Implementing the Massey University Treaty of Waitangi Objectives

INTRODUCTION
The University’s Treaty of Waitangi commitment (in the Ten Year Plan and the Statement of Objectives for 2003-2005) is based on a combination of broad goals and quite specific objectives. The overall aim is that Massey University should be:

- a Māori-relevant university
- a place where Māori language and culture can flourish
- a place where Māori students are likely to graduate
- a university where Māori will obtain relevant higher degrees
- a university which has the teaching and research capacity to make a substantial contribution to Māori development
- a university that provides academic leadership for Maori to make a substantial contribution to the growth and development of Aotearoa New Zealand.
- a university that provides academic leadership for Māori development.

Importantly, rather than concentrating all Māori activity into a single location, multiple delivery sites are recommended on all colleges, campuses and divisions of the University, as well as corporate Massey and the University Council. It is also apparent in the Ten Year Plan that the outcomes are not to be measured solely in terms of benefits to Massey but must also consider benefits to Māori. While Massey might stand to gain, the Treaty obligation carried by Massey (as a Crown agency) implies a higher order goal, viz. benefit to Māori.

The purpose of this paper is to outline a broad strategy, Māori@Massey, for implementing the Ten Year Plan. It is based on responses to the Ten Year Plan, discussions over a period of five years within the University and with iwi and Māori
networks, and an analysis of the key factors that will contribute to positive Māori development and to the University’s further growth. Embedded in the strategy are key pathways that aim to achieve the best possible gains for Māori and at the same time delineate a distinctive niche role for Massey as a contributor to Māori tertiary education.

THE EXTERNAL ENVIRONMENT
There are some indications that the Māori economy is growing and Māori participation in tertiary education is expanding. However, the greatest growth is occurring around polytechnics and wānanga with a parallel reduction in the relative rates of university participation. In part this can be attributed to the innovative efforts of some institutions where first year fees may be waived, or incentives offered. But it may also reflect stressed household economies and a preference to study closer to home. In addition, the rise in cultural revitalisation has led many students to enrol in courses where there is a strong Māori input both in the curriculum and in the prevailing culture of the institution.

At the same time, the Māori Economic Development Report, Te Ōhanga Whanaketanga Māori (Te Puni Kokiri, 2003) notes that positive Māori development will increasingly depend on improved participation in science and technology, high professional standards, and qualifications benchmarked against the best in the world. It has also become clear that the Tertiary Education Commission will place a high premium on Treaty of Waitangi goals and through the Performance Based Research Fund, will be keen to see quality Māori research outputs. Meanwhile the establishment of a centre of research excellence (Ngā Pae o te Maramatanga) at Auckland University and the Waikato University initiative for Māori academic excellence awards, are signals that other universities are keen to build reputations in Māori academic achievement.

THE INTERNAL ENVIRONMENT
Māori student participation at Massey, though numerically greater than any other university (3928 enrolments in 2002), is uneven with relatively low numbers in sciences and at Albany; almost static enrolment of first year students, generally low retention rates
(especially for extramural study), and comparatively low rates of postgraduate study (but improving - an increase of over 30% between 2001 and 2002).

On the other hand, there have been innovations across campuses, including the appointment of Kaiwawao at Albany and Wellington, professional programmes that recognise Māori aspirations, and Māori research teams at Palmerston North, Auckland and Wellington. Māori-specific appointments in liaison, learning support, and advisory roles, have contributed to an infrastructure that is now well poised to move into a further stage of development. In addition there are currently four dedicated Māori chairs (in Māori Studies, Māori Education, Māori Language, and Māori Research & Development), and academic leadership at Wellington is provided by an Associate Professor in the School of Māori Studies. Anticipated appointments (Māori teaching consultant and a Māori research advisor) will add extra strength. A Centre for Māori Business Research, Te Au Rangahau, in the College of Business, Māori specific appointments in Science, and links with a whare wananga through the College of Design Fine Arts and Music also auger well for the future.

However, to some extent the full impact of these initiatives is diminished because their combined influence is not sufficiently felt, either internally or beyond Massey. While activity on a wide front has achieved greater reach across the University, developments have not always been synchronised and there have been insufficient opportunities for an integrated approach.

THE Māori@Massey STRATEGY

Philosophy

Māori@Massey aims to distinguish Massey as a university that will make a substantial difference to Māori people and the Māori resource base. The strategy sits alongside the many other endeavours across the University and in that respect should not be regarded as the sum total of the University’s activities in respect of Māori. But it has the potential
to become a vehicle for the advancement of university-wide initiatives and to bring a sense of cohesion to Māori focussed activities.

Although Māori@Massey is centred on Massey University, the underlying rationale is that the University will be able to make a major contribution to Māori development. Outcomes should be measured against the demonstration of that goal. Concern about Massey’s standing within the tertiary education sector, and its performance compared to other universities, wānanga, polytechnics and private training establishments, is warranted, but is not the primary focus of Māori@Massey. Rather than contextualising the strategy as an opportunity for Massey to take advantage of ‘the Māori market’, the driving philosophy is based on the primary aim of benefiting Māori. In the process it is likely that mutual benefits will accrue and Massey might indeed be recognised as a university that is making a contribution which is distinctly different from other institutions. Māori@Massey will help give some shape to the Massey uniqueness.

**Aims**
The aims of the Strategy take into account the role of a university within society, the perceived needs of Māori, the wider political climate, and the current capacity of Massey University. Six broad aims have been identified:

- enhancement of Māori academic capacity
- expansion of the Māori professional workforce
- collaboration with Māori in the creation of new knowledge
- informing cultural, social, economic, and ecological policies and programmes
- promotion of te reo Māori as a spoken language
- direct participation in iwi and Māori ventures linked to positive Māori development.

**Platforms**
Four platforms have been selected as sites for building the Strategy. They recognise existing University expertise but have been chosen because of their potential to produce significant gains for Māori and to signal Massey’s particular role. The platforms, which
have a functional relationship to each other, anticipate an attitudinal shift to emphasise Massey as a major and distinctive national contributor to Māori development, with a University-wide commitment. Of the four platforms two are directed inwards towards Massey processes, and two are focussed outwards towards Māori communities and government agencies:

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

**Academic Excellence**

Over recent years, improving Māori participation at Massey has largely been linked to considerations of equity and pro-rata representation. While equity considerations are relevant and appropriate, by themselves they are insufficient to convey the notion of Massey as a quality contributor and major player in Māori workforce development. It is not likely that Massey could compete favourably with Wānanga in the provision of free introductory courses, or marae-based study; nor would that necessarily achieve the desired aim of quality university study.

A shift in emphasis from an equity based approach towards one of high attainment is implied in the academic excellence platform. Recruitment and retention programmes for example need to be able to consider high levels of achievement as much as participation.

In fact, the University has a fair reputation among Māori communities for professional preparation in a variety of applied fields such as teaching, social work, veterinary science, nursing, clinical psychology, food technology, business and planning. And there is a fair reputation as a provider of quality post-graduate programmes as well as research.

In addressing professional development, and associated academic achievement, excellence should be a characteristic of Massey’s endeavours, measured less by the numbers of enrolled students and more by the numbers who graduate with high grades,
postgraduate qualifications and academic honours. While a number of mechanisms such as active learning support will be important to hasten Māori academic achievement, three particular approaches, discussed later in this document, are identified in the Strategy: accelerated academic course progression, Māori academic leadership, Māori scholarship and the creation of new knowledge.

**Campus Innovation**

The second platform acknowledges that the culture of the campus (including the extramural campus) is an important component of academic achievement and personal development. Increasingly Māori students and staff will expect that the learning environment can endorse cultural values and preferences. Māori language usage on campus, participation in waka ama or other sports and cultural activities of strong Māori interest, may be crucial to gaining more confident Māori student participation. The campus culture will also be reflected in graduation ceremonies, library access, web networks, whānau-based learning and recreational opportunities, and marae access. An innovative campus will be one that can endorse the cultures of its student body and at the same time sew a cohesive thread.

The approach taken by each campus to endorse Māori values and culture, will depend largely on the circumstances of the campus. It is likely that there will be significant differences between campuses, not only in the facilities that are made available, but also in the configuration of academic programmes and inter-college collaboration, the roles of support staff, and the opportunities for student involvement in planning.

**Engagement with Māori**

If Massey is to have credibility in Māori eyes it must be able to have a visible presence within Māori communities at local and national levels. Successful engagement with Māori depends on the quality and quantity of relationships with Māori groups, the extent of Massey’s participation in Māori networks and communities, and the effectiveness of Massey’s communication methods. Engagement will depend as much on individual
effort as institutional responses. But if engagement is to be strategic, long term, and positive, a whole-of-University approach is required.

There is no single Māori institution or group that will be able to satisfy a comprehensive engagement strategy. Instead the University needs to be alert to a range of options for engagement with Māori: iwi, sector groups, communities of interest, Māori educational and research organisations, runanga, trust boards and professional bodies. As well the close affiliations that individual staff and students may have with their own marae, could form the basis for mutually useful associations.

Engagement should be considered in a broad framework. Student engagement is one dimension, especially for extramural study; research is another; consultancy will also be an important vehicle for useful involvement with Māori, while participation in relevant conferences and meetings will provide further opportunities.

**Effective Policies**

Because it has economic, social, cultural and ecological dimensions, Māori development crosses many sectors and has policy implications across a range of portfolios. The Māori@Massey strategy anticipates active Massey participation in government working parties, statutory agencies, councils, and ministerial advisory committees. It expects that such contributions will be respected because they are evidence based and/or result from wide consultation with experts.

Of more immediate concern are those policies that impact directly on Māori education. Quite apart from their implications for Massey, consideration also needs to be given to their implications for Māori.

In addition to a focus on national policies, it will be important to ensure that Massey University policies are consistent with the broad directions of a Māori@Massey strategy, not only to satisfy Tertiary Education requirements but also to ensure that a distinctive Massey contribution to Māori can be developed. Although the Māori@Massey strategy
does not consider governance issues, it recognises that the University Council will have a crucial role to play.

Implementation – Ten Projects

In order to implement the Strategy, ten projects have been selected for progression during 2003. Three arise from the academic excellence platform, three from campus innovation, two from engagement with Māori and two from effective policies.

They are listed in Table 1 (below) and then described in greater detail.

Table 1  Projects for Progression in 2003

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<thead>
<tr>
<th>Projects</th>
<th>Platforms</th>
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<tr>
<td></td>
<td>Academic Excellence</td>
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<tr>
<td>1  Accelerated academic progression</td>
<td>4 Māori language policy</td>
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<tr>
<td>2  Māori academic leadership</td>
<td>5 Student facilitation</td>
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<td>3  Scholarship and new knowledge</td>
<td>6 Comprehensive data base</td>
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Accelerated Academic Progression

In order to promote academic excellence it will be necessary to have greater clarity about the academic progression of Māori students. Data is currently available but needs analysis so that trends, patterns and opportunities for intervention can be identified. The Māori learning support officers, including the extramural support team, have considerable first hand evidence of student progression and their combined reports will enable a University-wide picture to be constructed. But extra effort will need to go towards spotting opportunities for accelerated academic development. This might take the form of singling out high achievers at secondary school and offering scholarships at Massey;
or actively counselling promising students to commit to postgraduate programmes even when they are barely enrolled in first degrees.

There is anecdotal evidence that many Māori students enrol in programmes without the benefit of longer-term course planning. In order to promote expectations of postgraduate study and high achievement, a fresh approach to course planning is required so that study beyond a first degree becomes an accepted part of educational aspiration.

Additionally, many Māori students are keen to ‘mix and match’ courses (in for example science and Māori Studies, or business and te reo Māori) so that they can gear their qualifications to particular community prospects. This requires a higher level of inter-college and inter-programme cooperation than is often available.

Māori Academic Leadership
Senior Māori academic leadership within academic programmes is pivotal to academic success. A Māori academic focus in all Colleges and on all campuses could be a critical step that brings Māori interests and aspirations into line with conventional academic goals. The chairs in Māori Education, Māori Studies, Māori Language, and Māori Research & Development offer academic leadership in two colleges and have demonstrated the potential for academic gains; but it is now timely to consider similar positions in the other colleges. Senior academic appointments with appropriate academic support could complement the existing chairs providing a comprehensive network of academic leadership across the University.

A Māori academic focus in each college and on each campus not only offer greater prospects of inculcating a culture of high academic attainment but also provide a stronger basis for research, innovation, and postgraduate supervision. The important point, however, is that attracting Māori students into science or business or any other disciplinary grouping will be more successful and more likely to result in useful outcomes, if there is a clear Māori focus, expectations of high academic achievement, exemplary role models, and accomplished academic capacity.
Although the necessary Maori expertise to fill senior positions remains scarce, it is now a distinct possibility in most academic areas.

**Māori Scholarship and New Knowledge**

High levels of scholarship and the creation of new knowledge through innovative research has the potential to significantly advance Māori development, especially if Māori knowledge and conventional academic methods can be brought together. The possibility of establishing a Māori Academic and Research Academy within Massey University is currently under consideration. The Academy would provide a forum for Māori graduates from doctoral programmes, arrange ongoing academic seminars of interest to the wider community of Māori scholars, invite contributions from prestigious academics, promote academic publications and initiate academic awards. Importantly an inter-disciplinary academy could also be an effective agency for alliances with overseas indigenous research centres and could act as a launching pad for cross-sectoral research, including any future centre of research excellence.

While the concept needs further investigation, there is already a level of enthusiasm among Māori staff, and a sufficient critical mass of doctoral graduates to provide a sound foundation for an academy. Inter-disciplinary cooperation, innovation, research at the interface between mātauranga Māori (Māori knowledge) and science, and collaboration with other research groups could result in a centre that provided research and academic leadership for many aspects of Māori development.

**Māori Language Policy**

Māori language is only heard or seen in pockets of the University. The promotion of te reo Māori as a spoken language on each campus will require some preliminary identification of domains where Māori might be safely used and where there is sufficient group support to reinforce effort. While the current University Māori language policy covers some situations such as writing assignments it does not extend to signage, publications, classroom conventions, marae, or formal university ceremonies. A
comprehensive University Māori language policy should provide the rationale and basis for incorporating te reo into the University. While there will be some implications for academic programmes, the policy will not be primarily focussed on te reo courses but on the opportunities for Māori to be seen and heard on campus.

**Māori Student Facilitation**

Campus opportunities for Māori students may link to cultural, recreational, study, networking facilities and child-care. Marae facilities are important to Māori though access is not always available to all Māori students. Further, the necessary infrastructure to support marae activities is often inadequate.

At Albany the development of a marae-equivalent is currently under discussion; the Wellington campus marae is well established; and at Palmerston North Te Kupenga o te Mātāuranga and Te Pūtahi a Toi have their own strong traditions. Although all marae are very much part of Massey University, each will opt for its own kawa (protocol) though there may be a common approach to access, support and marae maintenance.

**Māori Focussed Activities**

Māori initiatives and programmes are extensive but have often developed in relative isolation. A data base that brings together Māori activities across the University is required. A central register might lead to better utilisation and access, easier identification of gaps, and improved information to students, whānau and other interested parties. The data base will also provide a comprehensive indicator of total Massey effort on all campuses. It could be extended to include relevant academic programmes, research projects, graduation ceremonies, scholarships and aggregated academic results.

**Communication Strategy**

Employment of Māori modes of communication will be increasingly important to ensure that information is both valued and understood by Māori communities. There are implications for the ways in which Māori images, language, and values are factored into generic presentations and are also used to target Māori-specific audiences. To be
effective, relevant Massey units (e.g. Marketing, Public Affairs, National Shared Services) will need professional dedicated capacity to address Māori language requirements and initiate proactive access to Māori networks.

The possibility of a Māori@Massey website and a Māori@Massey course information video will also be explored.

Partnerships and Collaborations
Participation with Māori (iwi, sectoral, community) offers scope for recruitment, research, and consultancy as well as opportunities for direct contributions to Māori development. Sometimes the relationship may be formalised through a partnership or official agreement. Partnerships may be related to a specific project (e.g. research) or concerned with wider activities warranting institutional agreements. External reference groups at campus and University levels are further avenues for engagement with Māori, though will not reduce the need for focussed arrangements.

Tertiary Education Commission
Restructuring the tertiary education sector around a new Commission will have important implications for the way services are funded and provided. As part of that process, the significance of the Performance Based Research Fund for Māori will need close examination and opportunities to contribute to the evolving debate should be seen as a Massey contribution to Māori education.

Hui Taumata Mātauranga
The Crown has formed an alliance with Māori, largely through the good offices of Ngāti Tuwharetoa, in order to develop policies that will have Māori support. Most debate has occurred at the Hui Taumata Mātauranga where key players from Iwi and Maori communities meet with Crown Ministers and officials to debate the issues. Massey University has been able to make a unique contribution to the process and should endeavour to retain a high level presence.
Key Parties

The Māori@Massey Strategy will be managed from the office of the Assistant Vice-Chancellor (Māori) although it is expected that existing initiatives in colleges and campuses will continue under the same arrangements that they currently enjoy. Over time, however, there will be opportunities for greater synergy and some rationalisation of approaches. In order to implement the Strategy, key parties will be identified and, where appropriate, working parties will be appointed, convened by the AVC (Māori). Each working party will comprise people who have particular expertise/experience. Terms of reference, including timeframes and outcome measures will be developed.

Table 2 summarises the aims, possible outputs, and composition of working parties for each project. It should be noted that projects will likely change as a consequence of working party suggestions, resulting in different outcomes and/or budgetary impacts. The summaries are intended to provide an initial basis for discussion. The ten prioritised projects do not take into account the emergence of (as yet) unidentified issues that may require more immediate attention. Nor are they intended to reduce the importance of other established projects. However, they may have implications for other programmes and policies within the wider university.

Conclusion

Māori@Massey provides a basis for the systematic implementation of Treaty of Waitangi objectives. It should be seen as complementary to existing initiatives and is designed to consolidate Massey as a University that can make a unique contribution to Māori development. Underpinning the uniqueness is the principle of mutual benefits through academic excellence, campus innovation, engagement with Māori, and effective policies.

The Strategy will be developed through a series of ten projects, commencing in March 2003.

Mason Durie
10 March 2003
Table 2  Projects scheduled for progression by the AVC (Māori), 2003.

<table>
<thead>
<tr>
<th>Platform-Project</th>
<th>Aim</th>
<th>Possible Outputs</th>
<th>Key Parties</th>
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<tbody>
<tr>
<td>Academic Excellence</td>
<td>1 accelerated academic course progression</td>
<td>Identify areas of greatest potential for Māori students.</td>
<td>AVCs (Ac., &amp; Māori), Kaitautoko Māori, Te Hononga Mai Tawhiti, Strategic Finance and Planning, Equity &amp; Ethics, Māori student organisations</td>
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<td></td>
<td></td>
<td>Establishment of student data base. Analysis of trends &amp; opportunities.</td>
<td></td>
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<tr>
<td>2 Academic Leadership</td>
<td>University-wide Māori academic leadership.</td>
<td>Senior Māori appointments in each college and campus.</td>
<td>AVC (Māori), PVCs, Principals.</td>
</tr>
<tr>
<td>Māori Scholarship and Research</td>
<td>Inter-disciplinary forum for Māori scholarship and research.</td>
<td>Māori Academic and Research Academy.</td>
<td>AVCs, Māori PhD graduates, Professors of Māori Education &amp; Māori Studies.</td>
</tr>
<tr>
<td>Campus Innovation</td>
<td>Māori Language Usage</td>
<td>Identify campus domains for Māori language usage.</td>
<td>AVC (Māori), Principals, Te Reo lecturers, marae, Kaiwawao, Māori student organisations</td>
</tr>
<tr>
<td>5 Māori student facilitation</td>
<td>Facilities and opportunities for enhanced Māori participation</td>
<td>Improved cultural, recreational and study facilities.</td>
<td>AVC (Māori), Principals, Kaiwawao, Extramural Services, Kaitautoko Māori, Māori student organisations.,</td>
</tr>
<tr>
<td>Māori focussed activities</td>
<td>Coordination of activities</td>
<td>Establish a comprehensive Māori activity data base.</td>
<td>AVC (Māori) Matawhanui, Māori student organisations.,</td>
</tr>
<tr>
<td>Engagement with Māori</td>
<td>7 Communication Strategy</td>
<td>Effective communication with Māori</td>
<td>AVC (Māori), Marketing, Public Affairs, National Shared Services, College reps, extramural services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consistent approach to written and electronic communication. Video to inform potential students; website for Māori viewers, improved Massey capacity.</td>
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<tr>
<td>Partnerships, collaborations</td>
<td>Review existing agreements and options for new relationships.</td>
<td>Memoranda of understandings and agreements with Māori.</td>
<td>AVC s, PVCs, Principals, academic &amp; research units.</td>
</tr>
<tr>
<td>Effective Policies</td>
<td>9 Tertiary Education Commission</td>
<td>Contribute to TEC &amp;PBRF policies.</td>
<td>AVC (Māori), Government Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational outcomes for Māori; research outputs.</td>
<td></td>
</tr>
<tr>
<td>Hui Taumata Mātauranga</td>
<td>Educational Policies for Māori</td>
<td>Māori and Crown agreement on priorities for Māori education.</td>
<td>AVC (Māori), Professors of Māori Education &amp; Māori Studies, Government Relations.</td>
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