

Appendix A

Report to all Faculty of Science staff addressing Māori inequity.

*In Walker,
(2001 copy)*

TO: All Science Staff

FROM: Science Faculty Maori Equity Committee

Attached is a copy of the Committee's deliberation to date. Please read and discuss at the next staff meeting. We would request that your Department especially address the following issues:

- 1) Are you aware of the number of Maori students in your papers ?
- 2) Do you know of their special needs ?
- 3) Did you appoint a Maori student as a demonstrator/role model especially in first year papers ?
- 4) Did you have a representative of Nga Tauira Puaho on your staff-student committee ?
- 5) Do you have targetted assistance for Maori students ?
- 6) Has your Department made any moves to include Maori issues in undergraduate papers ?

We are interested in feedback and will offer assistance where possible.

For your information we append:

- 1 Report to HERO Workshop 1990 (Appendix 1)
- 2 Report to Science Faculty May 1991 (Appendix 2)
- 3 Report to Maori Equity Committee 1991 (Appendix 3)

APPENDIX 1

MEETING THE NEEDS OF MAORI STUDENTS IN SCIENCE

At a HERO workshop in May 1990 statistics were presented that showed:

- 1) Maori students are under-represented at University (4.5% of students vs 12-16% in community)
- 2) Maori students were until 1991 especially under-represented in Science (1.7% 1990, 4.5% 1991 of students).
- 3) Maori students enter University with lower academic qualifications
- 4) Pass rates for Maori students in first year Science are low
- 5) Less than 1% of Science staff are Maori

The outcome of this meeting was the establishment of a Science Faculty Committee on Maori Equity. Submission on both problems faced by Maori students and ways of overcoming these were sought from staff and students at Auckland and other tertiary institutions. The following report was submitted to the Science Faculty in March 1991.

APPENDIX 2

REPORT OF MAORI EQUITY COMMITTEE IN SCIENCE

More than 40 submissions were received from individuals and institutions around New Zealand.

Submissions stress 5 aspects.

- (1) Pass rates of Maori students are consistently lower than for non-Maori.

Results for Auckland (see Figs 1 & 2) confirm this for Stage I in all papers for which we have adequate data. There is no significant difference above Stage I. Pass rates of Maori students in Science is significantly lower than other Faculties. The passing grade is lower for Maori as well.

- (2) Maori students do not work well as competitive individuals typically expected by Science staff (see attached letter from Tairawhiti Polytechnic).
- (3) Provision of a supporting environment will increase performance rates. (See Fig 3)
- (4) Science is not seen as applicable for many Maori.

This in part results from problems in schools that are beyond our immediate influence. However, the more Maori that graduate in Science and move into education, the more likely that this problem will be addressed.

In addition, Faculty has consistently argued that Science is international, apolitical and non-cultural. This is only true in part. Maori and other New Zealand students are more likely to respond to and see the applicability of Science that builds on local examples.

- (5) Some staff are culturally insensitive.

Recommendations for Faculty and Departments.

- A) Increase the supportive environment for Maori students.
- 1 - increase cultural awareness of all staff.
 - 2 - give Nga Tauira Puaho (Maori students in Science) recognition by Faculty and include a representative on the Staff-Student Committee.
 - 3 - employ half-time senior tutor to co-ordinate targetted assistance for Maori students in Science. This person should work in conjunction with Nga Tauira Puaho.
 - 4 - where possible employ a Maori student as contact person and demonstrator in each Department and include this person on Staff-Student Committee.
- B) Re-evaluate curriculum
- encourage more local and Maori content in Science papers (e.g. see prescription for new Biology course). Where possible give local example before overseas example.
- C) Appoint role-models
- recommend the inclusion of knowledge of NZ science and culture, (including Maori heritage) as criteria that stand with international status in future appointments. Can we go as far as setting an interim target of X% staff of Maori ancestry by 1999 ? (The University's Statement of Objectives suggests 2.1% plus overall, can Science Faculty match this !).

These three recommendations should be seen as a linked package. Faculty and Departments can move immediately and progressively on A + B in the hope that in the future more qualified applicants will make C possible.

B) RE-EVALUATE THE CURRICULUM

The introduction of a new Stage I Biology (see attached prescription) is an example where a Science paper based largely on local examples published in international journals has been designed to meet the needs of New Zealand students. Not only will this build on the country's international reputation in ecology and conservation but it will also admit Maori perspectives taught by a Maori staff member. The paper is limited to 360 students but places will be preferentially allocated to Maori and Polynesian students. Recent surveys of genetic variability in reptiles suggests that like many plants, patterns may reflect past movements rather than natural phenomena. Inclusion of Maori knowledge will assist.

The decision by the Psychology Department to appoint a Maori staff member will see the development of new papers in Maori Psychology.

Are there areas in your subject where Maori knowledge may help ?

C) APPOINT ROLE-MODELS

The University's Statement of Objectives suggests that a minimum of 2.1% of staff should be of Maori ancestry. This represents existing staff in Maori Studies and Education plus one staff member in every other Faculty. This seems a ludicrously small number and is unlikely to be reached until criteria for appointment are re-considered. (Accepted knowledge and criteria for appointment are purely monocultural at present). A letter has recently been sent to the Vice-Chancellor requesting affirmative action in the appointment of Maori staff. Given that Maori students have increased to 5.8% University wide and to 4.5% in Science for 1991, there seems an urgent need to re-evaluate the target for Maori staff.

In conclusion the report on Maori Equity in Science has raised more questions than it has solved. Auckland is the largest Maori city and if the University is to meet its goal as outlined in the Charter changes in attitude are required. The present monocultural understanding of science and the under representation of Maori staff mean that we cannot " relate to the needs of the (large Maori) community " and nor can we ensure that Maori students can " fulfil their potential and meet their responsibilities to the (Maori) community. The Committee will continue meeting to review and communicate progress within the Faculty.

Kia Kaha

APPENDIX 3

FOLLOW-UP REPORT MAY 1991

Action on recommendations for Faculty and Departments

A) Increase supportive environment

Science Faculty is keen to work with all staff to find ways of increasing cultural awareness. A copy of this report has been sent to all staff.

- **Nga Tauira Puaho** are recognised by Science Faculty and have appointed a representative for staff-student committee.
- **Equity funding** from the Government has been obtained for half the salary of a half-time Senior Tutor. Dr Michael Walker, Biological Sciences, has agreed to act in this role and has moved to half-time on his Post-Doctoral Fellowship. Matching finance has been sought from the Vice-Chancellor.
- **Departments** were urged to employ a Maori student as contact person and demonstrator/tutor in Stage I and that this person should be on the Staff-Student Committee of the Department. Such tutor/demonstrators are employed in Biology, Psychology, Computer Science, Chemistry and all Departments are being surveyed.

The provision of a supporting environment has shown clear rewards in Biology. Note the change in test marks in 39.101 from 1990 when no support was offered to 1991 when special tutorials were offered. (Fig 3)

In Computer Science, Jennifer Lennon found that Maori and Pacific Island participation in her "Encouragement for Excellence Project" was higher in the category of 'English as a Second Language' grouping than in the more specially targetted group. A copy of her project is appended. (Appendix A)

In Chemistry, Dr Duncan McLennan reports that, with some reservations, Maori students taking Stage I Chemistry papers are achieving test results on par with the class averages. A copy of his memo is appended. (Appendix B)

Appendix B

Handwritten data spreadsheet of Māori student data from 1981-1983 and 1987-1989.

(1)

Proportions of first year Maori entrants (non Maori)

	1981	1982	1983	% Pass rate 1982
Jun. Schol.	0.7	- (3.8)	-	97
"A" Bursary	5.1	12.9 (29.2)	7.0	90
"B" bursary	24.1	18.8 (30.8)	19.4	71
U.E.	28.5	22.4 (19.5)	37.9	59
H.S.C.	23.4	17.6 (16.7)	20.4	44

% Pass rate in first year

Maori	52	56	60
Non M		66	

all faculties.

% Pass rates first years by Faculty

Degree	1981	1982	1983
B. Com.	71.2	80.0 (84.6)	81.3
Law Int.	49.5	65.6 (69.9)	71.9
B. A.	45.8	53.4 (60.3)	50.0
<u>B. Sc.</u>	49.0	42.9 (60.2)	37.0

(Non Maori in brackets)

% pass rates Maori (& Non Maori) in
first year Science papers

Paper	1987	1988	1989
<u>Chem.</u>			
08.111	58 (82)	41 (78)	45 (75)
08.121	61 (82)	40 (77)	41 (72)
<u>Maths.</u>			
26.121	47 (70)	51 (74)	43 (70)
26.141	34 (60)	39 (62)	41 (60)
<u>Zoo.</u>			
38.102	42 (84)	43 (82)	35 (78)
<u>Average pass rate</u>	48 (76)	43 (75)	41 (71)

n Maori 20-70
Non Maori 300-600

Very low retention in later years

Attraction of the University + Science

16,614 Full time students

4.5% (751) are Maori (vs 12% community)

15.5% (2567) in Science

43 Maori students in Science

1.7% of all students

5.7% of all Maori students

< 1% Maori staff in Science

} 60% fail!

Appendix C

First written review of Tuākana Biology tutorials

TO: Liz Godfrey

DATE: 5-4-91

FROM: Larry Jensen
Coordinator for 39.101 and 06.102

RE: Tutorials for Maori, Pacific Island Students

1. 39.101 Central Concepts in Biology (March-June)

Total number of students enrolled: 677

As stated in my memo of 25 March to department heads in the biological sciences, I have tutorials already running for 39.101. There are several different streams to cope with clashes with other courses, but the total student involvement seems to be about 45. There are seven tutors, of which five are stage 2-3 students and two are masters students.

I would like them to receive pay for two hours preparation time for each hour of tutorial. The estimate of costs is as follows:

7 tutors at 3hrs per tutorial = 21 hrs/wk

At demonstrator wages of \$15.15/hr this comes to \$318.50/wk

There are 10 weeks for tutorials so the total would be \$3,185.00

Dr Michael Walker, a research fellow in the Department of Zoology has been working closely with me in organising and running these tutorials. His salary is being paid by a grant, administered by the university. I suggest the following arrangements be made for him:

two tutorials per week = 6 hrs

at Teaching Fellow rate of \$30.30/hr = \$181.80/wk.

For 10 weeks the total would be \$1,818.00

Total for Biology tutorials:.....\$5,003.00

2. 06.102 Plant Form and Function (June–October)

Total number of students enrolled: 330

This course has compulsory fortnightly tutorials, five in total. Last year I ran a lunchtime tutorial for Maori/Pacific Island students which met every week and which was quite successful. I propose that we hire Maori and Pacific Island senior students this year to run several such tutorials. so that we can reach out to more students.

I therefore propose the following ;

3 tutorials at 3hr per tutorial = 9hrs/wk

At demonstrators wages = \$136.35

There are 10 weeks = \$1,363.50

We have a Maori PhD student, Shane Wright, who I can ask to help organise these. If this is agreeable with him, I propose that he be paid as follows'

1 tutorial per week of 3 hrs

At demonstrator's wages = \$45.45/wk

For 10 weeks = \$454.50

Total for Botany tutorials.....\$1,814.00

Total for Biology and for Botany tutorials\$6,817.00

With regard to our conversation concerning how to pay recipients, our secretary suggests that you consider arranging this with the Registry so that tutors receive pay in a similar fashion as demonstrators . She suggests that you contact Janet Brazil on extension 7095 if this interests you.

Appendix D

Māori and Pasifika student data from 1990-1991.

FIGURE 1

% Pass rate of Maori vs Non-Maori in the Science Faculty vs Other Faculties

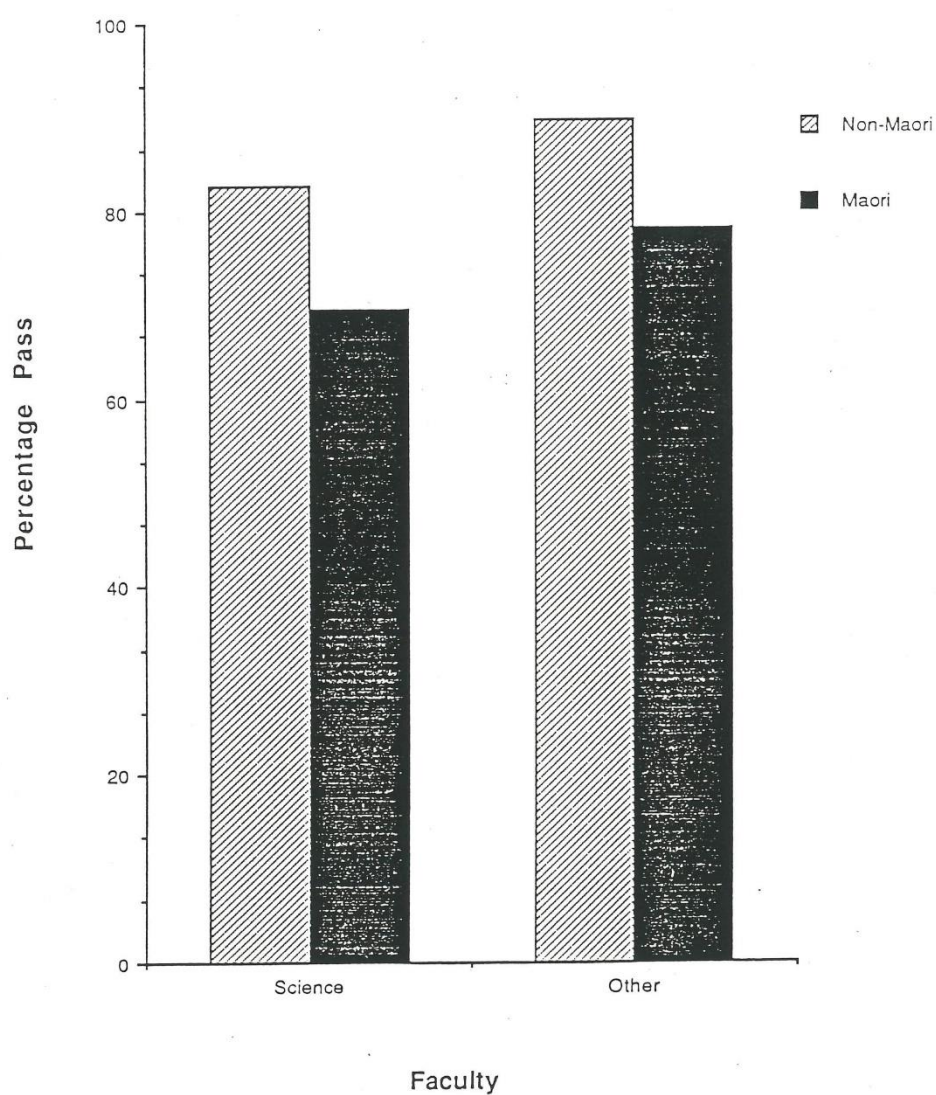


FIGURE 2

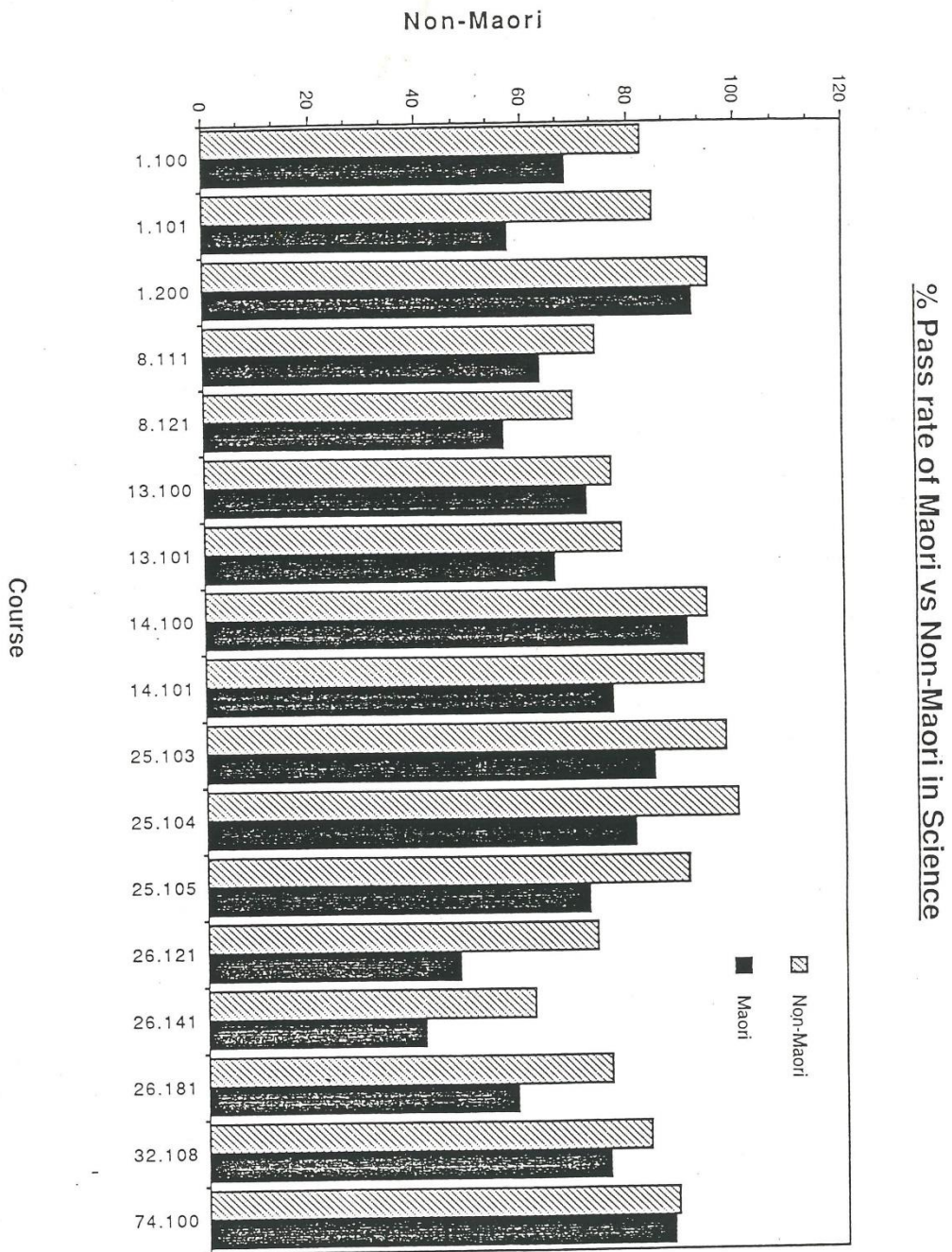
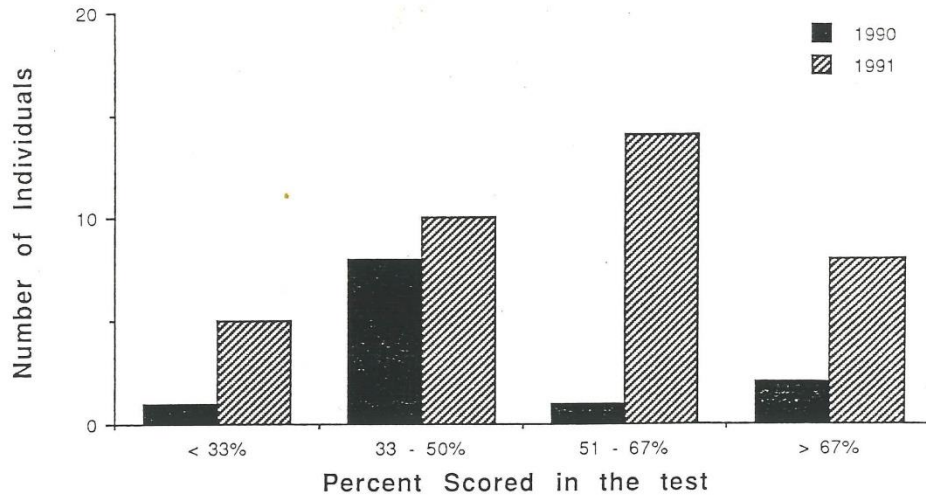
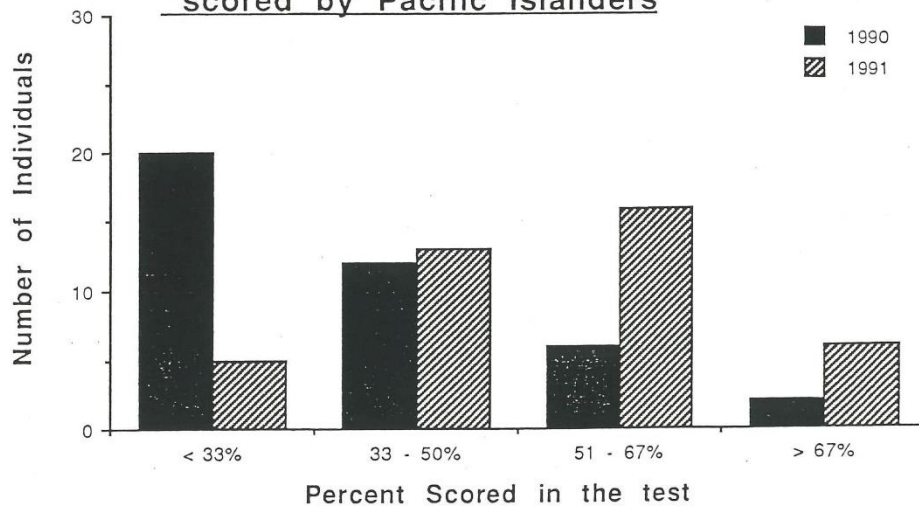


FIGURE 3

Results from the first test in Biology scored by Maori



Results from the first test in Biology scored by Pacific Islanders





Tairawhiti Polytechnic

GISBORNE

TELEPHONE
061 868 2068
FAX 061 867 2168

P.O. BOX 340

79-85 DERBY ST
GISBORNE
NEW ZEALAND

25 October 1990

John L Craig
Chair
Science Faculty Committee on Maori Equity
The University of Auckland
Private Bag
AUCKLAND

Dear Mr Craig

You wrote to us back in August about concerns that Maori students were not entering science and when they did, had a low pass and retention rate.

There was no way I could meet your date deadline and even now I am loath to write because there is so much that could be said it is hard to know where to start.

The matter of Maori not taking up science is probably something you can do little about. In 1988 for example, only 701 Maori left secondary schools with Higher School Certificate, Bursary or Scholarship. If you are in any doubt about what school students think of sciences as a subject area or science as a career you should read the Project FAST reports available from the Ministry of Education. In this area of the country which has a high number of Maori students, of 327 Maori students in years 4 and 5 (basically F6 and F7) in 1987 two indicated natural sciences/wildlife/conservancy as their preferred type of job, two indicated pure sciences/math and 13 computing. For the whole central region the figures were respectively 15, 10, 57.

The attitude to science, for all students, has got to be changed.

The issue of how you treat your students once you have them is something you have more influence over. The most important thing is the atmosphere of the place they work in, and how they feel they are perceived by the staff and other students. This sort of "woolly" stuff probably does not carry much weight with scientists, but it is vital. It is tied up with role models and how many Maori work in the place and what their position is and how they are treated. It has little to do with honouring the Treaty of Waitangi and putting up bilingual lab signs.

University can be daunting for any student even if they are extremely clever in their subject (as no doubt many of your students are) and

CONTINUING EDUCATION FOR THE WHOLE COMMUNITY IN THE WAIROA-GISBORNE-EAST COAST REGION

very individualistic. Maori are not usually strongly individualistic and they prefer to be in a group situation and not excel above their peers. They will also not ask if they do not understand nor will they shine at answering questions which show off their knowledge, nor will their silence mean they understand or agree. Are your teaching/learning situations conducive to this sort of approach? Is there group project work, cooperation rather than competition? Do testing methods and evaluations vary to give a range of assessment procedures? When Maori students do not do well do you ask what's wrong with them and offer remedial help or do you look at your own teaching methods and attitudes?

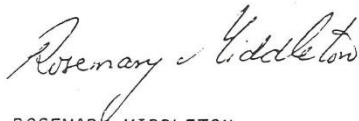
There must be a support network for the Maori students. This is probably extremely difficult in a huge place like Auckland University and even in the Faculty of Science, and I am aware too that you will have Maori students who are not Ngati Whatua or even strong perhaps on iwi identity. I believe you have a Student Learning Unit which has done work in helping Maori students through marae based summer courses. This is a start, however it still implies that Maori need extra help because somehow they are deficient. The message has got to be changed so that Maori have a network they set up with support because they are Maori and want to operate that way and that perhaps the network might then help those who need extra help. Maybe the same things happen but the process is different because the attitude is different.

Somehow the whole of the students' needs have got to be addressed including what happens to them when they are not at university. What sort of support have they got at home and for their study?

I am not sure that doing research on the whole issue, putting in a liaison person, or running a special course are the correct approaches. The solution requires a personal commitment and encouragement for a whanau support system within the Faculty and it must be student led, although they need a spokesperson to intercede for them.

I do not know that I have been at all helpful and of course what works in a small regional polytechnic (62% of our full-time students is Maori) may not work in a large university. However I am convinced that attitude of key staff is the most important single factor and no matter what other actions you take if the attitude issue is not addressed, you will not make much progress.

Yours sincerely



ROSEMARY MIDDLETON
Chief Executive

Encouragement for Excellence Project

Interim Report on 1991 activities

We feel we have made significant progress to date this year. Both the February and May courses for first year students took place and we have had a great deal of very positive verbal feedback from both the Tutors and students involved. The May courses involved a total of over 100 students. It is too early to make any concrete statistical studies but we plan to do so later in the year. At the Stage II level, we talked to students individually and encouraged them to be laboratory tutors. We now have 6 women tutors out of a total of 40.

This year we expanded our activities considerably over and above last year's courses. In particular we invited all Stage I students to elect a May vacation course from the following options:

Women, English as a second language, Polynesian, Maori, General and Practice for programming competitions.

The response was as follows:

Women: 32
English as a second language: 25 (included 16 women)
Maori and Polynesian: 5
General: 46 (including 20 women)
Practice for programming competitions: 20

Preparations are under way to duplicate the May effort in August.

In addition to these courses, the department has continued its commitment to minority groups in other ways. In particular, in our non continuous course 07.111 we are running a one hour tutorial each week for students with English as a second language and we have had the Terms Test checked by an E.S.L specialist. We are also running second half year tutorials for 07.111 students who wish to do the 07.105 course next year and continue on in Computer Science. Of the 40 students enrolled in this extension course half are women and a considerable proportion are E.S.L students.

We feel that we have gone a long way this year towards encouraging students, particularly minorities, to continue in Computer Science.

Intentions for 1992 affirmative action activities

We resolved to follow the concepts of the 1991 activities again next year. Once again some of these will be funded, if possible, from the Contestable Equity Fund, and others by the department.

1. February preparatory course. This will run for two weeks and will be directed at those students who have had no exposure to computers before, particularly, women and minorities. The concept is to get students past the initial blocks to using computers by introducing applications. 30 students for 2 weeks.
2. May "excellence" courses. We will refine the 1991 courses bases on our experiences this year. We feel that we will be able to target the various groups of students more precisely. 80 students.
3. May remedial courses. For any students having difficulty, though a high proportion will be women and minorities. 40 students.
4. August "excellence" course. Based on our 1990 courses. 80 students.
5. August remedial course. For any students having difficulty.

Jennifer Lennon
Computer Science



DEPARTMENT OF CHEMISTRY

MEMORANDUM TO: Dr M. Walker
Zoology

REGARDING: *Survey of Maori students in Chemistry I*

FROM: D.J. McLennan
Convenor, Chemistry I Courses

Ext.: 8953

DATE: 20 September, 1991

I am returning the survey forms that were handed back to me. Of the 26 Maori known to me in the class, 6 have officially withdrawn and one has not been seen for some time.

In addition to this I have extracted some results from our test data files which may be of interest:

08.111 test	Class average	65.40%
	Maori average	65.52%
08.121 test	Class average	53.26%
	Maori average	54.34%

On the surface this looks good. However there are 2 factors to be considered. One is that the dropouts are those students with a less than adequate background in chemistry who were struggling. The second is that the strugglers amongst those who remain have not been sitting all the tests (which are not compulsory).

Nevertheless the assistance programme seems to be working for those who utilise it. Several students who entered the course with little hope of success in their first year are keeping their heads above water (or better) and amongst the better prepared there are some spectacular successes.

D.J. McLennan
Convenor, Chemistry I Courses

Appendix E

Letter to all University of Auckland staff concerning Māori inequity

4 November 1991



THE UNIVERSITY OF AUCKLAND

PRIVATE BAG AUCKLAND NEW ZEALAND TELEPHONE 737-999

Vice Chancellor
& Council

The University of Auckland is situated in the city with the largest Maori population and services a community with a high proportion of Maori. However, the University has a low ratio of Maori staff. Maori have risen to nearly 6% of all students yet represent little more than 2% of staff.

With changes in Government funding and the development of a second campus, the University is re-evaluating the allocation of its resources. Now, it seems especially important to consider positive action to redress the problems resulting from a low ratio of Maori staff.

We urge the University to progressively over the next five years make available 10 positions for Maori staff in Departments and Faculties jointly with Maori Studies. This is a minimum figure and these places may preferentially be apportioned to Department and Professional Schools where there is a clear justification for meeting specific requirements of the Maori community (e.g. Law, Commerce, Psychology) and where there is an existing body of Maori knowledge (Botany, Chemistry, Geology, Physics, Zoology). These positions should be established over and above any existing EFTS considerations but, with agreement, to be reconciled with future retirements and growth.

We realize that there is a general lack of well qualified Maori applicants in most disciplines. Consequently, we suggest that Departments be urged to apply for special positions when they are aware of suitably qualified Maori applicants. This should be done urgently. Proposed amendments to appointments procedures will permit the flexibility to deal with bicultural issues.

Yours sincerely

John Craig

Michael Corballis

Peter Lovell

Roy Geddes

Grant Hammond

Trudie McNaughton

Pat Bergquist

Paul Williams

Appendix F

Correspondence to Mike Walker about the establishment of the Tūakana Biology program.



INTERNAL MEMORANDUM

To: Michael Walker

Date: 1/7

From: Jack Frost/Mackie.

Telephone Extension: 7082

Draft report of meeting received.
Looks fine, & I have no changes to suggest.

I agree too with your two "directions".
Even before seeing them I was going to suggest that we could play some role in encouraging support for Nga Taurua Tuaho — I find that the Geol. students don't take part in it because either they've not heard of it or they don't know where/when it meets. Needs publicity!

Publicising the funding support possibilities would be another direction, I suggest, since ongoing funding is a problem.

J.

Appendix G

Report to Science staff requesting submissions of data on Māori staff and students.

INTERIM REPORT OF COMMITTEE ON MAORI EQUITY IN SCIENCE

In order to scope the full range of issues on Maori Equity we contacted directly all staff in the Science Faculty as well as all known Maori students in science. Notices were posted in all Science Departments and sent to other Departments, Faculties, Universities and Polytechs. We have received 24 written and 2 oral submissions and more are expected.

Major areas of comment

1 The majority of submissions acknowledge the problem of low entry rates, lower pass rates and lower retention rates for Maori students. All support the need for action.

2 A number commented that science has low perceived career application and hence is of minimal use to Maori students.

3 Many commented on the need to provide science in a meaningful context by using local New Zealand and even Maori examples. This will allow New Zealand students to find the science topics both personally and socially relevant. One student commented that she returned from Australia to learn science in a context to which she could relate. Unfortunately she felt drowned in a flood of Northern Hemisphere examples given by 'overseas people'.

The counter view that science is international and acultural was presented by some.

Departments that presented papers with a predominantly New Zealand or Maori content noted an increase in numbers of Maori students.

4 Most Institutions and Departments commented that there was a need to provide a) courses with appropriate content, b) bridging and second chance courses, c) support groups, d) Maori staff as role models and support leaders, e) increased sensitivity and awareness among all staff of Maori culture and issues as well as the Treaty of Waitangi, and finally f) ensure all initiatives include consultation with Maori people and are based on a partnership rather than the current deficit model for the disadvantaged.

Only Law Faculty at Auckland University had accepted the principle of ensuring admission of the same proportion of Maori students as in the University catchment (16%).

Some groups at Auckland University have taken the initiative of appointing Maori staff - Medicine, Law, Education, Psychology, English, commerce.

Further submissions are expected and the committee will bring a full report with recommendations for Faculty and HODs to the November or March meeting of Faculty.

Committee on Maori Equity

John Craig, Deputy Dean
Phillipa Black, Geology
Duncan McLennan, Chemistry
Wiremu Solomon, Mathematics
Michael Walker, Zoology
Shane Wright, Nga Taurira Puahu
Nickki Coope, Nga Taurira Puahu
Roy Geddes, Dean

Appendix H

Submission of Māori data from the Department of Psychology, University of Auckland.

STUDENT MEETING TO DISCUSS BI-CULTURAL INITIATIVES
IN THE PSYCHOLOGY DEPARTMENT OF AUCKLAND UNIVERSITY

Tuesday, 18th September at 1pm in Room 402

This meeting was the first general meeting of Tauwi students gathered to discuss bicultural initiatives in the psychology department. It followed on from a smaller meeting of interested students on 3/8/90. The main issues discussed as relating to student involvement included:

1. Involvement at Next Years Enrollment

- It was recommended that we provide an information sheet to enrolling students about bicultural initiatives in the department and how they might get involved.
- Also that the Tauwi student group is visible at enrollment and endeavours to be available to students at the point of enrollment.
- And that Tauwi students support any welcoming of Maori students into the department.

2. Entries into the Departmental Handbook

Those present at the meeting expressed concern about the format and information about bicultural initiatives in the current departmental handbook. Specific recommendations for next year's handbook included:

- The need for a statement of the department's stance and commitment to bicultural issues.
- Presentation of more information about bicultural perspectives in course outlines.
- A statement about the nature and goals of this Tauwi student group.

3. Bicultural Resources for Tutors

Several tutors were present at the meeting and indicated their concern that tutors are suitably equipped to handle bicultural issues. Recommendations included:

- Sending a letter to staff in the department enquiring how tutors are recruited and what procedures are used to assist tutors in handling bicultural issues.
- Making literature and information available to students on bicultural concerns.
- Request the department to pay for tutors to attend training workshops on biculturalism. *+ demonstration*

4. Maori Appointments in the Department

Disappointment was expressed at the Maori lecturer position in the department not being advertized yet. Those present discussed whether there was any way for Tauwi students to help facilitate this position and other positions through the university selection processes.

5. The Visibility of the Student Tauwi Group

Those present at the meeting were concerned that both students and staff are kept informed about the goals and the activities of this group. This could be achieved by:

- Keeping meetings open for all students and encouraging their attendance.
- Informing both staff and students about venues and time of the meetings.
- Circulating minutes of the meeting to the staff via the HOD, putting them on notice boards and mailing them to other psychology student bicultural initiative groups in other universities (eg. SAN at Waikato).

6. Maori Monitoring of this Tauwi Group

Those present expressed a need to avoid relying on the already heavily committed Maori resources in the department. While recognizing the need to keep Te Maataapuna informed, students in this group stated the need for Tauwi students to take initiatives on their own and to take responsibility for any mistakes themselves.

7. Statement of Long Term Goals for Biculturalism in the Department

Students as a group were identified as having a special role which other groups (staff, administration, community etc) are perhaps less able to perform. Numerically they are the largest group in the department. They are not as constrained by conditions of employment as staff are. They are in an excellent position to specify the direction the department should be heading in on bicultural issues.

8. Next Meeting

A further general Tauwi student meeting was called to discuss issues surrounding the goals of the group, the form the group should take, and the group's name.

When: **Tuesday 2nd October**

Time: **1 - 2 pm**

Place: **Room 402, Human Science Building**

Appendix I

Submission of Māori data from the Department of Geology, University of Auckland.



THE UNIVERSITY OF AUCKLAND

PRIVATE BAG

AUCKLAND

NEW ZEALAND

TELEPHONE 737-999

MEMORANDUM

TO: A-Prof John Craig
Science Faculty Committee on Maori Equity
c/- Zoology Department

FROM: Prof P M Black
HoD, Geology

DATE: 14 October 1991

RE: Your memo requesting discussion of various matters about Maori Equity.

We discussed your memo at a staff meeting today.

1. We are aware of the number of Maori students in our papers.
2. We are not really very sure of their special needs but from time to time we do make an effort to try and find out.
3. We do not currently have a senior Maori student who could act as demonstrator role model in first year papers. However, we have had such students in the past and have used them as demonstrators. We will continue to do so as Maori students advance.
4. We do not have a representative of Nga Tauira Puaho on our staff student committee. We hope to have a Maori student as an elected student rep in the future. We have had Maori students on staff student committees in the past.
5. We do not have targeted assistance for Maori students.
6. The Geology Department has not included Maori issues in Stage II and III papers but has included Maori issues in some aspects of Stage I papers.


P M BLACK

Appendix J

Minutes of meeting of Māori and Pasifika within the Department of Geology.



*Copy for info. of
Sci. Fac. Maori Equity
Spemtee.*

THE UNIVERSITY OF AUCKLAND

PRIVATE BAG

AUCKLAND

NEW ZEALAND

TELEPHONE 737-999

MEMORANDUM

TO: Geology Academic Staff
FROM: J A Grant-Mackie
DATE: 30 April 1992
RE: Meeting of Maori & Pacific Island Students in Geology

At enrolment 19 students indicated they belonged to one or other (or both) of these groups. They were invited by individual letter to a meeting on 29 April to discuss any issues they wished to raise, but particularly ways in which they thought we could help them to higher achievement with their studies. My aims in setting this up have included improvement of our retention rate as well as practical recognition of the University's, and Faculty's, equity policies.

8 students attended: 4 Maori, 3 Samoan, 1 Fiji Indian; 2 each St II & III, 4 St I; 6 women, 2 men. Discussion centred largely on St I issues; one student, also St III Zool., outlined very usefully the procedure that Department had followed in developing assistance for their students (tutorials run by more senior students from the group, at first voluntarily but then paid), claiming that test averages rose from less than 50% to 85% during the year.

General discussion brought out the following requests which I undertook to have addressed.

Stage I

1. Lab handouts be distributed before the labs, so that students have a chance to look them over beforehand, and come to the lab better prepared.
2. Fortnightly lunch-hour tutorials be held beginning next term at which more senior students would coach and would deal with any questions raised by the St I students. St III students are willing to help; staff would no doubt also be welcome.
3. Some never complete lab work before end of lab; they ask especially to have an extra workshop on mapping - this could be handled as an aspect of 2.
4. To assist in preparation for final exams, a list of essay topics be provided this term so students who wish can undertake during May vacation and have marked and assessed. (N.B. This question was also raised with me in a lab this week by other students!)

Stage II

They also would like to have the arrangement under 2, above.

Stage III

Students would like extra coaching on microscopy, for igneous, metamorphic and sedimentary mineralogy.

Finally, I referred to complaints of racism raised at the recent staff/student rep. meeting. One commented that a complaint had also been raised by St I 2 years ago. Comment: this is news to me, and KBS says he has no memory of it coming to the staff/student committee under his convenorship; perhaps (a) the same group sparked it then as now, and (b) class reps may not have passed it on.

SO:

1. Do we have funds to pay additional tutors/demonstrators? (KBS)
2. Any staff members available to help out as well?
3. Can essay topics be provided before the end of term, and are staff willing to mark them? (IEMS)

J A Grant-Mackie



Appendix K

Submission of Māori data from Department of Chemistry, University of Auckland.



DEPARTMENT OF CHEMISTRY

MEMORANDUM TO: Associate Professor John Craig
Chairperson, Science Faculty Maori Equity Committee
Department of Zoology

REGARDING: *Performance of Maori students in Chemistry*

FROM: D.J. McLennan
Convenor, Chemistry I Courses

Ext.: 8953

DATE: 16 December, 1991

1. The Head of Department has asked me to coordinate responses to the most recent document from the Committee and to report on the performance of Maori students in Chemistry I.
2. Only 2 of the 5 teaching sections of the Department responded to the questionnaire. For what they are worth, the replies to the 6 questions follow:
 - (1) Yes
 - (2) Yes
 - (3) Chemistry I - No. No senior Maori student was available.
Analytical and radiochemistry - Yes.
 - (4) Yes
 - (5) Chemistry I - Yes
 - (6) No - The Department is not convinced that a Maori perspective in Chemistry exists.
3. Since the majority of Maori students in Chemistry are taking one or both of the first-year papers 08.111 and 08.121, meaningful statistics on academic performance is available for these papers only, and is tabulated below.

	08.111	08.121
Maori students enrolled	25	22
Withdrew during the year	8	5
Sat paper	17	16
Passed paper	13	14
Pass rate (%)	76.4	87.5
Mean Maori paper mark (%)	66.3	58.6
Pass rate of class as a whole	81.8	80.3
Mean mark of class as a whole	65.5	60.5



DEPARTMENT OF CHEMISTRY

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Chairperson, Science Faculty Maori Equity Committee
Department of Zoology

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FROM: D.J. McLennan
Convenor, Chemistry I Courses

Ext.: 8953

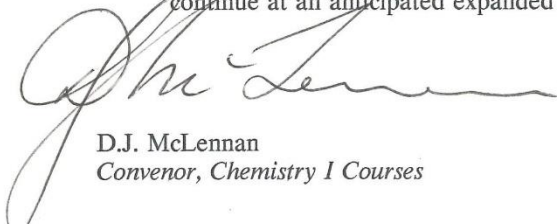
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Given that students identifying as Maori form a small proportion of the classes (3.8% in 08.111; 2.9% in 08.121) it is clear that the pass rates and mark percentages are comparable with those of the class as a whole. Discrepancies documented for previous years were not significant in 1991. This observation must be tempered by the relatively high dropout rate (official withdrawals and unofficial disappearance from the courses). In 08.111 for instance the number of official withdrawals plus those who did not sit the finals paper amounted to 9.7% of the original enrolment. For Maori the figure is 32%, and this should be an area of concern.

4. The more than satisfactory pass rates should thus be seen as being generated by those Maori students who managed to survive the course and who, it can be presumed, had a higher level of academic ability in the subject and fewer pressures of a social and/or financial nature. Thus the pass rates are those of a selected group.
5. Nevertheless the Department takes satisfaction from the results, in that 1991 marks the first year in which Maori students were targeted. Special tutorials on the Marae were organised and conducted by an MSc student in the Department - Robyn Manuel - who was assisted by 2 Maori undergraduates. Not all Maori in Chemistry I utilised this service (and several had no need of extra academic assistance). However we believe that the fact of its existence had a beneficial effect on academic morale. Some Maori instead utilised to a greater than normal extent the various ancillary assistance services that the Stage I teaching team offers. We approached individually all students identifying as Maori in the first weeks of the year and made them aware of both the Marae and the general tutorial programmes, and we believe that the very fact of contact and expression of interest was sufficient encouragement for some students. We are heartened by the outcome and, subject to funding for the Marae-based programme, plan to continue at an anticipated expanded level in 1992.



D.J. McLennan
Convenor, Chemistry I Courses

Appendix L

Submission of Māori data from Faculty of Law, University of Auckland.



FACULTY OF LAW THE UNIVERSITY OF AUCKLAND

PRIVATE BAG AUCKLAND NEW ZEALAND TELEPHONE 737-999 FAX 366-4478

MEMORANDUM

To : John Craig

From : Annie Mikaere

Re : Meeting the Needs of Maori Students in the Law School

Date : 16 October 1990

Tena Koe. I apologise for the lengthy delay in my replying to your memorandum of 20 August 1990. I am afraid that the matter was passed on to me rather late in the day, and that my own tardiness has not helped matters.

I assume that by now your Department has received a copy of the HERO report on the workshop of 25 May 1990. Ann Jones did a very thorough job of summarising the steps currently being taken in the Law School to meet the needs of Maori Law students. I have very little to add to what is recorded on page 11 of that report.

The only point I would like to emphasize is the importance of seeking out more than one Maori member of staff to provide the support required. The points made on page 31 about the risks of overloading and burn-out when a single member of staff is expected to perform all Maori-related duties should not be under-estimated. In addition, the appointment of a single Maori member of staff may open a Department up to criticisms of tokenism. Very often, a Department may complain that there are no suitably qualified Maori applying for advertised positions. This may reflect a monocultural view of what constitutes "qualifications". It must be understood that being bi-cultural and bi-lingual are important qualifications in themselves.

Please do not hesitate to contact me if you should require any further information.

Heoi

Na *A. L. Mikaere*

Annie Mikaere
Lecturer in Law

Appendix M

Submission of Māori data from the Faculty of Science, University of Otago.



3rd October 1990

University of Otago

P.O. Box 56, Dunedin, New Zealand
Tel. (024)791-100 Fax. (024)741-607

John Craig
Deputy Dean of Science
Chair - Science Faculty
Committee on Maori Equity.

Dear John,

I'm sorry that it has taken me a while to get back to you with information about Maori students in Science. The Acting Vice-Chancellor passed your letter on to me and I got a bit snowed down. However, I don't think we will have held the process up as to date nothing specific has been put in place at Otago. I did manage to pull out some figures (manually) which are rather unsophisticated but may be of interest to you.

Total number of Maori students enrolled at Otago in 1989: 302

Number of Maori students enrolled in Science Degrees in 1989: 72
(including Physical Education, Consumer and Applied Science,
and Intermediate Medicine, Dentistry, Pharmacy and Surveying).

Pass Rate of Maori Students enrolled in Science degrees 1989:

100%	-	36	
75 - 99%	-	6	
50 - 74%	-	18	<u>Number of subjects passed</u>
25 - 49%	-	6	<u>Number of subjects taken</u>
1 - 24%	-	0	
0%	-	6	

Number of Maori Students enrolled in 4th year honours and post graduate Science Degrees 1989:
5 (all Masters or PhD.)

It may also be of interest to note that in 1989 we had the following numbers enrolled at various stages in Health Sciences all with 100% pass rate:

BDS	-	5
MBCHB	-	18
Pharmacy	-	1

We have "alternative entry" available to Maori Students in Medicine, Dentistry and Pharmacy.

how important?
The Sciences Division included in its' goals for the Corporate plan the following:
"To encourage women, Maori, Polynesians, mature students and people with disabilities to participate in the Division's programmes.

I spoke with Don McGregor, AVC Sciences Division, prior to writing to you and we would be very interested in hearing about any initiatives you put in place to encourage Maori Students in Sciences.

I hope this information is of some use to you.

Regards

Kris Smith
EEO Coordinator.

Appendix N

Submission of Māori data from Manukau Polytechnic.



PO Box 61-066 Otara, Auckland. NEW ZEALAND. Phone (09)274-6009 Fax (09)274-4711.

19 September 1990

Mr J L Craig
Deputy Dean of Science
Chair
Science Faculty Committee
on Maori Equity
University of Auckland
Private Bag
AUCKLAND

Dear Mr Craig

MAORI STUDENTS

In reply to your letter of the 13 August 1990, which has been circulated to our Heads of Departments, the following comments have been received:

Fabrication Engineering & Construction

- 1 Employers do not choose Maori apprentices as a first option unless the family is known to them, they have a better than average school record, are fit, well and present themselves in a very positive way at interviews.
- 2 The Foundation/Employment Rich courses offered by Fabrication Engineering and Construction do attempt to provide a good school or achievement record to present to employers and the courses do concentrate on team and morale building also.
- 3 The Full Time Iwi course last year placed all course members into apprenticeships, an indication of the standing of the course with industry. Even though many of the students were not high achievers either on the course or at school, the recommendation of the course tutor had a considerable bearing on the employment opportunity for each student.
- 4 Maori students are attracted and retained on courses by tutors who care for them and support them even if the care and support is rather autocratic. Maori students are not very interested in "Science" or "Technology" but work together with their tutor as a team, where a team concept is not followed the course will fail.

- 5 Many Maori students show strong leadership ability and this may not rest well with a mixed course, but is a positive advantage where students are from the same ethnic background.
- 6 With the decline in apprenticeships many of the able students are not accepted in engineering, Maori students are no exception, courses often have no Maori students, so some form of affirmative action by employers is necessary.

Electrical & Electronic Engineering

Course Supervisors think our student records show similar trends as those experienced at Auckland University.

Other than information logged on the MIS we have done nothing to address the problem.

We would like to hear of methods used elsewhere.

Higher Education Courses

No marked differences in the retention and pass rates between Maori and other students have been noticed.

This is put down to the fact of working in small groups where each student has a direct and personal relationship with the lecturer and would suspect that the large scale lectures that seem to be the norm at university may be part of their problem.

The Polytechnic employs a full time Maori Liaison tutor who helps students who are finding it difficult to achieve and she works on the philosophy that it is essential to obtain the cooperation of the parents and then their children are much more likely to achieve.

I hope these comments are of value to your committee.

Yours sincerely



E Holmberg
ACTING CHIEF EXECUTIVE OFFICER

EH:jj

Appendix O

Announcement of the establishment of the Committee on Māori Equity.



THE UNIVERSITY OF AUCKLAND

PRIVATE BAG

AUCKLAND

NEW ZEALAND

TELEPHONE 737-999

OFFICE OF THE DEAN OF SCIENCE

**TO: All Staff and Maori Students in Science
University of Auckland**

Dear

15 are *its* *their?*

The Faculty of Science, at its August meeting, established a committee on Maori Equity. This initiative resulted from concerns raised during a staff-training workshop where data were presented on the low entry rates, low pass rates and low retention rates of Maori students in Science. The Faculty of Science *is* are keen to improve its own performance in delivering scientific training that will reflect better the needs of Maori students. Our first step is to determine how staff and students view this issue and we request your help toward this end.

Action requested: Please submit any letter or comment on your appreciation of issues of Maori equity and ways Science Departments can better reflect the needs of Maori students to the undersigned **by Friday 14 September 1990.**

Thank you in advance for your help.

Yours sincerely

John L Craig
Deputy Dean of Science
Chairman
Science Faculty Committee
on Maori Equity

Appendix P

Membership list of the University of Auckland collective: Departmental Structures to Better Reflect the Needs of Māori Students.



INTERNAL MEMORANDUM

TO: *Michael Walker*
FROM: Barbara Grant
DATE: 1 June 1990
RE: The Secretariat formed at the end of the hui on developing **Departmental Structures to Better Reflect the Needs of Maori Students**

Enclosed you will find a membership list for the informally constituted secretariat (May 25th) whose concern (as I understand it - but obviously subject to discussion) is to examine and monitor improvements in departmental structures as they impact on Maori students.

Please note that this list has been included under a section describing resource people for Maori students in the academic assistance booklet which will be published late next week (around 7/8th June) by the Student Learning Unit. If you don't wish your name to appear on this list please contact me on x8970 or at home on 459 387, before 6 June.

Thanks



Barbara Grant (de facto secretary)

P.S. For those of you who gave talks last Friday, don't forget to send in your written stuff to John Jones.

Secretariat for Developing Dept. Structures to Better Reflect the Needs of Maori

ANATOMY	x33-6055	Denys Boshier
ANATOMY	x8423	Mere Roberts
ANTHROPOLOGY/MAORI STUDIES	x8505	Hugh Karena
ANTHROPOLOGY/MAORI STUDIES	x7465	Margaret Mutu
ASIAN LANGUAGES	x7531	Manying Ip
AUSA	x32-809	Ella Henry
AUSA	x32-862	Whaitiri Mikaere
BOTANY	x7298	Kevin Gould
CIVIL ENGINEERING	x8186	Hugh Morris
COMMUNITY HEALTH	x33-6342	David Tipene-Leach
ECONOMICS	x8986	Gillis Maclean
EDUCATION	x8842	Graham Smith
EEO OFFICER	x8316	Trudie McNaughton
ENGLISH	x7335	Reina Whaitiri
ENGLISH	x7602	Roger Horrocks
GENERAL PRACTICE	x33-6518	Brian McAvoy
GEOGRAPHY	x8439	Gael Johnson
HERO	x8354	John Jones
GEOGRAPHY	x8439	Steve Britton
HISTORY	x7967	Kelth Sorrenson
LAW	x7939	Ann Jones
LAW	x8804	Annie Mikaere
MATHS & STATS	x8762	Margaret Morton
MATHS & STATS	x8780	Bruce Calvert
MATHS & STATS	x8771	Wiremu Solomon
OBSTETRICS & GYNAECOLOGY	689-919x3242	Colin Mantell
OPTOMETRY	x8563	Leon Garner
PHILOSOPHY	x7611	John Bishop
POLITICAL STUDIES	x8082	Bridget McPhail
PSYCHOLOGY	x8518	Barry Kirkwood
PSYCHOLOGY	x8523	Fiona Cram
PSYCHOLOGY	x8527	Helen Gaeta
PSYCHOLOGY	x8527	Roger Peach
PSYCHOLOGY	x8423	Tim McCreanor
STUDENT LEARNING UNIT	x8970	Barbara Grant
STUDENT LEARNING UNIT	x8967	Barbara Reilly
ZOOLOGY	x7277	John Craig
ZOOLOGY	x7054	Michael Walker

Appendix Q

Notes regarding the MAPAS initiative from the Faculty of Medical Health Sciences,
University of Auckland.



INTERNAL MEMORANDUM

To: A-P John Gaiz
From: Mike Walker

Date: 26/9/90
Telephone Extension: 7054

John,

I received this set of notes from Mere Roberts. It updates material given in the HERO report of the May holidays meeting. In conversation Mere said that she believed these ~~are~~ new initiatives are a direct result of the appointment of David Tipene-leach ~~and that he is alluding to~~

Medical School Initiatives as at 24-9-90

1. MAPAS entrance scheme

Operating since 1972

Currently 12 places

(See White 1990 in Hero workshop publication 25/5/90.)

2. Maori Advisory Council (Te Kaunihera Maori Kaitohutohu)

Membership: Ranginui Walker (representing Maori Studies
& A.K. District Maori Council)

Maxine Tamahori (Women's Health League)

Rob Cooper (Maori Council churches)

Toby Curtis (Maori Education)

Georgina Kirby (Maori Women's Welfare League)

Ani Pihema (Mana Whenua: Ngati Whakua)

Mrs. Wade (Mana Whenua: Tainui, Uki-o-hua)

3. Appointment of a cultural/health advisor

Chic Cooper, Tainui, Uki-o-hua, of the Huakana Trust has been appointed $\frac{5}{10}$ ths man to the Maori & Pacific Island Health Unit within the Dept. of Community Health (as at August 1990). Her role is to assist with the cultural needs of MAPAS students, and to ~~act~~ provide community input into their training.

4. Appointment of an Academic Support & Assistance Tutor.

This ~~post~~ position is currently being negotiated. It is unofficial as yet.

It is modelled on the lines of the Commerce Dept.

Medical School Initiatives as at 24-9-90

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Operating since 1972

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It is modelled on the lines of the Commerce Dept.

5/10ths tutor ; but is proposed as a full-time post in The School i.e. 5/10ths provision academic support & assistance to Maori & Pacific Island students admitted under the MAPAS scheme, & to ~~also~~ Pacific Island Students admitted under the Overseas Development Assistance (ODA) scheme.

4. Bicultural Committee

This is a Committee in the S. of M set up to advise on the implementation of a Maori perspective into the teaching curriculum, & to "train" staff in biculturalism.

~~See also~~ Chairman: Cliff Tasman-Jones
(Gastroenterology)

for further details see → Ray Nairn (Psych. B.S.)
Brian McAuldy (Comm. Practice)
??