitaki e lima na tikina e nanumi ni rawa ni tosoi cake kina na rawaka vakavuli:

- Me vakalelevatuki nai wiliwili ni gonevuli mai na Pasifika ena veitaba ni vuli kece e Massey
- Me vakalelevatuki na kedrai wiliwili ka ra vakaotia na nodra vuli ka rawata vinaka talega
- Me vakalelevatuki na kedrai wiliwili e ra saga nai karua ni nodra koroi e naï vakatagedgede na Master se na Doketa
- Eso na taba ni vuli vou ka ganiti ira na lewenivanua mai na Pasifika
- Me toricake na kena golevi na mataqali vuli ka sega ni dau galeleti vakalevu e liu, me vaka na Science kei na Technology.

Karu ni Naki Me vinaka cake na vulici kei na sagai ni tutu vaka kena dau

- Me vakalelevatuki nai wiliwili ni kai Pasifika e ra qasenivuli se vakalesileses ena Massey University
- Vakadeitaki me vakubulabulataki na nodra veikilai ka cakacaka vata na kai Pasifika e ra cakacaka e na
Univesiti ka vaka kina e taudaku

• Na kena semati na vei mataqali cakacaka e gadrevi me ra cakava na kai Pasifika vata kei na veika e ra vulica
• Vakaqaqacotaki nai sema ki na veivanua ni cakacaka me rawa ni veiganiti vinaka na veika e vakabibitaki e na vanua ni cakacaka kei na nodra vakavulici na gonevuli ni Pasifika.

Ka tolu ni naki  Katuba ni vakadidike

E dua na tikina enai tuvatuva ni yavu ni cakacaka oqo, na kena sagai me vakalevutaki na kedrai wiliwili na kai Pasifika me qarava na vakadidike. Ena okati kina na:

• Vakalevutaki cake ni kedra i wiliwili na kai Pasifika era kena dau, ka tiko sara e cake nai vakatagedegede ni nodra vakadidike
• Vakabibitaki na vakadidike e yavutaki, e na veika e ra vakamareqeta, vakabauta ka vakaliuca na kai Pasifika
• Cakacaka vata kei ira na lewenivanua mai na Pasifika kei na veivanua tale e so, me baleta na kena vakadikevi kei na ulutaga bibi e na veivakatorocaketaki vaka-i-lavo, bula raraba kei nai tovo vakavanua.

Ka 4 ni naki  Na duidui ni tovo vakavanua

E dodonu me vakaraitaki na veimataqali tovo vakavanua vaka Pasifika e na vei gaunisala vaka oqo me sala vata kei nai vakarau ni vakasama na Massey University:

• Nai vakarau ni veimaliwai nei Massey kei ira na gonevuli kei ira na lewenivanua mai na Pasifika
• Veimataqali tovo vakavanua e na tolu nai tikotiko ni Univesiti
• Nai vakarau ni nona taqomaka na Univesiti na kena vakaraitaki kei na vakamuri ni tovo vakavanua
• Nai tuvatuva kei na i vakarau ni soqo e qarava ka vakarautaka na Univesiti.

Ka lima ni naki  Duavata kei na Cakacaka vata

E vakadeitaka na Massey University na bibi ni kena tayıavutaki na veiwekani raraba ka gadreva kina me:

• Veiwekani ka cakacaka vakaveivolekati vata kei ira na lewe ni veivanua mai na Pasifika e Niusiladi
• Tekivutaka na vei sasaga kei na cakacaka me mana ka yaga vei ira na vei matanitu yanuyanu e na Pasifika
• Vukei ira na vaka-i-lesilesi kei na gonevuli mai na Pasifika me ra veikilai, cakacaka vata ka veitauri liga kei ira tale e so na vei wasewase e na loma ni Univesiti.

Kena i tinitini

Na Pasifika e Massey e sa dua na gaunisala vou ni kena vakaliuci ka vakabibitaki na rawaka kei na toso ki liu vakavuli na Kai Paisifika, ka me vukea talega na Univesiti me rawata na nona i tavi me vaka na veiwalayalati. Nai tuvatuva ni lewa vakakacakaka e na tara yani na veigacagaca kei na cakacaka ni Univesiti ena kena veitikotiko kei na vei wasewase taucoko. E na vaka valenivolavola tikoga e Okaladi na Dairekita ka cakacaka vakadodonu e rukuna e e na manidia ka vakaitutu torocake e na Univesiti. E na qai kilai na mana ni tuvatuva ni yavu ni cakacaka oqo e na:

• Daumaka cake ni nodra rawaka vakavuli na gonevuli mai na Pasifika, kei ira e ra rawata vakavinaka na nodra vuli e na vei-vakatagedegede taucoko
• Na vuli ka vakayavutaki e na Pasifika

• Daumaka cake na rawaka vaka dau ni vakadidike vei ira na kai Pasifika

• Kauwaitaki ka rokovi nai tovo vaka Pasifika e na loma ni Univesiti

• Me mana na veitaurliga kei na cakacaka vata ni Massey Univesiti kei ira na lewenivanua mai na Pasifika kei na nodra vei matanitu yanuyanu.
Executive Summary in Niuean

Pasifika i Massey

AOGA PULOTU A MASSEY

Ko e Puhala Fakatokatoka ke

Fakatolomaki ki mua he Lotomatala he

Tau Tagata Pasifika he

Aoga Pulotu a Massey
TAU MATAPATU KUPU

Folafolaaga he Takitaki

1 Tu Tonuhia

2 Tau Kakano Uho

3 Tau Amaamanakiaga mo e Tau Hagaaoga

4 Hagaaoga 1 : Fakatolomaki ki mua he Lotomatala

5 Hagaaoga 2 : Tau Puhala Lagomatai Gahua

6 Hagaaoga 3 : Tau Kumikumiaga

7 Hagaaoga 4 : Tau Agamotu Kehekehe Loga

8 Hagaaoga 5 : Agaaga Kau Fakalataha

9 Fakagahuahuaaga

10 Tau Fakaotiotiaga
Kua tohia tuai e Puhala Fakatokatoka he Aoga Pulotu a Massey ke fakaholo ki mua e tau amaamanakiaga he aoga ma e tau Tagata Pasifika mo e lali ke fakakite e tau manako he Pasifika ke fakalahi hake e numela he tau fanau Pasifika he tau fakaakoaga Aoga Pulotu. Ko e Puhala Fakatokatoka he Pasifika i Massey ke moua ai e tau fakaholoaga ke manamanatu ki ai ko e lagomatai fe-fe he Aoga Pulotu a Massey e tau amaamanakiaga nai he Pasifika mo e fakamooli fe-fe he Aoga Pulotu e tau fakaveaga he Tohi Fakave (Charter) mo e fakakatoatoa e tau amaamanakiaga he Matakau Aoga Pulotu (Tertiary Education Commission).

To tupu olaola e puke tagata Pasifika i Niu Silani he hogofulu tau i mua ti to kitia ai foki ke he tau fanau kua fakamooli e tau higoa he fakaako he Aoga Pulotu a Massey. Pihia foki ni he tau 2004, toko 1026 e fanau aoga Pasifika ne tohia fakamooli e tau higoa he Aoga Pulotu a Massey, (toko 575 ha lautolu ia ko e tau fanau fakaako he tau magaaho oti kua ata ke fakakatoatoa [fulltime equivalents]), lahi hake he hafa i a lautolu ia ko e tau fanau fakaako lafilafi (extramural students). 156 ne fakaako he fonua aoga i Albany, 677 i Palmerston North, (532 ha lautolu, ko e tau fanau fakaako lafilafi) ti 193 i Ueligitoni. Ko e tokologa he tau fanau aoga nai, ne fakaako a lautolu ke he tau fakaholoaga moua koloa (business), ka e lahi foki e numela ha lautolu ne fakaako ke he tau fakaholoaga he lotomatatala (education), gahua lagomatai (social work), ta fakatino mo e tau tufuga kehekehe (arts) mo e tau lotomatatala he mouiaga nei (science).

Tau Amaamanakiaga Laulahi mo e Hagaaoaga Fakatokatoka

Ko e amaamanakiaga uluaki he Pasifika i Massey ke fakaolatia e tau mena moua he tau Tagata Pasifika ha ko e tau fakaakoaga, kumikumiaga mo e tau vahega tomotoma he Aoga Pulotu a Massey. Ko e tau amaamanakiaga ne tatao hake ai, ke lagomatai e Aoga Pulotu a Massey ke fakamooli e tau fakaveaga he Tohi Fakave ma e tau Tagata Pasifika, mo e fakakite e tau lagomataiaga loga ke he tau toloaga tagata Pasifika mo e tau kaukotu he Pasifika. Kua mailoga he tau amaamanakiaga nai e Aoga Pulotu a Massey ko e Aoga Pulotu he tau fakatokatokaaga i loto he Atumotu Pasifika laulahi kua omonuo ke he fakatolomakiaga ki mua he tau Tagata Pasifika ha ha i Niu Silani po ke ha ha he tau kaukotu Aelani.

Hanai lima e hagaaoaga fakatokatoka kua fakamahino mai ke maeko he tau amaamanakiaga ke fakatolomaki ki mua:

• Hagaaoaga 1 Fakatolomakiagi ki mua he Lotomatatala
• Hagaaoaga 2 Tau Puhala lagomatai Kotofaaga
• Hagaaoaga 3 Makaukau ke he tau kumikumiaga
• Hagaaoaga 4 Tau Aga Fakamotu kehekehe loga
• Hagaaoaga 5 Agaaga kau fakalataha

Hagaaoaga 1 Fakatolomaki ki mua he Lotomatatala

Ha ha i ai lima e tauteaga pauaki kua fakakite mai ko e tau tauteuteaga ke moua ai e tau taui ha ko e lotomatatala:

• fakaohooho tama aoga, tuga e, fakalahi he numela he tau fanau aoga Pasifika i loto he tau fakaholoaga oti i Massey;
• malolo ke taofi e tau fanau aoga ke katoatoa mo e kaukotu e tau fakaakoaga;
• tokologa kua lali ke he tau fakaakoaga tokoluga atu (masters degrees, doctorates);
• tau fakaakoaga fou mo e mahino (ko e tau fakaholoaga fakaako kua pauaki mo e tu tonu ma e tau Tagata Pasifika);
• mitaki he mouaaga he falu a gahua aoga (tuga e saiene [science], tekenoloti [technology]) ne tokogahoa lahi ne fakaako ai.

Hagaaoga 2  Tau Puhala Lagomatai Gahua

Ha ha i ai fa e tauteaga aoga lahi ke fakaaoaga ke he tau puhala lagomatai gahua nai:

• fakatokoluga e numela he tau pulotu he Pasifika mo e tau tagata gahua he Aoga Pulotu a Massey;
• lagomatai ke kamata e tau matakau kehekehe ma e tau tagata gahua he Pasifika he Aoga Pulotu mo e falu kotofaaga foki;
• fakamututaki atu e tau gahua mahuiga he Pasifika ke he tau fakaholoaga he lotomatala;
• fakatumau e tau fakafetuiaga malolo mo e tau gahuaaga ke fakamalolo aki e fetataiaki he tau gahuaaga mo e tau fakaakoaga he tau fanau aoga he Pasifika.

Hagaaoga 3  Tau Gahua he tau Kumikumiaga

Ko e atihakeaga he kaufakalataha atu he Pasifika ke he tau kumikumiaga, ko e taha ni a nai he tau manako mahuiga lahi he Puhala Fakatokatoka. To ha ha i ai:

• fakatokoluga he numela mo e makaaukau he tau tagata kumikumi he Pasifika;
• tomatoma mo e fakaohooho e tau kumikumiaga kua fakamahino ni ke he tau taoga, tau agamotu mo e tau koloa uho he tau Tagata Pasifika;
• kau fakalataha mo e tau tagata mo e tau kautu he Pasifika ke kumikumi e tau tauteuteaga kua lata ke fakalaualahi aki e mouaaga he tau koloa, tau lagomatai mo e tau agamotu.

Hagaaoga 4  Tau Agamotu Kehekehe Loga

Kua lata tonu e falu he tau agamotu he Pasifika ke ha ha i ai he tau fakaveaga mo e tau fakaholoaga he Aoga Pulotu a Massey ke he:

• tau puhala fakafetui a Massey mo e tau fanau aoga pihia foki mo e tau tagata Pasifika;
• ke ha ha i ai e tau agamotu kehekehe i loto he tau aoga ne tolu;
• tau puipuiaga he Aoga Pulotu ke he lilifu mo e tapu he tau folafolaaga he tau agamotu;
• tau fakaholoaga he tau he tau fiaiaaga fakalilifu he Aoga Pulotu.

Hagaaoga 5  Agaaga Kau Fakalataha

Kua fioia he Aoga Pulotu a Massey e aoga mo e mitaki he kamata e fakafetuiaga laulahi ti mua atu ke he manako ke:

• atihake e tau puhala fakafetui mo e tau tagata Pasifika i Niu Silani;
• fakatu e fakafefanaki ke he tau taui mai he tau laliaga fakatatumotu Pasifika;
• lagomatai e tau faiaga mo e tau fanau kua gahua fakalataha mo e falu a matakau i loto he Aoga Pulotu.
Tau Fakaotiotiaga

Ko e Puhala Fakatokatoka he Pasifika i Massey ko e laliaga fou ke fakaholo ki mua e manako he tau Tagata Pasifika ke he lotomatala mo e lagomatai a Massey ke fakamooli e tau maveheaga he Tohi Fakave. Pete ni ko e kotofaaga nai he Takitaki gahua mau, toka mau i Okalana mo e tau fekafekauaga fakatonomu ni ke he pule lahi he Aoga Pulotu ko e pulega mai, to ha ha i ai pauaki ni e agaaga fakagahua mo e fakaaogaaga he tau aoga Kolisi oti, tau fonua aoga mo e tau veheveheaga kehekehe i loto he Aoga Pulotu.

Ko e katoatoaaga mo e kautu he Puhala Fakatokatoka to kitia maali ke he:

- mitaki mo e tokoluga he tau gahua aoga he tau fanau aoga Pasifika, fakakite mai ke he tokoluga he tau numela ha lautolu kua kautu ke he tau vahega kehekehe oti;
- tokoluga he numela he tau faiaoga Pasifika he tau vahega kehekehe oti;
- tau gahua aoga ke he lotomatala faka-Pasifika;
- laulahi he makaka he tau kumikumiaga Pasifika;
- mailoga e tau agamotu Pasifika i loto he Aoga Pulotu;
- tau taui mai he kau fakahataha he Aoga Pulotu a Massey, tau tagata Pasifika mo e tau kautu he Pasifika.
Welcome
To The Massey Albany
Pacific Island,
Graduation Ceremony
PASIFIKA@MASSEY STRATEGY

Univesite i Massey

Executive Summary in Samoan

Pasifika@Massey

O le Fa’asinomaga mo le aga’iiluma ole tulaga i a’oaoga mo tagata Pasefika i le Univesite i Massey
O Mataupu Folasia i totonu o lenei tusitusiga

O le Taeaofaiga o Mataupu Lautogia

1 Fa’amaoniga e lagolagosua ai le mau
2 Mataupu lautogia
3 Mataupu autu ma fa’anaunauga e taula’i i ai le vaai
4 Fa’amoemoega 1 : Fa’aleleia ma le aga’i i luma ole taumafai fa’alea’oaoga
5 Fa’amoemoega 2 : Atina’eina o le tulaga tauoloa i le feagai ai ma tiute fa’anei onapo
6 Fa’amoemoega 3 : Sailiiliga fa’aalemafaufau e maua ai se a’oaoga
7 Fa’amoemoega 4 : O tu ma aganu’u eseese ma lona fa’atauaina
8 Fa’amoemoega 5 : Galulue fa’apaaga ma isi
9 O le fa’atinoga
10 Upu Fa’ai’u
O LE TAEAOFAIGA O MATAUPU LAUTOGIA

Ina ia aga’i i luma le taumafaiga a le Univesite a Massey aua se manuia o tagata Pasefika i le fa’amautuina o fa’amoemoega mo i latou i tulaga tau i a’oaoga, o le ala lea ua i ai nei lenei fa’asimomaga. O lenei Fa’asimomaga (Pasifika@Massey Strategy) ua fa’ataoto atu aisi o fuafuaga e fai ma taiala i le Univesite i Massey aua sona soa i le atina’eina ma le fa’aleleleia o taumafaiga a tagata Pasefika, atoa ai ma lona talimana’o atu i ona tiute fai e pei ona mana’omia ai i lalo o le fa’avae ma fuafuaga a le Komisi e pulea a’oaoga maualuluga i Niu Sila nei.

Mo le isi sefulu tausaga o le a fa’atuputeleina ai pea le fainumera o tagata Pasefika i Niu Sila, ma o le a fa’apena ona fa’amaonia lea mau i le fainumera o tagata Pasefika o le a fa’aulufale mai i totonu o lenei Univesite. I le tausaga 2004, e 1,026 tagata Pasefika (575 o i latou nei o lo’o aooga i le taimi atoa) sa fa’aulufale mai i le Univesite i Massey, ma o le afa o lea fainumera o i latou i lopoto i mano ova e fa’amau i le aiga e fa’asiofo i (extramural) i le Univesite i mataupu o lo’o latou su’esu’e i ai. E tusa ma le 156 tagata Pasefika sa fa’aulufale i le Univesite i Albany i Aukilani, 677 i latou sa fa’aulufale i Palmerston North (aofia ma ia ma le 532 o i latou i aooga mai i lalota aiga e fa’asiofo i mai i le Univesite) ma le 193 i Ueligitone. O le toatele o tama’iti aoga sa fa’aulufale i polokalame fa’apisinisi, atoa ai ma isi polokalame a aofia ai matagaluega i aoga, galuuga e fesoasoani ai aiga ma tagata lautele, meataulima ma tusi ata ma le fa’asaeninitisi.

Mataupu Autu ma Matati’a mo le Aga’i i luma

O le fa’amoemoega autu o lenei Fa’asimomaga ia fa’atupulaia le manuia o tagata pasefika i le fa’atinoina o le a’oa’oa’ina o tama’a aoga, su’esuega fa’aalemafau fa’alemafaufau ma galuuga e fa’amaonia i a le Univesite o Massey. O le fa’ananauga Iona Iua ia maua ma le Univesite a Massey se fa’asiofoaniga ina ia ausia tiutu fa’ata’atitia i le fa’avae mo tagata Pasefika ma se auaunagaga e fai ma sao i tagata Pasefika aua se lomanai lele i Niu Sila nei. O nei ia le mataupu fa’atatitia, e fa’aioia atu ai lenei Univesite ma Iona fa’asimomaga i totonu o le Pasefika e iloa ai lona pulunaunauina o taumafiga aua le aga’i i luma o tagata pasefika i Niu Sila nei ma isi motu i le vasa Pasefika.

Mo le fa’aioiaina ma le agaia o fa’amoemoega ma mataupu autu, e lima vaega ma matati’a e fa’avae iai lenei fa’asimomaga:

• Fa’amoemoega 1 O le aga’i i luma aua le fa’aleleia o a’oaoga fa’aalemafau
• Fa’amoemoega 2 Taumafiga ma atina’e i le tomai fa’anei onapo
• Fa’amoemoega 3 Su’esuega fa’aalemafau fa’alemafaufau ina ia talafeagai
• Fa’amoemoega 4 Tu ma Aga Eseese ma le fa’atauaina o lea vaega
• Fa’amoemoega 5 Galulue vavalalata fa’apaga ma isi

Fa’amoemoega 1 O le aga’i i luma aua le fa’aleleia o a’oaoga fa’aalemafau

E lima vaega fa’apitoa e mautiloa a maua mai ai se manuia i le fa’aleleia o a’oaoga fa’aalemafau e aofia ai:

• O le fa’amalosia o le fainumera o tama’a aoga mai le pasefika e fa’aulufaleina i totonu o polokalame uma i le Univesite i Massey
• Ia tumau pea le mauauluga le fainumera o tama’a aoga i mataupu sa latou filifilia, ma ia mauauluga le fainumera o tama’a e papasi ma fa’aumainia ma le manuia a latou taumafiga
• Ia fa’ato’ateleina i latou e fa’aofia atu i totonu o polokalame aua le mauauliga o ni o latou fa’aioia maualuluga e i ai le fa’aioia ai foma’i e tofa manino ma le fa’aioia ole Masters
• Nisi mataupu fa’apitoa e ofoina atu i talafeagai mo tagata Pasefika
• O le fa’afaigofieina o le fa’aofi atu i mataupu e pei o le fa’asaenisi ma tulaga i masini fa’anei ona po aemaise lava mataupu fa’apenei e le to’atele taimait mai le Pasefika o lo’o aooga ai

Fa’amoemoega 2  Atina’eina o le tomai tauoloa fa’anei onapo

E Fa vaega iloga e fa’aleleiai ai le tulaga lea:
• O le fa’atupulaia o le fainumera o tagata Pasefika e galulue fa’afaqiaoga atoa ai ma nisi o galuega fa’alaua’itele i totonu o le Univesite i Massey
• O le fa’afoleleina o feso’otaiga i le va o tagata Pasefika e faigaluega i totonu o le Univesite ma ona tala atu
• Feso’otaiga i le va o a’oaoga ma ituaiga o galuega o lo’o iai le mana’omia ma ave i ai le fa’a muamua a tagata Pasefika
• Ia talafeagai ma lelei a’oaoga o lo’o a’otauina ai taimaiti Pasefika ina ia faigofie ona maua ai ni a latou galuega.

Fa’amoemoega 3  Avanoa mo Su’esuega fa’aalemafauafau

O le a’otauina ma le tapenaina lelei o tagata Pasefika ina ia to’atele nisi e fa’atinoina lenei faiva o sailiiliga ma su’esuega fa’aalemafaufau o se tasi o poutou o le fa’amoemoe o lenei Fa’asinomaga. E aofia ai la vaega nei:
• O le fa’atupulaia o le fainumera o tagata Pasefika e avea ma tagata e a’afia i le matata o le sailiili ma su’esu’ega
• O le fa’atinoina ma le fa’amalosiaina o sailiiliga ma su’esuega e fausia lea i tu ma aga e talafeagai ma tagata Pasefika
• Galulue so’ofa’atasi ma tagata Pasefika ma o latou ituaiga fa’atatau i mataupu e a’afia ai lo latou tamaoaiga, tu ma aga ma le soifuaga atia’e.

Fa’amoemoega 4  Tu ma Aganu’u Eseese

O le tasi lea vaega o le polokalame fa’alaau’aitele a le Univesite i Massey ina ia fa’atauaina ituaiga o tu ma aganu’u eseese i mea nei:
• O aualu eseese e feso’ota’i ai ma tagata mai le Pasefika aemaise ai taimaiti aoga ma o latou aiga
• O le fa’atuaaina i ituaiga o tu ma aganu’u eseese i vaega e tulu o lo’o i ai le Univesite i Massey
• O le aualu e puipuia ai e le Univesite fa’atinoga fa’aleaganu’u a lea ituaiga ma lea ituaiga
• O le fa’atinoga o sauniga mamalu e aloaia e le Univesite i taimi o fiafia ma fa’auuga mo i latou pea a fa’amaniaina a latou taumafaiga.

Fa’amoemoega 5  Galulue So’osotauau fa’apaaga ma isi

E fa’atauaina e le Univesite a Massey le atina’eina o feso’otaiga fa’alaau’aitele e fa’apitoa i vaega nei:
• Fausia o feso’otaiga vavalalata ma ituaiga o fa’aputuputuga o tagata Pasefika i Niu Sila
• Aitna’eina o taumafaiga manuia i le va o Massey ma motu ole Pasefika
• Ia lagolagoina le feso’otaiga i le va o tagata faigaluega mai le Pasefika ma taimait aoga, ma isi vaega i totonu o le Univesite.
Upu Fa’ai’u

O lenei Fa’asinomaga o se taumafaiga e fou ina ia fa’amalosia ai le aga’i i luma o taumafaiga fa’aalemafaufau i mataupu i tagata Pasefika ma se fesoasoaniga mo Massey ina ia mafai ona fa’atino ai ona tiute e tusa ai ma le fa’avae a le Univesite. O le tofiaina o le fa’a’otonu e fa’amaatu i Aukilani ma tu’uiia atu lona taimi atoa e galue ai i le fa’ataunu’uiia o mataupu folasia i totonu o lenei Fa’asinomaga, i le ma le fa’ataunu’uiia o ona tiute i lalo ole vaaiga a se tasi o tuua o lenei Univesite, o lenei Fa’asinomaga ua mafai fo’i ona momoli mai ai nisi o fa’atinoga mo ituiaiga ese ese o matagaluega ta’itasi i lea vaega ma lea vaega i totonu o lenei Univesite.

O le agaga maualuga, o le manuia o lenei Fa’asinomaga e fua fa’atatau i mea nei:

• Aga’i i luma o taumafaiga a tamaiti aoga i a latou mataupu pe a fua lea i le fainumera o e ua papasi ma fa’au’uiia i tomai ese ese
• Fa’atupulaia o le fainumera o tagata faigaluega mai le Pasefika i so’o se vaega o lenei Univesite
• O le fa’atupulaia o mataupu e apito i mataupu fa’a Pasefika
• O le fa’atupulaia o su’esuega ma le tomai e augafa’apae i le Pasefika ma ona tagata
• O le fa’atauaina ma le amanaiaina o tu ma aganu’u fa’a Pasefika i totonu o le Univesite
• O atina’e ma taumafaiga fa’apaaga e manuia ai le Univesite ma tagata Pasefika ma motu e o mai ai ile vasa Pasefika.
Executive Summary in Tongan

Ko e Kaveinga Folau ki he

Fakalakalaka Fakaako ‘a e

Kakai Pasifi ki ‘i he

‘Univesiti ‘o Massey
FAKAMATALA NOUNOU

Koe’uhi ke fakahoko e ngaahi kaveinga ngaue ‘a e ‘Univesiti ‘o Massey ma’a e kakai Pasifiki, pea ke fakakakato ‘a e faka’aanua ‘a e kakai Pasifiki ke toe lahi ange ‘enau kau ki he tu’unga ako faka-‘univesiti, kuo fa’u ai ‘a e kaveinga folau ko eni. ‘Oku ’omi ‘e he Kaveinga Pasifika@Massey ‘a e fa’unga ke lava ai ‘e he ‘Univesiti ‘o Massey’o tokoni ki he fakalalakalaka ‘a e kakai Pasifiki pea lava ai foki ‘e he ‘Univesiti ni ‘o fakakakato ‘a hono fatongia fakalao ‘i he’ene kaveinga folau lahi ‘o hange ko ia kuo tu’utu’uni ‘e he Komisoni ki he Ako Faka-‘Univesiti.

‘E tupu tokolahi ‘aupito ‘a e kakai Pasifiki ‘o Nu’usila ‘i he hongofulu’i ta’u ka hoko pea ‘e ha ia ‘i he tokolahi ‘o e fanauako he ‘Univesiti ‘o Massey. ‘I he 2004 na’e toko 1,026 ‘a e fanauako Pasifiki (tatau ia ki he toko 575 na’a nau ako taimi kakako) na’e hu ki he ‘Univesiti ‘o Massey. Ko honau vaeua na’a nau ako fe’aveaki mei ‘api. Ko e took 156 na’e ako he Va’a Lahi pe Kemipasi’o e ‘Univesiti ‘o Massey ‘i ‘Aokalani. Ko e took 677 na’e hu ki he Kemipasi ‘i Palmerston North pea ko e toko 193 na’e hu ki he Kemipasi ‘o Massey ‘i Uelingatoni. Ko e tokolahi taha ‘o e fanauako ni na’a nau ako ‘i he ngaahi polokalama ako pisinisi, pehe ki he ako fakafaiako, ngaue fakasosiale, ‘aati mo e saienisi.

Ngaahi Taumu’a Lalahi mo e Ngaahi Kaveinga Taumama’o

Ko e tefito’taumu’a ‘uluaki ‘o e Kaveinga Folau Pasifika@Massey ko hono fakalahi e ikuna fakaako ma’a e kakai Pasifiki ‘o fou ‘i he faiko, fakatotolo mo e ngaue fale’i ‘i he ‘Univesiti. Ko e tefito’taumu’a hono ua ke tokoni ki he ‘Univesiti ‘o Massey ke fakakakato ‘a hono ngaahi fatongia ki he kakai Pasifiki mo e tukui fonua ‘o e Pasifiki ‘a ia ‘oku ha ‘i he’ene Kaveinga Folau Lahi. ‘Oku fakamahino ‘i he ngaahi taumu’a ni ko e ‘Univesiti ‘o Massey ‘oku ma’a e potu tahi Pasifiki pea ‘oku tukupa ki he langa hake ‘o e kakai Pasifiki ‘i Nu’usila mo e tukui motu Pasifiki.

Koe’uhi ke fakakakato ‘a e ngaahi kaveinga ni, kuo fokotu’u ai ‘a e ngaahi taumu’a taumama’o ‘e nima:

- Taumu’a 1 Fakalalakalaka Fakaako
- Taumu’a 2 Fakalelei e Tu’unga Faka-ngaue
- Taumu’a 3 Fakatotolo Fakaako
- Taumu’a 4 Ngaahi Anga Fakafonua Kehekehe
- Taumu’a 5 Ngaahi Fetokoni’aki

Taumu’a 1 Fakalalakalaka Fakaako

Ko e ngaahi tafa’aki ‘e nima kuo fakamahino ke fakahoko ai e fakalakalaka fakaako:

- fakahu mai e fanauako, ‘a ia ko hono fakatokolahi e fanauako Pasifiki he ngaahi polokalama kotoa ‘a Massey
- fakapapau’i ‘oku lava kakako pea lava ma’olunga ‘enau ako
- fakatokolahi e kau ma’u mata’itohi ma’olunga (master mo e toketa filosefa)
- fokotu’u e ngaahi lesoni he silapa makehe ‘oku fakatefito hono ‘aonga ki he kakai Pasifiki
- hu e fanauako Pasifiki ki he ngaahi mala’e ako ‘oku nau kei tokosi’i ai ‘o hange ko e saienisi mo e teknolosia.
Taumu’a 2  Fakalelei e Tu’unga Faka-ngaue

Ko e ngaahi tapa ‘e fa ke fakalelei ai e tu’unga faka-ngaue ko e:

• fakatokolahi e kau faiako mo e kau ngaue kehe ma’a e Pasifi ‘i he ‘Univesiti ‘o Massey
• fakama’uma’uluta ‘a e fa’unga ke fengaue’aki vaofi ai ‘a e kau ngaue Pasifi ‘i he ‘Univesiti mo tu’a foki.
• fakafevale’i ‘a e ngaahi faingamalie fakangaue mo e ngaahi polokalama fakaako
• tauhi e fengaue’aki vaofi mo e ngaahi ngaue’anga ke hoa e ngaahi ako ma’a e fanauako Pasifi mo e fiema’u ‘a e ngaahi ngaue’anga.

Taumu’a 3  Fakatotolo Fakaako

Ko e kupu mahu’inga ‘o e Kaveinga Folau ni ‘a e pau ke kau ‘a e kakai Pasifi ki he fakatotolo fakaako. ‘E kau ai e ngaahi me’a ni:

• fakatokolahi e kau Pasifi fakatotolo lelei
• fakalotolahi‘i mo fakahoko e ngaahi fakatotolo ‘oku fakatefi to he ngaahi tui, ngaahi ‘efika, mo e ngaahi ‘uluaki fiema’u ‘a e kakai Pasifi
• fengaue’aki mo e ngaahi komiuniti Pasifi pea mo e tukui fonua Pasifi
• fakatotolo ‘i he ngaahi kaveinga ‘oku ‘aonga ki he fakalakalaka faka’ikonomika, fakasosiale mo e anga fakafonua foki.

Taumu’a 4  Ngaahi Anga Fakafonua Kehekehe

‘Oku totonu ke matu’aki fakahaa’i mahino e ngaahi anga fakafonua kehekehe ‘o e Pasifi ‘i he ‘Univesiti ni ke mahino ko e kupu ia ‘o e tui fakalukufua ‘a e ‘Univesiti. ‘E fakahaa’i ia ‘i he ngaahi me’a ni:

• ngaahi founga ‘oku fengaue’aki ai ‘a e ‘Univesiti mo e fanau Pasifi pea mo ‘enau ngaahi komiuniti
• ko e tauhi e ngaahi ‘ulungaanga fakafonua kehekehe he ngaahi kemipasi ‘e tolu
• ko e founga ‘oku malu’i ai ‘e he ‘Univesiti ‘a e ngaia ‘o e ngaahi anga fakafonua
• ko e ngaahi founga ‘o hono fakahoko e ngaahi katoanga mo e ouau ‘a e ‘Univesiti.

Taumu’a 5  Ngaue Fetokoni’aki

‘Oku mahino ki he ‘Univesiti ‘o Massey ‘a e mahu’inga e tauhi ‘o e va fakangaue pe’a ‘oku fakatautefito ki he:

• tauhi e fengaue’aki vaofi mo e ngaahi komiuniti Pasifi ‘i Nu’usila ni
• fokotu’u e fengaue’aki vaofi mo fe’aonga’aki mo e tukui fonua Pasifi
• tokoni’i e kau ngaue mo e fanauako Pasifi ke fengaue’aki mo e ngaahi kuluipe kehe ‘i he ‘Univesiti.
Aofangatuku

Ko e Kaveinga Folau Pasifi @ Massey Strategy ko e founga fo’ou ki hono fakalakalaka ‘o e ngaahi fiema’u fakaako ‘a e kakai Pasifi i pea tokoni foki ki Massey ke fakakato ‘a hono fatonga ki he kakai Pasifi ‘i he’e ne Kaveinga Folau Lah. Neongo ko e Talekita kuo fokotu’u ke ne tataki ‘a e ngaue’i ‘o e Kaveinga Folau ‘e fakaongoongo ki he taha ‘o e kau pule ma’olunga ‘o e ‘univesiti, ka ‘oku ‘i ai e ngaahi ngafa ‘o e ngaahi kolisi kotoa, ngaahi kemipasi mo e ngaahi potungauve kehe kotoa ‘a e ‘Univesiti ‘o Massey ke fakahoko ki he kaveinga folau ni.

’I hono fakakatoa, ko e ikuna ‘a e Kaveinga Folau ‘e fua ‘aki ia ‘a e ngaahi me’a ni:

• lelei ange ‘a e ako ‘a e fanau Pasifi, ‘a ia ‘e tala ia mei he tokolahi ‘a e kau lava he tu’unga kotoa
• tokolahi ange ‘a e kau ngaue Pasifi he tu’unga kotoa
• ngaahi polokalama ako ‘oku fakatefite he Pasifi
• lahi mo tokolahi ange ‘a e kau fakatotolo Pasifi
• tali e ngaahi anga fakafonua kehekehe he loto ‘Univesiti
• ngaue fetokoni’aki mo fe’aonga’aki ‘a e ‘Univesiti ‘o Massey mo e kakai Pasifi pea mo e tukui fonua Pasifi.
PASIFIKA@MASSEY STRATEGY

Executive Summary in Tuvaluan

TE AKOGA MALUGA O MASSEY

Te Aofaga mo te fakamasikiga
ki luga ote tulaga o tino
Pacifica ite Akoga Maluga o Massey
FAKASOLOGA O MATAUPU

Tee fakamatalaga fakatoetoe

1 Fakamatalaga
2 Mataupu
3 Fakamoemoega mo tapula
4 Tapula 1 : Tulaga atamai fanokimua
5 Tapula 2 : Atiakeega ote atamai o tino galue
6 Tapula 3 : Sukesukega
7 Tapula 4 : Tu mo aganu keseke
8 Tapula 5 : Galue faktasitasi
9 Fakataunuuga
10 Muna fakaoti
FAKAMATALEAGA FAKATOETOE

Ona kote mea ke fano ki mua a fakamoemoega ote Akoga Maluga ko Massey mo tino Pasifika, kaе ke fesoasoani foki ki fakamoemoega o tino Pasifika ke fakalauefa atu ate olotou aofia iloto iakoga maluga, ko oti nei ne tusi ate Aofaga (Palane) mote Pasifika. Ate Palane tenei tela e fakaiga kite Pasifika@Massey Strategy e aofia iei a auala kola ka mafai nete Akoga Maluga ko Massey o fesoasoani kite atiakega o tino pasifika, kaе e pefea foki nete Akoga Maluga o fakataunu ana tiute kola e fakatonu mai lalo i tena Feagaiiga, fakatasi iei mote manakoga ote Tertiary Education Commission.

Ate aofaki o tino Pasifika i Niu Sila nei ka fanaka ki luga ite sefulu tausaga mai mua nei ka sae mai foki ite aofaki o tamaliki akoga e ulu ki loto ite Akoga Maluga ko Massey. Pela mo tausaga 2004, e tusa mose 1,026 tamaliki akoga Pasifika (tela e tusa mose 575 tamaliki akoga tumaу) ne ulu kite Akoga Maluga ko Massey, e silia atu ite afa otu fuainumela tenei e akoga mai itua. 156 tamaliki akoga e nofo iloto ite Albany Campus, 677 i Palmerston North (fakatasi mose 532 tamaliki akoga e nofo mai tua, kaе 193 i Wellington. Kote taulasiga o tamaliki akoga e tauloto ne latou a mataupu tau pisinisi, kaе tokouke foki e akoga i mea tau akoakoga, social work, mataupu kesekese, mote saienisi.

Fakamoemoega Lauefa mo Tapula Maluga

Ate fakamoemoega muamua loa ote Pasifika@Massey kote avakaga ki luga ote lei mo tino Pasifika mai ite akoakoga, sukesukega mo galuega ie Akoga Maluga i Massey. Ko fakamoemoega tulaga lua kote fesoasonai kite Akoa Maluga o Massey o fakataunu ana tiute iloto iteana Feagaiiga mo tino Pacifica, kaе ke fesoasoani foki ki komiunti mo fenua Pacifica. Kop fakamoemoega konei e lavae mai iei ate Akoga Maluga ko Massey se Akoga Maluga taaua ite vasa Pasifika, tela e saga malosi kite fanokimuа o tino Pasifika i Niu Sila nei pela foki loa mo tino i fenua takitasi.

Kote mea ke fesoasoani ke fanokimuа a fakamoemoega konei, e lima a tapula maluga kop oti ne fakapati:

Tapula 1  Tulaga atamai fanokimuа
Tapula 2  Atiakega ote atamai o tino galue
Tapula3  Te atamai o fai a sukesukega
Tapula 4  Tu mo aganu kesekese
Tapula 5  Galue fakatasi

Tapula 1  Tulaga atamai fanokimuа

E lima a feitu kola ko oti ne fakamailoga me e mafai o mauа mai iei ate avaka ki mua ote atamai:

• Tamaliki akoga – ke fakatokouke aka ate aofaki o tamaliki Pacifica e akoga i polokalame katoa ate Massey
• Ke fakatokouke aka ate fuainumela o tamaliki akoga a palele fakalei a olotou akoga kaе a pasi foki
• Ke fakatokouke aka ate fuainumela o tamaliki akoga e mauа a olotou pepa maluga (masta, tokita)
• Kei si ne mataupu fouu kaе maise kola e tautonu mo tino Pacifica
• Ke fakaigaofeke aka ate mafai ne tamaliki akoga o fai a mataupu pelaa mote saienisi, tekinoloti tela ite vaaitaimei nei e mutana a fuainumela iei.
Tapula 2  Atiakega ote atamai o tino galue

E fa a feitu ote atiakega o tino galue –

- Fakatokoukega ote fuainumela o faiakoga tino pasifika mo tino galue i loto ite Akoga Maluga ko Massey
- Fakaleeiga o fesokosokotakiga o tino galue Pasifika iloto ite Akoga Maluga pela foki mo mai tua atu
- Sokotakiiga o tee gasologa o galuega a tino Pasifika ki polokalame tau akoakoga
- Fakatumauuga ke malosi a sokoga mo galuega kote mea ke tautono a manakoga o galuega mo akoakoga a tamaliki akoga ote Pasifica.

Tapula 3  Avanoaga mo fai a sukesukega

Tee atiakega o kau fakatasi o tino Pacifica I sukesukega se manakoga taaua ote Aofaga (Palane). E aofi iei –

- Fakatokoukega ote aofaki o tino Pasifika atamai ite fai o sukesukega
- Te faiiga mote fakamalosiinga o sukesukega kola e tau tonu ki tuu, aganu mo fakanofonofga taaua mo tino Pacifica
- Galue fakatasitasi mo komiuniti mo fenua Pasifika o fai a sukesukega kola e tau tonu kite atiakega ki tulaga maumea, nofo lei, mo tu faka Pacifica.

Tapula 4  Tu mo aganu kesekse

E aofi iloto i tu mo aganu ote Akoga Maluga ko Massey, kop tu mo aganu kesekese ate Pacifica, kola e mafai o lavaea mai iei –

- I auala e sokosokotaki iei ate Akoga Maluga ko Massey mo tamaliki akoga pela foki komiuniti Pasifika
- I tu mo aganu kesekese o fakai akoga e tolu ote Akoga Maluga
- Ite auala e puipui iei nete Akoga Maluga ate mafai ne vaega kesekese o fakaasi a olotou tu mo aganu
- I faifaiiga masani ate Akoga Maluga e fakaasi saale i taimi fakamanatu o ia.

Tapula 5  Galue fakatasitasi

Te Akoga Maluga o Massey e fakataaua ia ia ate aogaa o sokotakiiga kae maise kotena manakoga o –

- Atiake sokooga leei mo komiuniti Pasifika i Niu Sila
- Fakatumau a galue fakatasitasi mo fenua ote Pasifika
- Fesoasoani ki tino galue mo tamaliki akoga Pasifika kote mea ke mafai ne latou o sokotaki fakalei mo tino mai potukau aka o nisi atufenua iloto ite Akoga Maluga.
Muna Fakaoti
Ate Aofaga tenei kote Pasifika@Massey se taumataga fou o tino Pasifika pela foki mote fesosoaniiga kite Akoga Maluga ke fakataunu ana galuega faia ilalo itena feagaiiga. E uiloa ate tofiga ose Ulu ote Matagaluego galue tumau i Auckland ko oti ne avaka faka-mataupu, ate Aofaga ka pokotia katoa iei a Akoga, fakai akoga mo matagaluego ote Akoga Maluga.

Ka mafai o lavea ne tatou ate teletele lei ote Aofaga mai i tapula konei –

- Ka gasolosolo o lei a tulaga o tamaliki Pasifika ite Akoga Maluga, mai luga ite aofaki o tamaliki akoga e iku fakalei a olotou akoga i vasega katoa
- Ka gasolosolo otokouke ate aofaki o tino galue Pasifika i matagaluega katoa
- Ka isi ne mataupu e fakaautu tonu kite Pasifika
- Ka lasi ate iloa o tino pasifika o o fai asukesukega
- Ka taulia malosi a tuu mo aganu faka Pasifika iloto ite Akoga Maluga
- Ka galue fakatasitasi ate Akoga Maluga, komiuniti mo fenua ote Pasifika.
PASIFIKA@MASSEY STRATEGY

Executive Summary in Tokelauau

MASSEY IUNIVEHITE

He Takiala mo te fakaleleiga atili o te poto ma te malamalama mo na tino pahefi ka i te

Iunivehite o Massey
MATAKUPU TUHIA

Fakamatalaga pukupuku

1  Te ala ona gaoioiga ienei
2  Na vaega kehekehe
3  Na mafaufuga ma na tini e fia mauagia
4  Tini 1 : muamua Hukehukega o te Poto ma te Malamalama
5  Tini 2 : Hakiliga o ni malamalama toe fakaopopoga
6  Tini 3 : Hukehukega ma na hakilikiliga faka haienitihi
7  Tini 4 : Aganuku kehekehe
8  Tini 5 : Galulue fakatahi
9  Fakataunukuga ona mafaufuga
10 Manatunatuga fakauma
Ko te Takiala tenei kua tuhia ke fakataunuku ai na manakoga o na tino pahefika ma ke faigofie ai foki ke avanoa te latou o atu kina lunivehite. Ko te P@M e taumafai ai te lunivehite o feahoahoani ki te agai ki luma o na tino pahefika ma e kavea foki ma ata e kikila ai ki tana Charter ma na fakatatauga ma mafaufauga o te TEC.

I na tauhaga e hefulu ka hau, ka kitea atu ai lava te tokalahi o na tino pahefika i Niu Hila, hoveia ka ve foki te tokalahi o na tino pahefika i loto o te lunivehite tenei. I te 2004 nae 1,026 ia tino pahefika i te lunivehite o Massey. (575 ia tino aoga ) e ova atu i te aha nae aoga kae nonoho i loto kaiga), 156 i na fale i Albany, 677 i Palmerston North (fakatahi ai ma na tino e 532 na e aoga kae nonoho i latou kaiga) ma 193 i Ueligitone. Ko te tokalahiga na e kave a latou kohi faka pihinihi kae nae tokalahi foki na e kave na kohi faka akoakoga, kohi galulue ma na tino i na komuniti, ma i e tahi hukehuke legalulue e ai te kikila ke hukehuke ke na ho o te lalolagi.

Mafaufauga ma na Tini Ko te mafaufauga muamua o te P@M ke maua atili e na tino pahefika he malamalamaga i na akoakoga, hukehukega faka haienetih i na fehoahoaniga a te lunivehite o Massey. Lua, ke maua e te lunivehite he fehoahoani i na mea kua tuhia i loto o te Charter mo na tino pahefika ma hana taumafaike fehoahoani ki fakalapotopotoga pahefika ma na atunuku o te pahefika. Ko ienei mafaufauga e iloa ai ko Massey he lunivehite aoga lahi i te pahefika ma na tino pahefika i Niu Hila ma na atunuku o te pahefika.

E lima ia Tini kua maua ke fakatino ai ienei mafaufauga:

Tini 1  Hukehukega o te Poto ma te Malamalama  
Tini 2  Hakiliga o ni malamalama toe fakaopopo  
Tini 3  Hukehukega faka Hainenetihi  
Tini 4  Aganuku kehekeke  
Tini 5  Galulue fakatahi

Tini 1

E lima ia vaega kua fakavahegagia ke fai ai tenei galuega

- Taumafai ke fakatokalahi na tino ke aoga i te lunivehite. i.e ke taumafai ke faka tokalahi na tino pahefika i na polokalame uma
- Ke fehoahoani kina tino aoga uma kae ke holoholo lelei ai a latou kohi ma ke tokalahi ai hoki na tino e pahia a latou kohi
- Ke tokalahi na tino e toe nonoho ke kave ni kohi e maua ai na tuhi pahi mauaululuga (masters degrees, doctorates)
- Ni kohi fou (polokalame e uiga ki na mea ma na uiga pahefika)
- Taumafai ke kave e na tino pahefika na kohi e heahea o kave e na tino pahefika.

Tini 2

 Ko na vaega e fa o tenei tini

- Ke toe fakaopopo ni tino pahefika kina faiakoga ma ike tahine na tino galuega i te lunivehite o Massey
- Fai ni mea ke mafai ai na tino pahefika ke galulue fakatahi ma na tino galulue i te lunivehite
- Ke fai ni kohi e tatau ma na galuega e fia maua e na tino pahefika
- Ke galulue fakatahi ma na fale faigaluega ke faigofie ai te kikila ki galuega fia maua ma na kohi hukehuke.
Tini 3

Ko he mea taua lele i te Takiala te fia kikila ki na tino pahefika ke galulue i na huhehuhega tau faka haienetihiga

• Ke faka tokalahi na tino pahefika i na huhehuhega faka haienetihiga taua
• Ko te faiga ma te taumafaiga ke fai na huhehuhega faka haienetihiga e faakaaoga ai na mea e taua i na tino pahefika
• Ke galulue fakatahi na tino pahefika ma na fenua pahefika ke fai ni huhehuhega i na tama o kaiga, nonohoga a na tino fakatahi ma na tu faka atunuku.

Tini 4

Aganuku kehekehe Ka taumafai te lunivehite o Massey ke fakaaoga na tu faka atunuku a na fenua o te pahefika, i ana faifaiga ma ana galuega ka aliali mai ai i enei uiga

• i ana talanoaga ma na tino i te lunivehite fakatahi ai ma tana mahutaga ma na komuniti pahefika
• i na tino kehekehe i na kogafenua e tolu ei ei ai ona tagata
• i na uiga o te lunivehite e fai e aliali mai ai tona iloa i na tu fakaatunuku
• i te faiga o ana galuega ma ona uiga tau lunivehite.

Tini 5

Ko te lunivehite o Massey e ia iloaia te aoga o te galulue fakatahi ma ie tahi fakalapotopotoga

• Galue fakatahi ma na fakalapotopotoga a na tino pahefika
• Taukikila fakatahi ma na fenua pahefika mo ni mea ke lelei atili ai tenei mafutaga
• Fehoaohoani ki na tino
• ma faiakoga pahefika ia latou gaoioiga fakatahi ma ie tahi tino i te lunivehite.

Na manatu fakaikuga

Ko te P@M Takiala he mea fou ke maua ai he fehoahoani mo te agai ki luma o te poto ma te malamalama o na tino pahefika ma ke mafaia ai foki e Massey na mafaufauga o ia i tana Charter mo na tino pahefika. E ui lava ko te director e nofo i Aukilani ma galue fakatahi ma he pule maualuga o te lunivehite, ko te Takiala kua tuhia mo te lunivehite katoa ma ona lala kehekehehe.

Ko aoga o te Takiala e iloaia kafai e:

• lelei atili na taumafaiga a na tino pahefika, ma kafai e agai ki luga te aofai o na tino pahi i na polokalame kehehehe
• e agai ki luga te tokalahi o na tino pahefika e faigaluega i te lunivehite
• kimata ni kohi e uiga kina olaga faka atunuku o te pahefika
• fakamalohia na huhehuhega tau pahefika
• kua faakaaga na aganuku pahefika i na mea a te lunivehite e fai
• Kua galulue fakatahi te lunivehite, na fenua ma na tino o te pahefika mo te faka taunukuga o na mafaufauga.
PASIFIKA@MASSEY STRATEGY

A Strategy for the Academic Advancement of Pacific Peoples at Massey University

Some of the Pasifika@Massey Network
CONTENTS OF THE PASIFIKA@MASSEY STRATEGY

1 Justification
2 Themes
3 Aims and Goals
4 Goal 1: Academic Advancement
5 Goal 2: Professional Development
6 Goal 3: Research Opportunities
7 Goal 4: Cultural Diversity
8 Goal 5: Collaborative Partnerships
9 Implementation
10 Conclusions
Pasifika@Massey

1 JUSTIFICATION

1.1 Demographic trends:

In 2001, Pacific Peoples made up 6.5% (231,801) of the total New Zealand population. Along with Māori and Asian populations, the Pacific population in New Zealand will grow significantly over the next decade. The high Pacific growth rate (39% between the 1991 and 2001 census takes) can be attributed to relatively high fertility rates of Pacific Peoples resident in New Zealand (33% of Pacific children were living in families that included four or more dependant children in 2001), a youthful population profile (median age 21 years in 2001) and immigration policies for Pacific Peoples. During the 50’s 60’s and 70’s New Zealand encouraged migration from Pacific nations to New Zealand, often as a source of labour for new industries, and often without considering the wider social, cultural and economic implications for the new settlers and their descendants. These trends and their implications for Massey University were noted in a paper prepared by Professor David Thomson in 2001 for the Massey University Ten Year Plan.

In 2004 some 1,026 Pacific students (575 EFTS) were enrolled at Massey University (Table 1), 58 % as extramural or block students. 156 were at the Albany Campus (144 internal, 12 extramural/block), 677 at Palmerston North (145 internal, 532 extramural/block), and 193 at Wellington (142 internal, 51 extramural/block). Students were enrolled in the Colleges of Design Fine Arts and Music (28 EFTS), Business (226 EFTS), Education (66 EFTS), Humanities and Social Sciences (179 EFTS), and Sciences (75 EFTS).

Table 1 Pacific Student Enrolments 2004 (Headcount)

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<th></th>
<th>Albany</th>
<th>Palmerston North</th>
<th>Wellington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>144</td>
<td>145</td>
<td>142</td>
</tr>
<tr>
<td>Extramural/Block</td>
<td>12</td>
<td>532</td>
<td>51</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>677</td>
<td>193</td>
</tr>
</tbody>
</table>

In 2003 the figures were similar but slightly higher (Table 2). A total of 1,061 Pacific students (headcount) were enrolled; 57 % as extramural students. 169 were at the Albany Campus (152 internal, 17 extramural/block), 737 at Palmerston North (internal 200, extramural/block 537), 199 at Wellington (163 internal, 36 extramural/block). Between 2001 and 2003 the proportion of Pacific Island students as a proportion of the total students had decreased from 2.71% to 2.55%. However, despite the relative under-representation and given the wider demographic trends as well as the greater concentrations of Pacific Peoples in the Greater Auckland region, the increasing growth of Pacific Peoples will have increasing implications for Massey University.

Table 2 2003 Pacific Student Enrolments (Headcount)

<table>
<thead>
<tr>
<th></th>
<th>Albany</th>
<th>Palmerston North</th>
<th>Wellington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal</td>
<td>152</td>
<td>200</td>
<td>163</td>
</tr>
<tr>
<td>Extramural/Block</td>
<td>17</td>
<td>537</td>
<td>36</td>
</tr>
<tr>
<td>Total</td>
<td>169</td>
<td>737</td>
<td>199</td>
</tr>
</tbody>
</table>
1.2 Ministry of Education:

The Pasifica Education Plan, developed by the Ministry of Education in 2001, identifies tertiary education as a key area for Pacific peoples. The overall goal is to increase participation and achievement (so that by 2006 over 6% of all tertiary enrolments and graduates will be Pacific), improve retention and encourage higher levels of study. The Plan requires tertiary educational institutes (TEIs) to amend Charters to reflect Pacific responsiveness, and indicates that some funding grants to TEIs will be conditional on evidence of responsiveness. The development of a ‘best practice’ resource of what works for Pacific students is also recommended.

1.3 Tertiary Education Commission:

The Tertiary Education Strategy 2002/2007 has identified the needs of Pacific Peoples in several key strategies and objectives but has also included a strategy specific to Pacific Peoples (Strategy 5: Education for Pacific People’s Development and Success). The Strategy anticipates greater tertiary educational attainment and, among other things, will measure participation and completion rates for Pacific peoples, educational attainment, improved research outputs, and employment in the tertiary sector. These aims are further discussed in Inspiring Excellence for Pacific Peoples throughout Tertiary Education: The Tertiary Education Commission’s Pacific Peoples Strategy 2004 to 2006 and Beyond. The four goals in the Strategy encompass the promotion of educational development and success, strengthening system accountability for Pacific outcomes, improved organisational responsiveness, and enhanced leadership.

1.4 Massey University Charter:

Section 8 of the Massey University Charter describes an approach to ‘Meeting the Needs of Pacific Peoples’ and undertakes to ‘continue to address the issues raised by the increasing number of Pacific Islanders attending university’ and to ‘develop programmes of relevance to Pacific peoples, especially at the Albany campus, and to increase staff research capacity and the level of postgraduate enrolments among Pacific peoples. Specialist learning support, the formation of Pacific Island groups among the student population, community liaison and the recruitment of Pacific Islanders to the staff are anticipated. At a wider level the Charter also commits to making a contribution to improving the living standards, economic development, and good governance in Pacific Island countries through teaching, research in-service training and islands-based programmes in public sector management.

1.5 Massey University Profile 2005-2007:

The Massey University Profile links the University’s outputs and outcomes with the Tertiary Education Strategy 2002/2007 and indicates an intention to explore the development of Pacific Islands Studies as well as establishing a Pasifika@Massey strategy and developing appropriate support structures for Pacific students. The University currently reports on the satisfaction, enrolment, retention and completion of Pacific students within the Profile and Annual Plan.

1.6 Pacific Distinctiveness:

Although the Pacific situation has similarities with Māori and with international students, it is also distinctive and warrants a strategic approach that is specific to the population. Cultural and biological affinities with Māori are strong and New Zealand has long been regarded as the southern apex of the Polynesian Triangle. But in contrast to the position of Māori as tangata whenua, the case for special recognition of Pacific peoples rests much more on New Zealand’s position within the Pacific, the increased migration from Pacific Islands over the past fifty years, New Zealand’s sense of responsibility towards its neighbours and its constitutional
obligations at least in respect of the Cook Islands, Niue, Tokelau, and to some extent, Samoa. Furthermore, although some students might come to New Zealand from Pacific countries expressly to enter tertiary education, and in that respect have similarities with international students, more often Pacific students are the sons and daughters of earlier migrants who came to New Zealand to settle. Although New Zealand citizens they wish to retain a Pacific ethnic identity and expect that major societal institutions, such as universities, will not compromise that identity, but endorse it through policies, practices and opportunities thereby contributing towards building Pacific capacity and lifting the socio-economic status of Pacific Peoples.

1.7 Developing the Strategy:

This Strategy is based on the aspirations, experiences and analyses undertaken by a number of people including the Pasifika Development Advisor, the Pacific Peoples Consultancy Group at Albany, the Pacific Learning Co-ordinator, the Pacific Liaison Officer, Pacific staff on all three campuses, and the Pasifika@Massey Network. Pacific communities beyond the University have also been included in discussions. An extensive scoping exercise from Professor Marilyn Waring, David Monroe and Naomi Patterson, as well as detailed reports from Tracie Mafiele‘o, Hana Tuisano and Sione Tu‘itahi provided valuable background information and recommended areas where special action was needed.

2 THEMES

Pasifika@Massey provides a wider context for considering initiatives already in place and establishes a framework within which future developments might be considered. Interwoven throughout the Strategy are three key themes:

• a Pacific theme
• an academic theme
• a University responsiveness theme.

2.1 The Pacific theme:

The significance of a Pacific theme is three-fold. First, a strong Pacific presence at Massey University will add an important dimension to the cultural diversity of the University, reflected in campus activities, ceremonial occasions, and interaction between students and staff. While Pacific Peoples from different nations cover a range of cultures, and a number of languages, there is nonetheless a distinctly Pacific culture that will augment Massey’s reputation as a University in the Pacific.

Second, Pacific students bring with them socio-economic characteristics that have significant implications for tertiary education. As for other ethnic minorities in New Zealand, many will come from families where there has been no previous tradition of higher study; many will be older and will need to balance study with competing demands of work and family; and others may experience considerable financial hardship associated with university study.

Third, engagement with Pacific students will also entail engagement with Pacific communities, within New Zealand and in the Pacific. Engagement will occur as a direct consequence of student enrolments but will also be a function of Massey’s existing reputation as a contributor to Pacific economies and a partner in education. For a variety of reasons discussed later in this Report, the establishment of formal and informal links with Pacific nations and Pacific communities in New Zealand, will be important to the Strategy.
2.2 The academic theme:

The major thrust of Pasifika@Massey is for enhanced academic gains by Pacific Peoples. Gains could occur through student-focused programmes, research participation, and an increased presence of Pacific staff members. Based on the national population, current Pacific student enrolments at Massey University are below expected levels and there is a need to consider action that will lead to greater numbers of Pacific students, improved retention and completion rates, increased enrolments in post-graduate programmes, and Pacific participation across the full range of academic programmes and courses. In addition to student programmes, academic gains will arise from Pacific participation in research, either as members of existing research teams, as part of a Pacific-led research programme or as individual researchers. Academic gains will also accompany a greater Pacific presence among the Massey staff. At present there are 7 Pacific academic staff members and 17 general staff spread fairly evenly across campuses including two research centres. While improving the academic capability of Pacific Peoples is a significant challenge, the academic theme also includes contributions to new knowledge arising from Pacific world views and traditional approaches to the acquisition of knowledge. As a university in the Pacific, Massey might reasonably expect to play some role in supporting the ongoing development of knowledge that is part of the indigenous Pacific heritage.

2.3 The University responsiveness theme:

The capacity of Massey University to respond to Pasifika@Massey will depend on a number of factors at college, campus and university-wide levels. Although the University has strategies for Māori students, international students, first year students and students with disabilities, the Pacific strategy will emphasise additional elements that will require Pacific-specific approaches. To some extent a framework for responsiveness already exists through appointments of a Pasifika Development Advisor, Pacific Learning Support consultants on each campus, and at least on the Albany Campus, a Pacific Peoples Advisory Group. The Special Supplementary Grant (Māori and Pacific Peoples) programme, which distributes Government funding on the basis of Pacific enrolments has also been in operation for some four years and a mechanism for allocating the fund and reporting back to the Tertiary Education Commission has been successfully developed. Nonetheless, additional Pacific response systems will be required so that college, campus and university responses can be integrated and a strategic and focussed approach fostered. To ensure that the Strategy is consistent and efficient, and built into the University's core business it will be necessary to develop suitable indicators so that the Strategy’s effectiveness can be monitored over time. This may require the introduction of new information systems.

3 BROAD AIDS AND STRATEGIC GOALS

The primary aim of Pasifika@Massey is to maximise social, economic and cultural gains for Pacific Peoples through teaching, research and consultancy services at Massey University. Secondary aims are to assist Massey University meet its Charter obligations in respect of Pacific Peoples and Pacific nations, and to make a positive contribution to Pacific communities and nations. These aims recognise Massey University as a strategic University in the wider Pacific region, committed to the advancement of Pacific Peoples whether in New Zealand or in Island states.

In order to advance the aims, goals that are consistent with Massey’s expertise and core business have been selected. The emphasis is on achievement and positive outcomes and to that end the goals deliberately focus on interventions which can be monitored and quantified. Some goals are targeted towards students, others towards Pacific communities and others to Pacific nations. Similarly, some interventions are centred on the University while others require action beyond campus boundaries.
The five strategic goals that underlie the aims are:

- Goal 1 Academic advancement
- Goal 2 Professional development
- Goal 3 Research capability
- Goal 4 Cultural diversity
- Goal 5 Collaborative partnerships

4 GOAL 1 ACADEMIC ADVANCEMENT

There are five specific areas where academic gains can be actively pursued:

- student recruitment i.e. increasing the number of Pacific students in all programmes at Massey
- improved retention with higher student completion and pass rates
- greater participation in post-graduate education (masters degrees, doctorates)
- new specialised curriculum offerings (programmes of study that are especially relevant to Pacific Peoples)
- better access to subject areas (such as science, technology) where there is under-participation

4.1 Student recruitment:

Given the relatively low number of Pacific students enrolled at the University, active recruitment warrants priority. A 0.5 FTE Pacific Liaison position is based at Albany but the increasing Pacific population and the relatively large cohort of school leavers has not been matched by proportionate increases in either internal or extramural students; nor does there appear to be a focussed recruitment strategy, either for school leavers or mature students. Marketing strategies, publications and IT protocols should send clear signals to Pacific communities that Massey is a Pacific friendly University that values Pacific Peoples, their cultures, their students and their families.

4.2 Student completion and pass rates:

Although there has been an increase in the number of Pacific students who qualify for degrees and diplomas, pass rates and completion rates for Pacific students are generally unsatisfactory. In 2003, for example, the University-wide Pacific paper pass rate was 54% (Asian 71%, Māori 65%, Pakeha/European 83%) while the Pacific paper completion rate was 68% (Asian 90%, Māori 73%, Pakeha/European 86%) (Table 3). To some extent this reflects the mode of study, internal students generally performing better than extramural (except in the final year of study when there is no appreciable difference). However, there are no marked discrepancies between male and female students, and, for internal students, there are no significant differences between campuses. Dedicated learning support programmes have been established for Pacific students on each campus (Albany 1FTE, Palmerston North 1 FTE, Wellington 0.3 FTE) but are less effective in reaching extramural students who make up over one half of all Pacific students. And as part of a support programme pastoral care must be considered as well as a capacity to measure progression from University into employment.

Table 3 Paper Pass Rates and Completion Rates 2003

<table>
<thead>
<tr>
<th></th>
<th>Pacific</th>
<th>Māori</th>
<th>Asian</th>
<th>Pakeha/European</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Pass rates</td>
<td>54%</td>
<td>65%</td>
<td>71%</td>
<td>83%</td>
</tr>
<tr>
<td>Completion rates</td>
<td>68%</td>
<td>73%</td>
<td>90%</td>
<td>86%</td>
</tr>
</tbody>
</table>
4.3 Post-graduate education:

The emphasis in the past has been on improving access to undergraduate programmes and enrolments in honours programmes are low with correspondingly fewer enrolments in doctoral programmes (3 doctoral students in 2004). However, in order to take full advantage of Massey’s opportunities, and to distinguish the University from Polytechnics, PTEs and Wānanga, a shift towards the promotion of post-graduate study for Pacific students would underline the distinctiveness of Massey as an institution that is able to offer advanced degrees and contribute at a higher level. As part of that promotion process, the establishment of a Pacific post-graduate forum could provide a useful focus and designated scholarships could provide additional financial incentives.

4.4 Curriculum development:

The introduction of academic programmes of special relevance to Pacific Peoples merits further consideration. Pacific languages, Pacific culture, art and music, Pacific history, Pacific resources, Pacific social services, Pacific economies, and Pacific national development, are likely to be of particular interest to Pacific students, especially those who anticipate careers within Pacific communities, either in New Zealand or in Pacific nations. Few such courses exist at present but Pacific curriculum development should be considered in a systematic and coordinated way so that a coherent raft of Pacific-focussed papers might be available for undergraduate and postgraduate students. A major in Pacific Studies for example would offer further evidence of a commitment to Pacific students and Pacific Peoples. Pacific Peoples should be closely involved in the development of any such specialised courses.

4.5 Access to subject areas where there is under-participation:

While academic courses that are focused on Pacific subject material will hold interest for many students, there is also an expectation that Pacific students will have interests across all Colleges and in all subject areas. Massey University’s contribution to Pacific development might well be by fostering interest in disciplines where there are relatively few Pacific students or where there is a particular need expressed by Pacific communities or Pacific nations. Science, technology, and mathematics provide examples where Pacific under-participation is evident.

5 GOAL 2 PROFESSIONAL DEVELOPMENT

An important outcome of University education for Pacific Peoples will be an increased workforce capability especially in professions that are priorities for Pacific development. Four key aspects of professional development can be considered here:

- Academic staff
- Fostering networks for Pacific staff across the University, and beyond
- Career options
- Links to industry

5.1 Academic staff capacity:

Across the University there are 4 Pacific academic staff members in academic departments (Albany 1, Palmerston North 2, Wellington 1 – supernumerary) and a further 3 are engaged in full-time research in research units (Centre for Public Health 2, SHORE Centre 1). The relatively low number of Pacific staff often means that individuals carry a high pastoral and advisory burden in respect of Pacific issues and lack a critical mass of colleagues on any one campus for developing a consistent innovative thrust. The
recruitment of suitable Pacific staff is critical for a Pacific strategy. However, the pool of qualified people is not large and other avenues might need to be explored, including more flexible use of supernumerary positions, recognition of Pacific priorities in Staff Development programmes and opportunities for current staff to complete higher degrees including doctorates.

5.2 Fostering Networks:

Partly because there are relatively few Pacific staff members, it will be important to actively foster staff networks where professional development and identification of common interests can occur. Networks might also be extended to embrace other established Pacific professional groups such as Pacific lawyers, social workers, medical practitioners or teachers.

5.3 Career options:

Applied programmes that lead to professional qualifications may be of special significance for Pacific Peoples. They should be identified as Pacific priority programmes and communicated to Pacific communities in an appropriate manner. Second chance education remains an important avenue for Pacific tertiary education and will offer opportunities for workers in various fields to supplement lengthy work experience with professional qualifications. In order to respond to this demand in a useful manner the University will need to be aware of the major trends in Pacific workforce development and the emerging priorities that Pacific leaders have recognised in New Zealand and in the wider Pacific.

5.4 Links to industry:

An effective role in professional development will also depend on the quality and quantity of the links between Massey University and industry. Liaison with those industries where Pacific participation is high will enable a better fit between workplace realities and educational delivery and will ensure that Massey is responding to actual need. Industry/community liaison will expectedly be a significant aspect of the Pasifika strategy and maintaining the links may require a dedicated approach akin to school liaison.

6 GOAL 3 RESEARCH OPPORTUNITIES

Integral to Pasifika@Massey is the development of a Pacific research capability and a Massey capacity to undertake research that will advance Pacific Peoples. Three research sub-goals have been identified:

- Pacific research capability building
- Pasifika-centred research
- Research collaborations with Pacific communities

6.1 Pacific research capability building:

Along with low numbers of Pacific academic staff, Pacific research capacity is currently underdeveloped. A goal of the Strategy is therefore to significantly increase the number of Pacific people who are competent researchers. Of the several approaches to research capability building, actively providing opportunities for Pacific researchers to participate in established research teams is a viable option. Those researchers could include emerging researchers who were not current Massey staff members. Research awards for Pacific staff members, including (as noted at 4.3 and 5.1) doctoral awards, community research awards, and research internships might also be considered as ways of accelerating the growth of a critical mass of Pacific researchers.
6.2 Pasifika-centred Research:

In addition to building research capability, methodological building is a further research goal. Pacific methods of research, while utilising conventional research processes are also underpinned by methodological approaches founded on the cultural values and world views of Pacific Peoples. Pacific knowledge and Pacific ethicality provide a basis for fresh research paradigms that have the potential to increase wider knowledge and understanding. The establishment of a Pasifika Research Centre at Massey University would be a vehicle for developing Pacific-centred research and encouraging ongoing development of research capacity among Pacific Peoples. It would also offer the University opportunities for interdisciplinary research and links to Pacific communities.

6.3 Research collaborations with Pacific communities:

Increasingly Government research funders are recognising the importance of research that will endorse high level strategic Government goals. Insofar as Pacific communities are included in those goals Massey University researchers will have need to factor Pacific interests into major research programmes. In turn, that will require arrangements with Pacific Peoples that are collaborative rather than exploitive and will hinge on relationships fostered by Pacific people who already have connections with Massey. Research prospects involving Pacific communities will also provide Massey with opportunities to make positive and relevant contributions to Pacific advancement.

7 GOAL 4 CULTURAL DIVERSITY

The several nations of the Pacific bring with them rich and diverse cultures. As part of the wider Massey University ethos, the diversity of Pacific cultures should be evident in:

• the ways that Massey interacts with Pacific students and communities
• cultural diversity on each of the three campuses
• the way the University protects the integrity of ethnic cultures
• the format for University ceremonial occasions.

7.1 Communication strategies:

Given the emphasis on recruitment and collaborations with Pacific communities, it will be important for the University marketing strategy to integrate approaches that target Pacific Peoples in an appropriate manner. Unless language, images, and symbols have a Pacific flavour and reflect elements of Pacific cultures, they will be less likely to hold meaning for Pacific communities. In addition Pacific-targeted publications, websites and videos would provide focussed avenues for communicating with Pacific communities in Pacific languages and using Pacific cultural icons.

7.2 Campus culture:

Cultural needs of Pacific students can often be endorsed on University campuses. The provision of Fale Pasifika at Palmerston North campus for example, provides a ‘Pacific space’ for meetings where students can meet together and exercise cultural preferences and a Pasifika student hostel would add a further component to the Pacific space. In addition, opportunities for Pacific students to participate in other campus activities, as Pacific Peoples and to celebrate their own culture within the greater University context would not only reinforce Massey as a culturally friendly university that has ties to the wider Pacific, but also create a friendly and inviting milieu for students. Cultural diversity on campus is consistent with Massey’s recognition of ‘the importance of our location in the wider Asia-Pacific region, and the contribution made by Pacific peoples.’
7.3 Cultural integrity:

While the incorporation of Pacific culture within the University environment is a positive and important matter, there is some concern that unless safeguards are in place cultural integrity will be at risk. Advice from Pacific people and monitoring by Pacific exponents will be necessary aspects of a Pacific cultural presence at Massey.

7.4 Ceremonial occasions:

Graduation ceremonies for Pacific graduates are already held as part of the University graduation week, and should be extended to cover all campuses. A ceremony conducted within a Pacific culture, for Pacific students and their families sends an important message to Pacific communities and adds a significant dimension to Massey’s calendar of events. Similar informal functions to welcome new students and visitors, and to complement other cultural contributions to University occasions add value to the perception of Massey as a multi-cultural university within the wider Pacific region.

8 GOAL 5 COLLABORATIVE PARTNERSHIPS

Pasifika@Massey recognises the value of establishing relationships with:

- Pacific communities
- Pacific nations
- Other groups within the University

8.1 Pacific Communities:

There are several reasons why close, ongoing relationships should be developed by the University with Pacific communities in New Zealand. Not only will it result in greater interest by Pacific students in Massey programmes, but it will also create opportunities for mutually beneficial research and consultancy. Moreover it will expand Massey’s network of community agencies, contributing to improved two-way communication flow, greater awareness of community priorities and aspirations, and additional avenues for staff recruitment. Relationships with Pacific communities will be both formal and informal and will predictably depend heavily on facilitation by Pacific staff and students. They may include relationships with educational organisations that have particular interests in Pacific education and may include participation in regional and national networks.

8.2 Pacific Nations:

Pasifika@Massey has three strands of Pacific engagement: Pacific students and staff within Massey University; Pacific communities within New Zealand; and Pacific nations in the South Pacific region. Massey has long standing relationships with Pacific nations and institutions including Tonga, Samoa, the University of South Pacific, and the University of Hawaii. The Charter also commits to making a contribution to improving the living standards, economic development, and good governance in Pacific Island countries through ‘teaching, research in-service training and islands-based programmes in public sector management.’ Building on the existing links there are opportunities to extend research and teaching programmes and to engage with Pacific nations at governmental levels.
8.3 Other University groups:

Although it constitutes a distinctive strategy, Pasifika@Massey is not intended to isolate Pacific students or Pacific initiatives from other University programmes or groups. Synergies will occur with Māori@Massey, with Māori on each campus, with the First-Year-Experience, International Student Programmes, College Forums, Te Mata o te Tau, other Research Centres and teams, and a range of student organisations. In order to increase opportunities for Pacific staff and students and to make best use of resources, such links should be actively pursued.

9 IMPLEMENTATION OF THE STRATEGY

Implementation and further development of Pasifika@Massey should take into account:
- Implementation principles
- Leadership and accountability
- Priorities and resource implications

9.1 Implementation principles:

Three principles will be useful to guide the further development and implementation of the Strategy.

9.1.1 The first principle, building on gains, acknowledges that much of the necessary implementation framework, although still in embryonic form, is already in place. Provision for learning support on each campus, a Pacific Peoples Consultancy Group, the Pacific Liaison Officer, Pacific staff on all three campuses, and the Massey Pacific Staff and Students’ Representatives Network together constitute a strong foundation on which to build the Strategy. Valuable experience has also been gained from programmes such as the Special Supplementary Grant - Māori and Pacific Peoples - and a considerable amount of information is available from previous research into the status of Pacific students. Long-standing relationships between the University and Pacific groups will provide sensible leverage points for extending Pacific networks and creating fresh contacts.

9.1.2 The second principle, a university-wide response, expects that the implementation of the Strategy will require action from all colleges, campuses, extramural studies, and divisions of the University, as well as senior management. For example, implementation of Goal 1 (Academic Advancement) will necessarily involve Student Recruitment and Liaison, Marketing, the Library, as well as academic units within Colleges; Goal 2 (Professional Development) will impact on Human Resources, the Training and Development Unit, Graduate Studies, and applied academic programmes; Goal 3 (Research Opportunities) requires consideration by Research Services and research teams; Goal 4 (Cultural Diversity) has implications for campus managers, Event Management and Marketing; Goal 5 (Collaborative Partnerships) concerns Massey corporate, academic units and specific programmes. An initial generic response might be to request response plans from relevant University sections using agreed upon measures and indicators.

9.1.3 The third principle, progressive implementation, is linked to capacity building. For example, the establishment of a Pasifika Research Centre (Goal 3) will depend on having a critical mass of Pacific researchers who have strong track records, leadership skills and national and international research reputations. However, a preliminary step will be to give Pacific researchers access to quality research teams so that the necessary skills and knowledge can be acquired. Similarly, as the Pacific staff establishment expands, and student enrolments increase, fresh opportunities for relationships with Pacific communities will emerge. It is expected that the Strategy will evolve steadily over a period of five years by which time the essential elements will be in place.
9.2 Leadership and Accountability:

Although it will be the responsibility of the University as a whole, Pasifika@Massey requires dedicated oversight, co-ordination, and monitoring. A Pasifika office with a full-time Director is recommended. Because the concentration of Pacific Peoples is higher in the Greater Auckland region, the Director should be located at Albany and should report directly to the Deputy Vice-Chancellor (Auckland). Other dedicated Pacific positions such as learning support consultants, campus co-ordinators, and liaison officers should be integrated into the appropriate university structures, with accountability to divisional heads rather than to the Director. This would impose relatively little on-line management responsibilities on the Director ensuring greater time for co-ordination across campuses and colleges, as well as strategic development and external relationship building. Formal Pacific Advisory Groups made up of staff and students should be established on each campus with responsibilities to the respective Deputy Vice-Chancellor. Each group would contribute to a university-wide Pacific Advisory Forum, to provide the Director with wider advice and act as a reference group for new initiatives and programmes.

9.3 Priorities and Resource implications

An early task for the Director will be to convert the Strategy into a work plan with clear prioritisation and objectives, appropriate indicators for monitoring progress, assigned responsibilities and an estimate of resource requirements. An immediate resource implication would be the position of the full-time Director. As the Strategy evolves, and quite apart from the costs of establishing the position of Director, there will be budgetary implications for various sections of the University.

10 CONCLUSIONS

The Pasifika@Massey Strategy recommends a new approach for advancing the academic interests of Pacific Peoples and assisting Massey to meet significant aspects of its Charter obligations. The five goals contained in the Strategy cover academic matters, professional development, research, cultural recognition, and partnerships. Although elements of the Strategy are already in place, new initiatives are suggested and the establishment of an office with the appointment of a fulltime Director, is recommended. The Strategy will require a university-wide response to achieve the desired outcomes:

• improved Pacific student performances, judged by increased numbers of graduates at all levels
• increased Pacific staff numbers at all levels
• Pacific-centred academic courses
• greater Pacific research capability
• recognition of Pacific cultures within the University
• mutually beneficial partnerships between Massey University, Pacific communities and Pacific nations.

Professor Mason Durie
18 May 2005
The Pasifika@Massey Strategy:
Enroute to Cultural Democracy
Introduction

It is a momentous occasion for a village boy from Masilamea, Kingdom of Tonga to have been tasked with implementing the Pasifika@Massey Strategy. Many have said that I am to lead this strategy. However, I insist that I am to follow the pathway that the Vice Chancellor and Massey University have decreed for the academic development of Pasifika students and staff.

Like many of my village cotemporaries I am in awe at the enormity of the task and the political sensitivities that it generates in all quarters of New Zealand and the national university community. The usual questions of why should there be a race-based affirmative programme for Pacificans in Aotearoa? This distracting curiosity rears its old and ugly bead. This distraction has its origin and answer in the absence of cultural democracy.

The present situation is especially challenging with the Pasifika@Massey Strategy being the first written and explicit declaration of academic intent developed at the highest level of any university in Aotearoa. There being no previous experience in the country to provide the comfort of a precedent is a very special risk for a migrant village boy living in borrowed time and on borrowed land.

I am fortunate to be under the guidance and tutelage of Professor Mason Durie, Deputy Vice Chancellor Māori. Professor Mason extended Tangata Whenua respectability, a sharp intellect and an experience in community development. The aura of this person provides a comfortable and confident pa atmosphere, from which I can venture out into the University, Aotearoa and the Pacific to follow the paths the Pasifika@Massey strategy have laid out before me.

This is of immense importance if we are to turn this paper warrior into an academic winner for Pacificans in Aotearoa. The first and most significant task before me is to ferret for resources to arm this paper warrior.

The Action Plan

Without debating why an affirmative program and marking time over this red herring I have embraced the query and embarked on launching an action plan (see Appendix 1 and 2). The notion is that I trust the Vice Chancellor and Massey University mean what is in the Pasifika@Massey Strategy and there are gains for Massey University and Aotearoa for this timely Strategy. The dominant imperative must be that Massey University have sufficient integrity and intellectual capacity to have embarked on doing the right things right for itself and Aotearoa.

From a naive stand point I ask why else would Massey University do this if this strategy does not deliver gains for the University and Aotearoa. I Believe that the other imperative is an altruistic belief in the philosophy of cultural democracy and equity, that being Pacific in deserves more than being in the All Blacks and bearing the brunt of the bad statistics of New Zealand1,2.

Discussions

The Pasifika@Massey Strategy must be the first step for Pacificans to achieve the freedom to be Pasifika in Aotearoa without being considered a side and freaky show. The recognition of the collective freedom of a culture is the prerequisite to individual political freedom for government of the people by the people for the people, instead of government by some people for some of the people.
For these reasons I am extremely and eternally grateful to Massey University’s leadership for the opportunity for me personally, and for all Pacificans in Aotearoa and Moananui, to demonstrate that we can contribute positively to the land that we have come to call home. We came looking for a place for a better life. We have found Aotearoa and have no intentions of leaving. Now it is time to build and add to this land, our new home and still maintain our links with the lands we left behind.

There is only going forward and Massey University through the development and support of the Pasifika@Massey Strategy will contribute to this advancement of Pasifika in Aotearoa. This practice of cultural democracy is an exemplary example for all education institutions in Aotearoa and a guarantee of a future level playing field where in Pacificans can aspire to face a future to seek and to forge a future with all Pacificans;

- being born healthy to parents who want them and who have time, the means, and the skills needed to bring them up and care for them properly;
- being educated in a society that endorses Pacific healthy living; encourage family choice and allow it to be exercised freely;
- being assured of basic requirements for health, and being effectively protected against disease and injury;
- living in a stimulating environment of social interaction with full opportunities for satisfying economic and social roles.

The Current Situation

At present space has been identified in all the campuses in Auckland, Palmerston North and Wellington. These spaces are collectively called “Whare Pasifika Blong Olgeta”. There is a need to recruit a Project Manager to assist the Director with strategic work such as:
- Management and implementation of undergraduate and postgraduate student recruitment initiatives;
- Student retention and learning support measures at the each campus; and
- Staff academic development and advancement.

To capitalize on research opportunities linked to academic and community development, there is also a need to recruit a Research and Community Development Manager to assist the Director in:
- Managing the Pasifika Whenua Research Consortium
- Research proposal development writing;
- Management and implementation of research projects;
- Development and writing of proposals for funding community development and services;
- Management and co-ordination of research and community services; and
- Research capacity and capability development.

The Strategy is in progress. With sufficient resources the implementation will gather momentum and achieve significant outcomes with Pacific Peoples. There has already been widespread interest from academic institutions and communities to find out more about the Strategy and its implementation. We thank Massey University for the opportunity accorded to Pacific academic advancement and social development.
Conclusions

The Pasifik@Massey Strategy is a new approach for advancing the academic interests of Pacific Peoples and assisting Massey University to meet its Charter obligations.

Ultimately the success of the Strategy will be measured against:

- improved Pacific student performances, judged by increased numbers of graduates at all levels
- increased Pacific staff numbers at all levels
- Pacific-centered academic courses and programmes
- greater Pacific research capability and products
- sustainable presence of Pacific Peoples and recognition of Pacific cultures within Massey University
- insertion of Massey University into Pacific communities and countries
- mutually beneficial partnerships between Massey University, Pacific communities and Pacific nations.

While relevant departments are expected to respond, where appropriate, to the funding of the Prioritised Projects, the Office of the Director Pasifika will endeavour to seek external sources, especially for research, scholarships and partnership initiatives with outside organizations and groups in New Zealand and Pacific island nations.

Professor Sitaleki ‘Ata’ata Finau
Director Pasifika
Reference:


PASIFIKA@MASSEY STRATEGY

Appendix 1

The First Action Plan, 2006-2009 Pasifika@Massey Strategy for the Academic Advancement of Pacific Peoples at Massey University.

Introduction

In order to commence implementing the Pasifika@Massey Strategy, a First Action Plan has been drafted to align the aims and objectives of the Pasifika Strategy with the prioritized projects for action. The context and rationale for The First Action Plan, is aptly expressed in the narrative of the Executive Summary of the Pasifika@Massey replicated below.

Included within the original text of the Executive Summary are Prioritized Projects for Action. These components have already been outlined in the Pasifika@Massey. A table of The First Action Plan, with a series of 14 projects and its details, is attached as the final part of this document.

For a more comprehensive understanding of the Pasifika@Massey, a study of its full version is recommended. This foundation document for Pacific academic advancement at Massey University was approved by the Vice Chancellor’s Executive Committee, in May 2005, and by the University Council in July 2005.

Broad Aims and Strategic Goals of the Pasifika@Massey Strategy

The Primary Aim is to increase gains for Pacific Peoples through teaching, research and consultancy services at Massey University. The Secondary Aims are to assist Massey University meet its Charter obligations for Pacificans and to make a positive contribution to Pacific communities and Pacific nations. These aims recognise Massey University as a strategic University in the wider Pacific region, committed to the advancement of Pacific Peoples whether in Aotearoa or in Island states.

In order to advance the aims, five strategic goals have been identified:

- Goal 1 Academic advancement
- Goal 2 Professional development
- Goal 3 Research capability
- Goal 4 Cultural diversity
- Goal 5 Collaborative partnerships

Goal 1 Academic Advancement

Five specific areas have been identified as sites where academic gains can be made:

- student recruitment i.e. increasing the number of Pacific students in all programmes at Massey
- improved retention with higher student completion and pass rates
- greater participation in post-graduate education (masters degrees, doctorates)
- new specialized curriculum offerings (programmes of study that are especially relevant to Pacific Peoples)
- better access to subject areas (such as science, technology) where there is under-participation
Prioritized Projects for Action for 2006-2009

- Increase the number of Pacific students through Pacific-specific strategies such as targeted recruitment from professional and community groups, geographic areas, and schools, community partnership projects, and Pacific scholarship and mentor schemes
- Improve the level of passing and completion rate of Pacific students by having an extra focus on first year student’s performance at paper level, and increase the pastoral and learning support for extramural students. This also requires the establishment of a database of Pacific students for analysis, support and monitoring of their progress
- Establish Pasifika spaces on each of the three campuses for cultural and learning purposes for Pacific students, and members of their extended families and communities
- Increase the number of Pacific-specific offerings by at least one Pacific paper

Goal 2 Professional Development

Four key aspects of professional development will be:
- increasing the number of Pacific academic and general staff at Massey University
- fostering networks for Pacific staff across the University, and beyond
- linking Pacific career priorities to academic programmes
- maintaining strong links with industry to enable a better fit between workplace realities and educational delivery for Pacific students.

Prioritized Projects for Action

- Enhance Pacific staff capacity through the supernumerary scheme
- Further strengthen the Pasifika@Massey Network of staff and students through professional and cultural activities such as an annual fono and the development of a research forum

Goal 3 Research Opportunities

Building greater Pacific participation in research is an important aspect of the Strategy. It will involve:
- increasing the number of high quality Pacific researchers
- undertaking and encouraging research that is focused on the values, ethics and priorities of Pacific Peoples
- collaborating with Pacific communities and nations to research issues that are relevant for economic, social and cultural development.

Prioritized Projects for Action

- Draft a Guideline for Pacific Research. It is envisaged that such a guideline will enhance the existing Pacific research capacity of Massey University and assist in generating new research projects that are Pacific relevant and/or Pacific-centered
- Establish a Pacific Research Advisory Group
- Establish at least one research project per year.
Goal 4  Cultural Diversity

As part of the wider Massey University ethos, the several cultures of the Pacific should be evident in:
• the ways that Massey interacts with Pacific students and communities
• cultural diversity on each of the three campuses
• the way the University protects the integrity of cultural expressions
• the format for University ceremonial occasions.

Prioritized Projects for Action
• Hold an annual ceremony to honour Pacific graduands on each of the three campuses
• Draft a Communication Strategy for the Pasifika@Massey Strategy.

Goal 5  Collaborative Partnerships

Massey University recognises the value of establishing wider relationships and would especially like to:
• build closer ties with Pacific communities in New Zealand
• establish mutually rewarding ventures with Pacific nations
• assist Pacific staff and students engage with other groups within the University

Prioritized Projects for Action
• Establish a Pacific People’s Consultancy Group on each campus to provide support and advice to the campuses
• Establish work relationships and partnership projects with Pasifika organisations, other community organisations, the corporate sector, and government agencies in New Zealand and in Pacific nations
### Summary of Prioritized Projects for Action
#### 2006-2009

<table>
<thead>
<tr>
<th>Goal Area and Project</th>
<th>Possible Output</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic advancement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To recruit, retain, and improve the academic performance of Pacific students, the following actions have been decided:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Increase the number of Pacific students through Pacific-specific strategies</td>
<td>Increased number of students, database developed, and scholarships</td>
<td>DP, Liaison, marketing, events and public affairs</td>
</tr>
<tr>
<td>2. Improve the level of passing and completion rate of Pacific students performance</td>
<td>Improved passing rate and completion</td>
<td>DP, Learning Services</td>
</tr>
<tr>
<td>3. Establish Pasifika spaces on each of the three campuses for cultural and learning purposes for Pacific students, and members of their extended families and communities</td>
<td>Learning and cultural spaces on all campuses for students and their families</td>
<td>DP, DVCs</td>
</tr>
<tr>
<td>4. Increase the number of Pacific-specific offerings by at least one Pacific paper</td>
<td>More Pacific papers</td>
<td>DP, Colleges</td>
</tr>
<tr>
<td><strong>Goal 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Increase the number of Pacific staff through the supernumerary scheme</td>
<td>At least one Pacific supernumerary in each college and in research</td>
<td>DP, PVCs, Research Unit</td>
</tr>
<tr>
<td>6. Further strengthen the Pasifika@Massey Network of staff and students through professional and cultural activities such as an annual fono and the development of a research forum</td>
<td>Pacific networks</td>
<td>DP, Pacific staff, Colleges and Research</td>
</tr>
<tr>
<td></td>
<td>A Pacific forum for Pacific academic and research staff to share Pacific knowledge and research findings in activities such as seminars, working papers, publishing</td>
<td>DP, Pacific staff, Colleges and Research</td>
</tr>
<tr>
<td>Goal 3 Research Opportunities</td>
<td>7. Draft a Guideline for Pacific Research. It is envisaged that such a guideline will enhance the existing Pacific research capacity of Massey University and assist in generating new research projects that are Pacific relevant and/or Pacific-centered</td>
<td>Guideline on Pacific Research for Massey University</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>8. Establish a Pacific Research Advisory Group</td>
<td>Advisory group formed</td>
<td>DP, Research Services, Pacific Research Advisory Group</td>
</tr>
<tr>
<td>9. Establish at least one research project per year</td>
<td>At least one research project established</td>
<td></td>
</tr>
<tr>
<td>Goal 4 Cultural Diversity</td>
<td>10. Hold an annual ceremony to honour Pacific graduands on each of the three campuses</td>
<td>Ceremonies held</td>
</tr>
<tr>
<td>Goal 5 Collaborative Partnerships</td>
<td>12. Establish a Pacific People’s Consultancy Group on each campus to provide support and advice to the three campuses</td>
<td>Advisory group on each campus established</td>
</tr>
<tr>
<td>13. Establish work relationships and partnership projects with Pasifika organisations, other community organisations, the corporate sector, and government agencies in New Zealand and in Pacific nations</td>
<td>Partnership projects in New Zealand and island nations such as: • endowment funds • scholarships • community service • research • training</td>
<td>DP, DVCs, Pacific staff, colleges, Research</td>
</tr>
<tr>
<td>Leadership and Accountability</td>
<td>14. Appoint a Project Manager to provide leadership at the operational level</td>
<td>Project manager appointed</td>
</tr>
</tbody>
</table>
PASIFIKA@MASSEY STRATEGY

The Pasifika@Massey Auckland Campus Action Plan
March 2007 – 2010

(Based on the Pasifika@Massey Strategy)
Appendix 2

The Pasifika@Massey Auckland Campus Action Plan
March 2007-March 2009
(Based on the Pasifika@Massey Strategy)
Sione Tu’itahi, Surava Elaisa, Tèvita Funaki

Introduction

To ensure that the goals and objectives of the Pasifika@Massey Strategy are achieved in ways that are specific and relevant to the Auckland Campus, the Pacific Peoples’ Consultancy Group decided that:

- an action plan for the campus be established
- the Pasifika@Massey be adopted as the action plan for Auckland
- specific lines of action for Auckland be incorporated into the action plan

For the comprehensive narrative refer to Pasifika@Massey full text. This foundation document for Pacific academic advancement at Massey University was approved by the Vice Chancellor’s Executive Committee (VCEC), in May 2005, and by the Massey University Council in July 2005.

The written action plans and the Pacific Consultancy Groups specific for the other campuses are still being developed in Palmerston North and Wellington.
<table>
<thead>
<tr>
<th>Goal Area and Project</th>
<th>Possible Output for Auckland</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong> Academic advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To recruit, retain, and improve the academic performance of Pacific students, the following actions have been decided:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Increase the number of Pacific students through Pacific-specific strategies</td>
<td>Increased number of students, database developed by December 2007, and 5 scholarships by March 2008</td>
<td>DP, Liaison, marketing, events and public affairs</td>
</tr>
<tr>
<td>8. Improve the level of passing and completion rate of Pacific students performance</td>
<td>Improved passing rate and completion</td>
<td>DP, Learning Services</td>
</tr>
<tr>
<td>9. Establish Pasifika spaces on each of the three campuses for cultural and learning purposes for Pacific students, and members of their extended families and communities</td>
<td>Learning and cultural spaces on all campuses for students and their families by June 2007</td>
<td>DP, DVCs</td>
</tr>
<tr>
<td>10. Increase the number of Pacific-specific offerings by at least one Pacific paper</td>
<td>At least one Pacific paper by March 2008</td>
<td>DP, Colleges</td>
</tr>
<tr>
<td><strong>Goal 2 Professional Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Increase the number of Pacific staff through the supernumerary scheme</td>
<td>At least one Pacific supernumerary in each college and in research by March 2008</td>
<td>DP, PVCs, Research Unit</td>
</tr>
<tr>
<td>12. Further strengthen the Pasifika@Massey Network of staff and students through professional and cultural activities such as an annual fono and the development of a research forum</td>
<td>Pasifika@Massey Network to hold annual fono and at least one professional development training for Pasifika staff Pasifika Whenua Consortium to hold an annual research fono and publish working papers</td>
<td>DP, Pacific staff, Colleges and Research</td>
</tr>
</tbody>
</table>
### Goal 3
**Research Opportunities**

| 12. | Draft a Guideline for Pacific Research. It is envisaged that such a guideline will enhance the existing Pacific research capacity of Massey University and assist in generating new research projects that are Pacific relevant and/or Pacific-centered. | Guideline on Pacific Research for Massey University by December 2007 | DP, Research, Pacific Research Advisory Group |
| 14. | Establish at least one research project per year | At least one research project established per year | DP, Research Services, Pacific Research Advisory Group |

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### Goal 4
**Cultural Diversity**

| 15. | Hold an annual ceremony to honour Pacific graduands on each of the three campuses | CREM to co-organise as from 2008, and ceremony to be held annually | DP, Pacific staff, DVCs |

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### Goal 5
**Collaborative Partnerships**

| 14. | Establish a Pacific People’s Consultancy Group on each campus to provide support and advice to the three campuses | PPCG Terms of reference review completed by June 2007 | DP, DVCs, Pacific staff |
| 15. | Establish work relationships and partnership projects with Pasifika organisations, other community organisations, the corporate sector, and government agencies in New Zealand and in Pacific nations | At least two partnership projects in New Zealand and island nations such as: • scholarships • community service • research • training | DP, DVCs, Pacific staff, colleges, Research |

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### Leadership and Accountability

| 14. | Appoint a Project Manager to provide leadership at the operational level | Project manager appointed by December 2007 | DP, DVC Māori |