



Report of the Panel appointed to review

Te Hūka Mātauraka: The Māori Centre

University of Otago

3 – 5 October, 2006

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1 REVIEW SUMMARY

1.1 List of Commendations

1. The panel commends the outstanding contribution that the people of mana whenua and mata waka have made across many years to the creation of the whānau environment that is Te Hūka Mātauraka o Te Whare Wānanga o Ōtago.
2. Ms Pearl Barron is to be congratulated for her leadership in the area of Māori student support services. This has resulted in key stakeholders recognising the professional and caring way in which services are provided and the value of the work undertaken by Te Hūka Mātauraka.
3. The Māori Centre is to be commended for developing and for accessing funding for the Turaka Hou and Ka Rikarika a Tane programmes.
4. Staff of the Māori Centre are to be congratulated for their continued support for Te Rōpu Māori. The responsiveness and innovation that staff have provided over the years to meet the needs of Māori students at all levels within the University is to be recognised as an important component to the services they have provided.
5. Staff of the Māori Centre are to be congratulated for achieving a high level of appreciation and respect from the people that they serve through their work. The commitment that Māori Centre staff show to maintaining effective relationships with Māori communities is acknowledged by key stakeholders as of significant value to the University.

1.2 List of Recommendations

1. That a new position of Administrator be created for the Māori Centre with responsibility for financial reporting and personal assistance to the manager.
2. That the role of the present Office Administrator be adjusted in the context of the appointment of an Administrator with attention to ensuring that the described role recognises and is designed for the Māori cultural context that is the Māori Centre.
3. That the structural change and role adjustments recommended here should not require formal Management of Change processes.
4. That Te Huka Mātaurka continues to be independent of academic schools and academic Divisions of the University and to be seen within present University arrangements as appropriately located within the Student Services Division.
5. That the University should fund the Turka Hou and Ka Rikarika a Tane programmes as core services of Te Huka Mātaurka.
6. That a formal process be established whereby those creating data on Māori students in the University and the users of such data should meet regularly and formally to discuss ways of enhancing access to, and quality of, the data.

7. That the University continues to recognise and support the advocacy role of Te Rōpu Māori as the University of Otago Māori Students Association and that continued processes are developed to identify the current and future needs of Māori students at the University of Otago.
8. That the University ensures that wherever community engagement is an aspect of the work role then Māori Centre staff job descriptions and rewards should include recognition of such work. This is consistent with the earlier recommendation of this panel that Māori Centre job descriptions be designed for a Māori cultural context.
9. That the protocols (tikanga) and rationales of the Māori Centre be developed in written form so that they are readily accessible to University staff at Divisional and Departmental level. Such written documentation should include information on hui, tutor recruitment, mentors and student groups associated with the Māori Centre.
10. That the Māori Centre in consultation with key stakeholders, including Divisional Pro Vice Chancellors, develop clear and accurate descriptions of the services provided by the Māori Centre, to be disseminated to all University staff.
11. That the Māori Centre continue, as they do at present, to access and consider student wishes for further Māori Centre services as indicated in this report and to address these in its forward planning and budgetary requests.

12. That in consultation with the Māori Centre Manager, Director of Student Services, Pro Vice Chancellors and other relevant managers, the University review and, where necessary, establish formally recognised vertical and horizontal lines of communication and areas of responsibility for dealing with Māori student recruitment and retention and for ensuring responsiveness to University policy on the Treaty of Waitangi.
13. The panel strongly supports the idea that the University consider creating a senior role of Māori leadership for the University such as a Deputy Vice Chancellor Māori.
14. *Ko te Amorangi ki mua, Ko te hapai ki muri* : The leader is in the front, supported by others at the back (If everything is ok at the back, the front will be fine). That the University develops further courses in cultural responsiveness and Te Ao Māori appropriate for enhancing knowledge and awareness for senior managers.
15. That the matter of relationships with Te Tumu be addressed urgently at the highest level of the University.
16. That the Māori Centre makes bids for capital resources for IT equipment for student study and tutorial activities.
17. That as a Health and Safety matter the photocopier should be located in an area that is not a staff member's office.
18. That the University provide a new purpose designed building for the Māori Centre.

19. That the University support the research and documentation of those individuals who have contributed to the Māori Centre so that the whakapapa of the Māori Centre be retained.

20. That the University recognise the significance for mana whenua and past students, of the present location of the Māori Centre and that this area of land be assigned for Māori Centre use and be the location of a new Māori Centre building.

21. That the University consider appropriately resourcing the Māori Centre to coordinate the Māori alumni.

2. PREAMBLE

Tihei Mauri Ora
ki te Whei Ao
ki te Ao Mārama
e mānawa mai te putaga a te Ariki
e mānawa hoki mai
te putaga a te Tauira
e tauira putaga Ariki
no ruga ki te Whai Ao
ki te Ao Mārama

Let there be light
from pale light
to broad day light
the heart beat of the supreme being
so too will the students heart beat
grow bigger
so the student emerges as a chief
because you will come from pale light
to broad day light

fano fano
hara mai te toki
Hui e
Haumi e
Taiki e

stride forth stride forth
give me your adze of life
gather together
breath together
and join together

This karakia was spoken by Huata Holmes to open the review of the Māori Centre. It exemplifies the context within which kaumātua and the Māori community view the purpose of the Māori Centre. Emphasis is placed on the importance of leadership and on supportive environments which enable growth. The student and the students' needs are paramount while collective effort

and a shared vision are central for meeting the challenge. The outcome of this is the production of Māori leaders for the well being of themselves, their family and the broader community.

The expectations that the Māori community, parents, whānau and Māori students themselves place upon the Māori Centre are firmly grounded within a Māori cultural framework. These expectations and criteria are not necessarily the same as those which were brought together as the formal terms of reference for this review. Nevertheless, they were made evident in submissions to the panel and we have strived to capture them in this report. The University might consider the possibility of such variations in expectations and criteria when preparing for future reviews so that the importance of Māori cultural processes are recognised and valued when reviewing a Māori service. This could further enhance the work that the University undertakes through the Māori Centre and more closely involve the Māori community in University evaluation processes.

2.1 Background

Te Hūka Mātauraka: The Māori Centre was established in 1989 with funding provided by government as a response to the Watts Report. This report presented a case for more state funding for universities and for targeted funds for students from disadvantaged backgrounds. The Māori Centre was set up initially with management centred in the Registry and later with management and support from the University School of Māori Studies. In 1998 Professor Ranginui Walker presented a report commissioned by the University under the title *Treaty of Waitangi Review of the University of Otago*. This report recommended that “the Māori Centre be re-established as a stand-alone operation”. In 1999 the University placed the management of the Māori Centre under the Director of Student Services and subsequently the Māori Centre became a cost centre of the Student Services Division with its own Manager. The Manager of the Māori

Centre now reports to the Director of Student Services, who reports to the Chief Operating Officer.

At the time the present review was undertaken there were approximately 1360 Māori students enrolled at Otago University. The majority of these students were enrolled in papers from 100 to 400 levels, with the largest proportion undertaking 100 and 200 level papers. All Māori students have access to the Māori Centre's programmes and related activities which are primarily focused on pastoral care, academic learning support, and welfare assistance. In this work Te Hūka Mātauraka strives to uphold a legacy of commitment and affirmation of tikanga Māori where students and their families are understood and treated as central to the whānau (extended family) of Te Hūka Mātauraka.

The preceding paragraphs refer to the more recent development of the Māori Centre. However, the Māori Centre has its origins and a related legacy that goes back more than 20 years. The first people who came to speak to the Review Panel were kaumātua of mana whenua and mata waka. It was strongly evident that over many years a respected group of elders have fashioned and upheld a whānau-based environment that has become the present Māori Centre. This organisational model is demanding on the wider Māori community yet the approach is undoubtedly a critical success factor. The Review Panel were informed of their involvement and sustained presence and support over a considerable period of time. The elders highlighted, with respect, the contributions of those who have since passed on or have moved on. In particular, mention was made of several people, including Dr Godfrey Pohatu and Toroa Pohatu, for their impetus and commitment to developing a whānau model of support for Māori students during their time at Otago University. The kaumātua explained the early times and the efforts they were involved with to form and sustain what has become a legacy of whānau support. The Review Panel became acutely aware of this legacy's importance not only to Te Hūka Mātauraka and

whānau Māori but also to the entire University. This culture of whānau support is, without doubt, firmly embedded in the people and ‘the way that things are done’ at Te Hūka Mātauraka.

Commendation 1

The panel commends the outstanding contribution that people of mana whenua and mata waka have made across many years to the creation of the whānau environment that is Te Hūka Mātauraka o Te Whare Wānanga o Ōtago.

In its *Statement of Strategic Directions*, Te Hūka Mātauraka summarises its focus as the recruitment, retention, and achievement of taura Māori. This work is undertaken in a context of maintaining relationships with Mana Whenua, iwi, hapu, and whānau. The Māori Centre works within Kaupapa Māori frameworks (Tikaka) to support the wellbeing of all taura Māori and Te Hūka Mātauraka staff. The Centre states that it provides “an arena for tūakana/tēina support” and that its staff undertake advocacy with University staff and with iwi in the community on behalf of students (Student Information booklet). The Centre also has a role to liaise with all schools and departments of the University, with the New Zealand high school system, with government agencies, other tertiary institutions, and health organisations. The Māori Centre has established networks and relationships with schools in the North and South Islands, and has close relationships with all Māori boarding schools.

The work of the Māori Centre includes providing tutorials across all subjects taught at the University and support for students through activities such as Turaka Hou, Māori orientation, and Ka Rikarika a Tane, a mentoring programme for Māori students. The Māori Centre coordinates postgraduate hui and mature student groups and supports divisional and departmental Māori

student groups. Other activities include establishing and coordinating the Mana Pounamu Achievers' Awards for recognising Māori student success in high school. This is a recruitment strategy to encourage Māori secondary students to pursue tertiary education and is undertaken in collaboration with the Ngai Tahu Corporation, three local runaka, Dunedin College of Education and Otago Polytechnic.

In preparation for this Review, the Māori Centre produced a Self Review Report, which was distributed to members of the Review Panel. The report described the activities of the Māori Centre across each of the areas examined in this review. It showed how the work of the Māori Centre is closely aligned with University policy on support for Māori students, and with the Student Services' Strategic Plan. The activities described in the Self Review indicate the range of work undertaken by Māori Centre staff within the University and within the local and wider New Zealand community.

The Self Review Report was accompanied by 22 appendices, which included University policy documents together with the Memorandum of Understanding between Te Runanga o Ngai Tahu and the University of Otago; the summary of the Treaty of Waitangi Stocktake prepared for the University, 2005; Student Services' Strategic Plan; Māori Centre strategic plan; Māori Centre supplementary grants report; Māori Centre hui reports; Māori Centre monthly budget reports; Māori Centre Manager's monthly activity report; University of Otago Māori Student Opinion Survey, 2004, Māori respondents; and job descriptions for the Māori Centre Manager, Office Administrator, Māori Counsellor and Māori Community Liaison Officer. Further material was provided in four booklets that dealt with: Reports, including the Treaty of Waitangi Review of the University of Otago, 1998, by Professor Walker; statement of relationship with Te Tapuae o

Rehua; a report on administration that provided some data on activities and compliance with University procedures; a report on advertising articles that provided information on Māori Centre presence in University promotional material and in independent sources including *Mana* magazine; and a report on academic activities that included Higher Education Centre (HEDC) tutorial evaluation questionnaires on Māori Centre tutorials and HEDC evaluation questionnaires on the mentoring programme.

Before the meetings of the review panel, Emeritus Professor Keith Ballard, as Convener, met with the relevant line managers: Ms Pearl Barron, Manager, Māori Centre; Mr David Richardson, Director Student Services; Mr John Patrick, Chief Operating Officer; and Professor Gareth Jones, Deputy Vice Chancellor (Academic and International). The purpose of these meetings was to ascertain the context in which the review was to be undertaken and to note any major issues or concerns that needed to be addressed from the perspectives of the University. Together with the review secretary, Mrs Annabel Rutherford, Professor Ballard also visited the Māori Centre in order to meet with staff and to acquaint everyone with the purposes and processes of the review.

2.2 Review Panel

- Emeritus Professor Keith Ballard, Faculty of Education (Convener)
- Dr Brendon Puketapu, Chief Executive Officer, Te Tapuae o Rehua Ltd
- Ms Vicky Totoro, Ministry of Education, Dunedin
- Dr Brendan Hokowhitu, School of Māori, Pacific and Indigenous Studies, Te Tumu, University of Otago
- Mr Darryn Russell, Kaitohutohu Kaupapa Māori, Māori Affairs Adviser, Vice-Chancellor's Office, University of Otago

- Ms Toni Sinclair, Student Representative
- Mrs Annabel Rutherford, Reviews' Secretary, Quality Advancement Unit, University of Otago

2.3 Terms of Reference (see Appendix A)

The Review Panel has been asked to review and report to the DVC (Academic and International) on the quality and adequacy of the structure, function and core services and activities of the Māori Centre, taking into account the following features:

- the unit's structure
- the unit's management
- the unit's core services and activities
- physical, IT resources and health and safety issues.

3 STRUCTURE

3.1 Staff

At the time of the present review there were five permanent staff at the Māori Centre together with two fixed-term and a number of casual staff in tutoring and other support roles. Staffing comprises:

- Tumuaki/Manager (permanent)
- Kaiwhakahaere/Office Administrator (permanent)
- Kaituitui Mātauraka/Māori Student Support Coordinator, Academic (permanent)
- Kaitakawaenga/Māori Community Liaison Officer (permanent)
- Kaitohutohu/Māori Counsellor (permanent, 30 hours per week)
- Kaitohutohu/Māori Counsellor (fixed-term, 2 days per week)

- Kaiawhina, Ka Rikarika a Tane/Mentoring Assistant (fixed-term, 20 hours per week)
- Tutors are employed during academic semesters and during the Summer School period to deliver the Māori Centre academic tutorial programme
- Casual staff are employed during the year to assist Māori Centre staff with clerical duties relating to times of high demand on Māori Centre services. These include Turaka Hou (Māori orientation), the Ka Rikarika a Tane (mentoring programme), and hui and other community events held during the year. Funding for the orientation programme and for the mentoring programme is through Tertiary Education Committee Special Supplementary Grants that must be applied for each year
- Mentors for the Ka Rikarika a Tane programme are voluntary and are not paid.

3.2 Leadership

In the structure of the University, the Manager of the Māori Centre reports to the Director of Student Services, who reports to the Chief Operating Officer. The current job description for the Manager's position defines its prime function and main objectives as:

Prime function

- to coordinate activities which promote the recruitment, participation and retention of Māori students at Otago University in a culturally competent manner, and to promote the Māori Centre as a focal point for Māori students

Main objectives

- to effectively manager the resources, financial and human, within the Māori Centre
- to ensure all activities offered by the Centre meet the needs of Māori students enrolled at the University of Otago

- commitment to the fulfilment of the Memorandum of Understanding between Te Runanga o Ngai Tahu and the University of Otago
- commitment to developing strong relationships with local Papatipu Runaka.

This role oversees a diverse range of activities which include responding to enquiries for information about University study from students and whānau; providing a culturally safe environment for student support and student study; providing support for scholarship applications, applications for specialist degrees, and help with financial and accommodation issues; providing a Māori orientation programme in both first and second semesters; providing experiences on campus for school students from the Otago and Southland region, including support for the “hands-on Science programme”; providing support for Ngā Manu Kōrero Mana Pounamu awards to acknowledge young Māori students at Otago secondary schools; providing a culturally appropriate environment for the work of the two Māori counsellors; undertaking visits to schools in the South and North Islands to assist with the recruitment of Māori students to the University of Otago; maintaining ongoing engagement with local runaka and other iwi; providing the Māori pre-graduation ceremonies for students, staff and whānau to celebrate Māori student success; undertaking responsibilities in the relationship with Te Tapuae o Rehua; and responding to enquiries from across the University campus for advice and support in areas such as the use of te reo Māori, Māori tikanga and appropriate welcomes for significant visitors to the University. The role also involves responsibility for the work of the Māori Centre in the areas of pastoral care; liaison support for students accessing iwi and hapu contacts and information; accessing external cultural advisors for students and departments; and assisting in the recruitment of participants for student research.

Before considering further the issue of leadership and the manager's role we refer to the matter of future directions.

3.3 Planning and future directions

The work and vision of the Māori Centre is closely integrated with the University's commitment to Māori students and to the Treaty of Waitangi. The University Charter (September 2003) notes "its special relationship with the communities of Otago and Southland ... special partnership with Ngai Tahu as Mana Whenua ... and its Memorandum of Understanding with Te Runanga o Ngai Tahu, which defines the way in which commitments to the Treaty of Waitangi are fulfilled" (p. 1). *The University Profile 2006-2008* (9 November 2005) notes that the merger with the Dunedin College of Education will involve "extending the breadth of [the University's] relationship with Ngai Tahu runanga with the new campus sites in Invercargill and Central Otago". In the document *Strategic Direction to 2012* (March 2006), the University notes "the growing size and voice of the Māori people" in New Zealand and states that the University will be "building on the present relationship with Ngai Tahu [to] extends its partnership with Māori. This partnership will include collaboration in research as well as efforts to increase the recruitment, retention and achievement of Māori students".

The work and vision of the Māori Centre also meets the aspirations of Hui Taumata as articulated by Dr Mason Durie. This allows firstly for *Māori to live as Māori*. The Māori Centre provides Māori students with a place on campus which is knowledgeable and reflective of Māori culture and values. Secondly, Hui Taumata involves a *high quality of health and wellbeing*. The Māori Centre provides pastoral care, guidance and tikangka support to students together with extensive internal and external networks for referral and liaison for support. Thirdly in this context the

Māori Centre supports the the ability of students to *participate as global citizens of the world* as afforded by the form of higher level education available at university.

The University has stated its intention to create a *Māori Strategic Framework*. To this end, a *Treaty of Waitangi Stocktake* (September 2005) was undertaken. While this acknowledged the work of the University towards meeting Treaty obligations, it also noted that this had “been largely fragmented ... with initiatives occurring at Divisional/Departmental and support levels” and that it had “not occurred within a consistent and agreed framework of forward looking, high level strategic planning”. The focus of a Māori Strategic Framework was seen as an “implementation strategy for the Charter for the [University] Charter and Profile, together with an alignment and coordination of some of the University’s existing strategies”. The Vice-Chancellor was seen as providing leadership for a Māori Strategic Framework with the Deputy Vice Chancellor (Academic) and Pro Vice Chancellors having a key role in implementation. A key component of the Māori Strategic Framework is seen as “growing the number and academic status of Māori students, growing the number of Māori academic staff and better supporting Māori staff across the campus”.

We will refer again to the Māori Strategic Framework later in this report. With regard to its implications for the structure of the Māori Centre then it was the view of the panel that the Māori Centre will have a key role in supporting the Māori Strategic Framework. The panel considered that it would therefore be timely to revise the structure of Te Hūka Mātarauka both to most effectively meet present needs and in anticipation of the role that it will be able to play in the implementation of the Māori Strategic Framework.

3.4 Manager's role, administrative support and staff organisation

*Kakea ka tiritiri o te moana ki tua he pakihi raurarahi
He whenua haumako muia e te takata*

Ascend the alps and beyond you will find expansive plains
of fertile land covered with people

This whakatauki is a metaphor for pursuing the difficult tasks despite the obstacles as you will discover the richness and rewards of accomplishments when you get to the other side. This whakatauki is used by the staff at the Māori Centre as affirmation and continued motivation for their commitment to their work for Māori students.

The work of the Māori Centre Manager is effectively supported by that of the Office Administrator. However, it was also evident that the work undertaken in both roles was diverse and quite possibly unlike other work in positions with similar designations in the university. This is because of the cultural context that requires care in particular ways for all of those from the University and community that engage with the Māori Centre. The panel heard from many submissions that there was a high level of appreciation and regard from students, staff and community members for the way in which the Māori Centre manager and her staff provided culturally appropriate services and support. Students and University staff reported that response from the Māori Centre was rapid, effective, and greatly valued.

It was evident to the panel that, because of their personal commitment to an overriding Māori kaupapa, Māori Centre staff often work beyond the scope of their job descriptions. Their sense of accountability is both direct in terms of structural management and job functions and then an indirect and immeasurable accountability to the 'kaupapa'. Students in particular noted that Māori Centre staff seemed to work long hours delivering services at the centre, ensuring that visitors were properly cared for, which includes food preparation, organising and presenting

events such as those that welcome Māori students to the University, and maintaining involvement with runaka and other community groups. Māori Centre staff also reported that work demands were at times extending them beyond usual work hours. This is monitored by the manager in an appropriate way and we were told of the use of time-in-lieu to compensate. However, the extent of time and personal dedication was often seen by some as being unrecognised and undervalued by the University. Nevertheless, the picture that emerged was of a staff totally committed to, and passionate about, the role of the Māori Centre. It is clear that the approach to work in the Māori Centre is grounded in aroha, manaakitanga and tikanga Māori. We thought that in such a context working beyond a western concept of ‘normal hours’ may have become normalised.

The panel was of the view that the issue of work demands needs to be addressed for all Māori Centre staff in terms of ensuring that their contribution is appropriate, but in particular it has implications for the role of the Manager and Office Administrator. We anticipate that the Māori Centre will have a key role in the University environment that will be created with the implementation of the Māori Strategic Framework and this also suggested to us that some adjustments to Māori Centre staffing would be appropriate.

We believe that the Māori Centre structure should now include a full time permanent administrator position. This role would involve financial reporting and other work undertaking compliance with University administrative requirements together with personal assistance support for the Māori Centre manager. This would allow the manager to increase her focus at a strategic level and to increase her strategic involvement at a broader University level including her work in commitment to fulfilment of the Memorandum of Understanding between Te Rununga o Ngai Tahu and the University.

An administrator appointment such as that proposed here would have some implications for the present role of Office Administrator. We believe that there should be an adjustment of the work presently undertaken in this role. For example, we anticipate that one of the present main objectives for the Office Administrator, that of supporting all tauira and manuhiri according to the concepts of manaaki, tiaki, and whanaukatakā, will require increasing input as student numbers increase and the Māori Strategic Framework is actioned. This work often requires involvement in the wider Māori community and as such forms part of the University's engagement with mana whenua and mata waka. It is work that relies on a depth of cultural knowledge and it is the utilisation of such valuable knowledge in the interests of students and of the University that would be extended by the changes we suggest here.

The panel does not believe that refocussing the roles of Manager and of Office Administrator, together with the appointment of an administrator, should require a formal 'Management of Change' process. The adjustments we suggest here are to address present work-load issues but also, we stress, involve adjusting work roles in a way that is appropriate for the Māori cultural setting that is the Māori Centre.

Commendation 2

Ms Pearl Barron is to be congratulated for her leadership in the area of Māori student support services. This has resulted in key stakeholders recognising the professional and caring way in which services are provided and the value of the work undertaken by Te Hūka Mātāuraka.

Recommendation 1

That a new position of Administrator be created for the Māori Centre with responsibility for financial reporting and personal assistance to the manager.

Recommendation 2

That the role of the present Office Administrator be adjusted in the context of the appointment of an Administrator with attention to ensuring that the described role recognises and is designed for the Māori cultural context that is the Māori Centre.

Recommendation 3

That the structural change and role adjustments recommended here should not require formal Management of Change processes.

3.5 Location

It was made evident to the panel that the location of Te Hūka Mātauraka within the Student Services Division assists them in maintaining effective relationships with accommodation, marketing, communications and other student services. This was favourably reported on to the Review Panel by all parties concerned and was seen as providing strength to the overall operation of Student Services in terms of recruitment and support for Māori students.

Location within the Student Services Division is consistent with the recommendation of the Walker report for the Māori Centre to be a “stand alone operation”. Submissions made to the Review Panel strongly supported maintaining this independence from academic areas of the University and was seen as allowing the Māori Centre to be, and to be seen as, equally open and responsive to all sectors of the University.

Recommendation 4

That Te Huka Mātauraka continue to be independent of academic schools and academic Divisions of the University and to be seen within present University arrangements as appropriately located within the Student Services Division.

In offering this recommendation the panel has taken into account the well-respected relationships already forged and maintained by Te Huka Mātauraka with most academic schools and academic Divisions of the University. Also, the centre's positive relationships with general staff, overall, were a highlight of the evidence presented to the panel. The panel was equally pleased to be informed of networking ideas that could further enhance these relationships. There was a clear message that more attention could be given to ensuring that there is 'connectivity' between the academic, pastoral care and welfare support interventions available to Māori students. According to various commentaries, this would involve developing more visible links in areas including planning, data sharing, and student oversight collaboration, and if appropriate, for information sharing on Māori students' progress.

4 MANAGEMENT

4.1 Financial management

Financial and related management activities of the Māori Centre as reported to the panel were effective and in accord with University procedures. The staff of the Māori Centre were aware of professional development opportunities and indicated that these were accessed in order to maintain efficiency and effectiveness.

The Māori Centre has been successful in its applications for Tertiary Education Commission Special Supplementary Grant Funding for supporting Māori and Pacific Island students in tertiary institutions. Since 2002 this funding has been available for the Turaka Hou (Māori Orientation) programme and for Ka Rikarika a Tane (Mentoring Programme). Submissions to the panel reported on the quality and value of these programmes.

The orientation programme Turaka Hou is a pōwhiri (cultural welcome) for new students and their whānau support onto local papatipu Marae. This process fulfils an important cultural component in clearing the road for individuals into new environments. It signifies to students and their families that their stay in Dunedin and at the University of Otago will be supported and will be under the mantle of Mana Whenua. For some families this indicates the cultural responsiveness and understanding of the Māori Centre and the University to the spiritual and cultural needs of Māori. It also respects the validity of, and gives mana to, Kai Tahu and the local hapu as takata whenua and kaitiaki for the well being of Māori students at the University of Otago.

The Ka Rikarika a Tane Mentoring programme is clearly highly valued by students, by mentors and by those University staff who are aware of this work.

Ma te tūakana ka totika te tāina

Ma te tāina ka totika te tūakana

From the older sibling the younger sibling one learns the right way to do things

From the younger sibling the older one learns to be tolerant

Volunteering as a mentor (tūakana) was expressed as one avenue for students to reciprocate the support and aroha that they receive as students themselves. Similar to the academic support and tutoring that the Māori Centre provides there is at present a limited amount of documentation that articulates and promotes the benefits for mentees (tāina) and mentors (tūakana).

However, it also seems evident that the potential of Ka Rikarika a Tane and the tutorial programme to develop critical mass within departments and divisions is not fully comprehended across the University at present and the benefits for non-Māori as tutors or as mentors specifically at postgraduate level are yet to be actualised. Nevertheless, the view was clearly expressed that the mentoring programme was significant for student achievement and retention. The panel was impressed with the ethos of responsibility and care that the Māori Centre has created that sees mentors from all Divisions of the University volunteering to support fellow students in this way. While Ka Rikarika a Tane is clearly grounded in a Māori cultural position, such mentoring would seem most appropriate for reminding us that a university is a community of scholars.

It is clear to the panel that short term contestable funding does not provide financial certainty for programme development and extension. These programmes are well proven in their effectiveness and should now be appropriately funded by the University.

Commendation 3

The Māori Centre is to be commended for developing and for accessing funding for the Turaka Hou and Ka Rikarika a Tane programmes

Recommendation 5

That the University should fund the Turaka Hou and Ka Rikarika a Tane programmes as core services of Te Huka Mātauraka.

The Māori Centre reported that one of the challenges in setting up mentoring involved accessing reliable data on Māori student numbers and areas of study. The issue of current, accurate and

readily available data on Māori students also arose in other areas of the work of the Māori Centre, including tracking the progress of students experiencing difficulties with study. It was acknowledged that data collection and sharing is not a simple task and that best efforts were undoubtedly evident from all concerned. However, the panel is of the view that this is an area that warrants attention as it involves significant issues of interest to the University, including student retention.

Recommendation 6

That a formal process be established whereby those creating data on Māori students in the University and the users of such data should meet regularly and formally to discuss ways of enhancing access to, and quality of, the data.

5 CORE SERVICES AND ACTIVITIES

5.1 Key stakeholders and services

The key stakeholders for the core services and activities of the Māori Centre are students, University staff, and the Māori community, both local and beyond. Submissions to the panel from each of these groups was overwhelmingly positive. Senior University staff referred to the work of the Māori Centre in glowing terms. Examples of statements from senior staff included (taking one statement from each person) that the Māori Centre was “exceptionally good”; “tremendous help”; “immensely supportive”; “inestimable value”; “fabulous service”; “liaison is tremendous”. Students valued the whānau environment, the learning support, the ways in which the Māori Centre works across iwi, advice on a wide range of issues (such as finances) that arise when attending university, and the high quality of pastoral care that was seen as central to their study and personal lives. The open door policy of the Māori Centre was said by students to give

them a sense of the willingness of staff to extend help to them and the Māori Centre was described by students as warm and welcoming but “most importantly distinctly Māori”. Te Rōpu Māori (The Māori Students Association) valued the support they had received from Māori Centre staff and saw the role of Te Rōpu Māori in providing for the social, cultural and political needs of Māori students as complimenting the services of the Māori Centre. Te Rōpu Māori believed that it was important that they should continue to be housed close to the Māori Centre.

The panel noted that many of the core services provided by the Māori Centre have evolved as a result of the strong relationship between Māori Centre staff and Te Rōpu Māori. The advocacy role of Te Rōpu Māori has been a key process to the identification of Māori student needs at the University of Otago. Further to this it has been the commitment of students to offer pathways and ideas that would remove barriers to participation and achievement that they themselves have experienced first hand. The ability for students to become tuakana and experience the opportunity to support taina has been an integral part of services offered by the Māori Centre.

Commendation 4

Staff of the Māori Centre are to be congratulated for their continued support for Te Rōpu Māori. The responsiveness and innovation that staff have provided over the years to meet the needs of Māori students at all levels within the University is to be recognised as an important component to the services they have provided.

Recommendation 7

That the University continues to recognise and support the advocacy role of Te Rōpu Māori as the University of Otago Māori Students Association and that continued processes are developed to identify the current and future needs of Māori students at the University of Otago.

As we have recorded earlier in this report, respect for the Māori Centre from the Māori community was particularly evident in the support they have extended to the Māori Centre for over 20 years, and the panel was told of the praise and appreciation for the Māori Centre and for the University that is always evident from Māori whānau when they speak at the Māori Centre pre-graduation ceremonies. Maintaining liaison with Māori rōpu in the community requires Māori Centre staff to be visible at a variety of events and it was evident to the panel that there were significant long-standing relationships that were based on this work by Māori Centre staff. Also, Māori Centre staff support Māori youth by their involvement in Ngā Manu Kōrero, Kapa Haka competitions and Mana Pounamu ceremonies.

Commendation 5

Staff of the Māori Centre are to be congratulated for achieving a high level of appreciation and respect from the people that they serve through their work. The commitment that Māori Centre staff show to maintaining effective relationships with Māori communities is acknowledged by key stakeholders as of significant value to the University.

Recommendation 8

That the University ensures that wherever community engagement is an aspect of the work role then Māori Centre staff job descriptions and rewards should include recognition of such work. This is consistent with the earlier recommendation of this panel that Māori Centre job descriptions be designed for a Māori cultural context.

5.2 Student services

*Mā te huruhuru ka rere te manu
With wings a bird can fly*

The Māori Centre provides a variety of tutorials at remedial and extension levels. These have been particularly significant in supporting students into restricted courses and providing assistance to students who may be the only Māori students within their field of study. They are also essential in providing ‘Māori only’ environments where students feel culturally safe to discuss issues affecting them. For some subjects these tutorial groups have over the years developed into Departmental Māori Student Associations, like Te Rōpu Whai Putake in Law, Te Kohanga in Psychology, and consequently aided in the growth of strong Māori cohorts progressing through the University.

The significant value of the Māori Centre tutorial programme is clearly recognised by participating University staff and students. However, improved data collection and writing to record effective processes and examples of best practice would assist the University community in better understanding and engaging with the tutorial and other academic services provided by the Māori Centre. This would be one way of recording institutional knowledge on the rationale and tikanga Māori underlying the services provided by the Māori Centre.

Such documentation may also assist with what appeared to the panel to be a disjointed internal communication process where some Departments and Divisions had a limited understanding of what services the Māori Centre provides. There is also a lack of consistency between Divisions concerning the nature and function of their relationships with the Māori Centre and the benefits this can afford to Māori students as evidenced in the variations in the role and functions of the Divisional Kaiāwhina Māori.

Recommendation 9

That the protocols (tikanga) and rationales of the Māori Centre be developed in written form so that they are readily accessible to University staff at Divisional and Departmental level. Such written documentation should include information on hui, tutor recruitment, mentors and student groups associated with the Māori Centre.

Recommendation 10

That the Māori Centre in consultation with key stakeholders, including Divisional Pro Vice Chancellors, develop clear and accurate descriptions of the services provided by the Māori Centre, to be disseminated to all University staff.

In their submissions students identified areas that they wished to see developed that would be of value to them. An increased budget that would allow for more tutorials for second and third year students was seen as valuable for achievement and for student retention. The wider promotion of Māori Centre services in the third week of each semester was suggested and a need to have strategies to identify and advise students who arrive at university ill prepared for their chosen course of study, in science areas in particular, was recommended. Students wanted advice and tutorials on the Universal Medical Admissions Test, enhanced training for mentors, longer opening hours for the Māori Centre with swipe-card access, and suggested a Māori context child care facility for students with young children.

Recommendation 11

That the Māori Centre continue, as they do at present, to access and consider student wishes for further Māori Centre services as indicated in this report and to address these in its forward planning and budgetary requests.

Student submissions included two further matters that the panel saw as important. First, students emphasised that the services offered by the Māori Centre were valued highly because they were offered within a Māori context and cultural framework. Students were aware that services such as computing facilities and health services were available elsewhere on campus and did not seek replication in the Māori Centre of all such activities. Nevertheless, for areas such as counselling and for the other activities available at present at the Māori Centre and those suggested for the future, it was seen as essential that these were located within the Māori context of the Māori Centre.

A second issue raised in student submissions was that of the current work environment at the Māori Centre. The present setting is identified by students as a place of warmth and welcome and the recent refurbishing is appreciated. However, the present Māori Centre is also seen by students as inadequate in size, under resourced, and inappropriate in quality. Students said that they were sensitive to the contrast between high quality university facilities, such as the library and some other more recently developed university areas, and “an old house”, which is how the present Māori Centre setting was described. We will return to the issue of the Māori Centre buildings and resources in the last section of this report and note that these are significant for the outcomes expected by the University in terms of the recruitment and retention of Māori students and the wider context of the Māori Strategic Framework.

5.3 Inter-departmental communication

Case management of individual students is one inter-departmental activity that was reported as effective and as valued by students and staff. Academic staff noted that the Māori Centre provided a rapid response to requests for assistance in this area and offered students a range of strategies and support for resolving difficulties. As we note earlier in this report, it is the view of

Māori Centre staff and of others working in this area that support for Māori students may be improved with better and more readily available statistics on student performance.

In the area of student support and in other inter-departmental activities it was evident that good lines of communication often relied on individuals and their awareness of who to talk with in order to initiate action. Also, knowledge of the kinds of support that the Māori Centre could offer at divisional, school and department level in areas such as planning to recruit and retain Māori students and planning around Treaty issues, was reported by the Māori Centre, and was evident in some submissions, as varied. The Māori Centre manager noted that in areas of the University where formal planning had been undertaken on responsiveness to Māori, and where communication lines to the Māori centre were clear, then the Māori Centre could provide consultation and advice in a pro-active context through formally recognised roles and procedures. In other areas of the University, while similar work might be under-way and a good relationship between individuals and the Māori Centre was evident, lines of communication and responsibility were less clear.

Recommendation 12

That in consultation with the Māori Centre Manager, Director of Student Services, Pro Vice Chancellors and other relevant managers the University review, and where necessary establish, formally recognised vertical and horizontal lines of communication and areas of responsibility for dealing with Māori student recruitment and retention and for ensuring responsiveness to University policy on the Treaty of Waitangi.

In this context the panel notes a number of submissions that expressed a strong wish for a position in the University of senior leadership for Māori policy. A Deputy Vice Chancellor

Māori was one common suggestion. Although it seems beyond our terms of reference to formally recommend in this area the panel strongly supports exploration of this idea.

Recommendation 13

The panel strongly supports the idea that the University consider creating a senior role of Māori leadership for the University such as a Deputy Vice Chancellor Māori.

Recommendation 14

Ko te Amorangi ki mua, Ko te hapai ki muri :The leader is in the front, supported by others at the back (If everything is ok at the back, the front will be fine).

That the University develops further courses in cultural responsiveness and Te Ao Māori appropriate for enhancing knowledge and awareness for senior managers.

In their work across sectors of the University the Māori Centre has established Awhi Mai, Awhi Atu, which is a support network across the University for Māori staff and for non-Māori staff who are providing support for Māori students. Submissions indicated that this was a valued initiative and provides a culturally safe environment for discussion about working in these areas.

In terms of communication across schools and departments the panel received a number of submissions that referred to the relationship between the Māori Centre and Te Tumu, the School of Māori, Pacific Island and Indigenous Studies. The issue of relationships with Te Tumu was seen as a matter of serious concern that had implications for the well being and achievement of Māori students and for the effectiveness of the University's Treaty work. The predominant view in submissions, with which the panel agrees, is that the resolution to this difficulty does not lie with the Māori Centre.

Recommendation 15

That the matter of relationships with Te Tumu be addressed urgently at the highest level of the University.

Through its work the review panel was reminded that the mana for things Māori rests across the whole University and that the responsibility for the integrity of all things Māori belongs to everyone.

6 PHYSICAL, IT RESOURCES AND HEALTH AND SAFETY ISSUES

6.1 Resources

Māori Centre staff and students clearly appreciate the refurbished buildings that they work in at present. Nevertheless, it is evident that in many respects the Māori centre building and facilities are barely adequate in terms of present use. Expectations and demands on Māori Centre services will increase, even, for example, with the merger with the College of Education in 2007. It is the view of the panel that some further resources are required for the immediate term and that forward planning for the Māori Centre needs to include a new building.

At present activities such as coordinating the mentoring programme and meetings of some student groups must be undertaken away from the Māori Centre because of lack of space. The office used by the Mentoring Assistant also houses the Māori Centre photocopier. The Māori counsellors share an office, and the panel was told by staff and students that more space is needed for tutorials. Also, students and staff would like a data projector for use in tutorials; some computing facilities with internet access that will enable links to the library system; and a

resource room for materials was seen as highly desirable longer term. In the context of the acknowledged role of the Māori Centre in student retention and with regard to expectations for ongoing development in Māori student recruitment and retention, the panel believe that these are reasonable requests.

Recommendation 16

That the Māori Centre makes bids for capital resources for IT equipment for student study and tutorial activities.

Recommendation 17

That as a Health and Safety matter the photocopier should be located in an area that is not a staff member's office.

The Māori Centre is often a crowded environment of tutorials, student support activities, event planning and oversight, and contact with University staff and with members of the community. Students and staff share one kitchen area, which means that staff have no staffroom for themselves. Overall, the panel is of the view that the present buildings are barely adequate at present.

6.2 Buildings

We have recorded in this report that the work of the Māori Centre is held in high regard by University students and staff. We have noted that the Māori community has for more than twenty years supported the Māori centre and through this they have supported the work of the University for Māori students and more widely for Māori wishes and aspirations for tertiary education. Also, through the Māori Centre, Māori members of the community have provided

much support and advice to University staff on Māori and Treaty issues relevant to teaching and to research. We have noted that the Māori Centre has the knowledge and expertise to play a key role in the Māori Strategic Framework. It is in this broad context of the Māori Centre as a service centre for students and staff, as a resource of Māori knowledge and of community engagement with the University, that the panel believes that a purpose designed building is justified for the Māori Centre. We are aware of the financial implications for the University. Nevertheless, it is our view that a well resourced Māori Centre building would provide a recognised focus for Māori students and staff, for all those who work in support of the Treaty within the University, and a culturally appropriate location through which the University and community would continue productive engagement.

Recommendation 18

That the University provide a new purpose designed building for the Māori Centre.

This review of the Māori Centre accounts for 20 years of services delivered by individuals. Of specific importance to Māori is the whakapapa of the Centre, which asks who were the individuals, why did they do what they did, what was the vision and the outcomes of their contribution to the Māori Centre, to Māori students and to things Māori at the University of Otago? While the Māori Centre is referred to by some as ‘that old house’ it is essentially the history of the people who have been inside. The buildings that have housed the Māori Centre also house the spirit and essence of all that has been before. It is the mauri and wairua of the Māori Centre that kaumātua, staff and students work to protect and maintain. It is this perspective that makes the present physical location significant. It is an emotional and spiritual issue that is not easily translated into Western thinking and should not be undervalued or dismissed.

The review panel notes that many of the significant people who dedicated time to the development and success of the Māori Centre are no longer living. We wish to acknowledge their contribution. They include Dr Douglas Girvan, who as Registrar was a strong supporter and regularly visited the Centre well into his retirement; Dr Godfrey Pohatu, who as Head of Department of the School of Māori Studies was inspirational in articulating the needs of Māori and motivating people to rise above any obstacles; Alva Kapa, a determined and passionate driver for the advancement of Māori educational achievement and success; and the kuia and koroua involved with Araiteuru Kōhanga Reo who for years nurtured tamariki so their parents could undertake university studies. Nō reira e ngā rangatira kua whetūrangitia, moe mai ra, He mihi arohanui tēnei ki a koutou.

Recommendation 19

That the University support the research and documentation of those individuals who have contributed to the Māori Centre so that the whakapapa of the Māori Centre be retained.

The Māori centre welcomed the Review Panel to its work with a mihi whakatau. At the close of our meetings the Panel was thanked at a mihi whakamutu. At both occasions kaumātua noted the high respect that they had for the Māori Centre and its work. Also, it was emphasised that the present physical location of the Māori Centre has particular historical, cultural and spiritual significance for mana whenua. The panel is strongly of the view that this location should be retained for Māori Centre use and be the place used for the new Māori Centre building that we recommend in this report.

Recommendation 20

That the University recognise the significance for mana whenua and past students, of the present location of the Māori Centre and that this area of land be assigned for Māori Centre use and be the location of a new Māori Centre building.

6.3 Alumni

As mentioned previously in this report students form strong emotional attachments to the Māori Centre and staff. The panel received reports that advocated for the Māori alumni to be administered from the Māori Centre based upon the ability of staff to build upon these existing relationships. Māori Centre staff have demonstrated the ability to perform the cultural function of mihi whakatau, welcoming returning Māori students and their whānau back to the University within a cultural appropriate process. Therefore the Māori Centre is the most appropriate location for this function to be preformed.

The placement of the Māori alumni within the services of the Māori Centre would also increase the networking functions available to support present Māori students. The review panel heard that students welcome opportunities to assist and mentor younger students and the attachment of the Māori alumni to the Māori Centre would be an additional avenue for graduates to participate in the tūakana –tāina process.

Recommendation 21

That the University consider appropriately resourcing the Māori Centre to coordinate the Māori alumni.

APPENDIX A : TERMS OF REFERENCE

Te Huka Mātauraka-Māori Centre Review: Terms of Reference

When reviewing Te Huka Mātauraka-Māori Centre, the following aspects are to be investigated: Structure, Management, Core Services and Activities, Relationships within the University & beyond, Physical, IT Resources and Health and Safety Issues and progress relevant to the Māori Centre since the Walker Report (1998).

For each of these aspects the Review Panel is asked to investigate the quality and adequacy of the structure, management, services and activities of Te Huka Mātauraka Māori Centre and the overall capacity of the Centre to deliver what is expected from it, taking into account the following key features:

A Structure, including

1. The appropriateness and effectiveness of the Te Huka Mātauraka-Māori Centre's structure and management.
2. The processes and procedures for planning and implementation within the Māori Centre re its plans and vision for Te Huka Mātauraka-Māori Centre's future needs.
3. The extent to which Te Huka Mātauraka-Māori Centre's goals, objectives and plans are consistent with the University's Memorandum of Understanding with Ngai Tahu, Te Tapuae o Rehua, the Student Services Division's strategic plan, the University's Charter, Strategic Direction, Teaching and Learning Plan, and other relevant plans.

B Management, including

1. The effectiveness of the processes and procedures for financial management of the Te Huka Mātauraka Māori Centre including the links between the Te Huka Mātauraka Māori Centre's planning, budgeting, and funding.
2. The effectiveness of the Te Huka Mātauraka Māori Centre's leadership in regard to developing and maintaining the professional standing and reputation of the Centre.
3. The processes and procedures for consulting and liaising with staff, clients, professional bodies, and other interested parties and incorporating feedback into the Te Huka Mātauraka Māori Centre's planning and operations.
4. The processes for identifying, considering and responding to problems raised by the community, other University staff and students.
5. The processes and procedures for developing and maintaining engagement with mana whenua and others in the region.
6. The processes and procedures for honouring Treaty of Waitangi obligations.

7. Staff participation in, and contribution to, local, regional, national and international professional societies and associations.
8. The appropriateness and effectiveness of promotional material.

C Core Services and Activities including

The range and scope of Te Hūka Mātauraka-Māori Centre's services and activities including:

1. The identification of key stakeholders and the services and activities provided to meet their needs.
2. The extent and effectiveness of inter departmental 'case management' of individual Māori students.
3. The impact of the current work environment on the staff and students and the sustainability of the operation into the future.
4. The adequacy of current resourcing for the outcomes expected by the University.
5. The processes and procedures for initiating, co-ordinating and monitoring co-operative ventures with other service or activity providers both internally and externally
6. The processes and procedures for sharing the benefits of Te Hūka Mātauraka Māori Centre's expertise and resources with the University community and beyond.
7. The processes and procedures for relationship building with other Student Support Services and Departments for developing and implementing joint 'team' or individual Department initiatives and outcomes

D Physical, IT Resources and Health & Safety Issues, including

1. The provision and use of appropriate accommodation and equipment
2. The provision and use of appropriate information technology
3. The processes and procedures for addressing health and safety matters.

APPENDIX B

Written submissions received

| | | |
|----|-------------------------------------|---|
| 1 | Manuaroha Donaghy | Student |
| 2 | Prof. Mark Henaghan | Dean of Law |
| 3 | Lindsay Brown | Chancellor |
| 4 | A/Prof Lyall Hanton | Dept. of Chemistry |
| 5 | Alumni & Development Office | |
| 6 | Dr D Carr | Clothing and Textile Sciences |
| 7 | Marketing Services | |
| 8 | Jade Hollis-Moffat | Student |
| 9 | Lorraine Johnston | Māori Resources Librarian |
| 10 | Rangi McGlinchey | Kaiarahi, Otago Polytechnic |
| 11 | A/Prof Michael Reilly | on behalf of Te Tumu |
| 12 | Louise Mainvil | on behalf of Dept of Human Nutrition |
| 13 | Graham Ford | Director, Marketing and Communications |
| 14 | Schools Liaison | |
| 15 | Professor Tania Ka'ai | Dean, Te Tumu |
| 16 | Rose Harrison & Dr Stephen Scott | Co-ordinators of the Māori Support Programme in Sciences |
| 17 | Kewa Mascelle | OUSA |
| 18 | Jamie Gilbertson | Warden, Arana Hall |
| 19 | Ron Bull | Kaiāwhina Māori, School of Business |
| 20 | Nina Kirifi-Alai | Manager, Pacific Islands Centre |

APPENDIX C

Review of the Māori Centre Tuesday 3rd – Thursday 5th October Billiard Room, Staff Club

R = interview requested

Number denotes submission number

Monday 2nd

7.00pm Panel dinner, Bisztro, 95 Filleul St
(in the Red Room)

Tuesday 3rd

8.15am Panel meet, Billiard Room, Staff Club
8.30am Mihi Whakatau
Māori Centre Staff, David Richardson
Quality Advancement Unit representatives
8.45am Tea/Coffee
9.00 – 9.15am Huata Holmes, Adviser – Māori
Education Support Services, DCE
9.20 – 9.35am R Mr Barney Taiapa
9.40 – 9.55am R Mr Karaka Roberts
10.00 – 10.45am Pearl Barron, Manager, Māori Centre
10.45 – 11.00am Morning tea
11.00 – 12.00pm David Richardson, Director, Student Services
12.00 – 12.20pm Dr Phillipa Pehi, Māori Counsellor, Māori Centre
12.30 – 1.00pm Lunch
1.00 – 1.20pm Professor Alan McGregor, PVC and Dean,
School of Business and Division of Commerce Administration
1.30 – 1.50pm Erina Hurihanganui, Mentoring Assistant, Māori Centre
2.00 – 2.20pm Arihia Joseph, Māori Student Support Coordinator,
Māori Centre
2.30 – 2.50pm Huia McGlinchey, Māori Community Liaison Officer,
Māori Centre
3.00pm Move to Māori Centre
3.30 – 5.00pm ‘Open invitation’ to students, mentors, tutors, post-grads
Whānau
5.00pm Panel debrief (this could take place back in the Staff Club, in the
Leith Room, if necessary)

Wednesday 4th October

| | | |
|-----------------|----|--|
| 8.45am | | Panel reconvene, Billiard Room, Staff Club |
| 9.00 – 9.20am | | Tui Kent, Office Administrator, Māori Centre |
| 9.30 – 9.50am | | Spare time |
| 10.00 – 10.20am | | Professor Vernon Squire, PVC Sciences |
| 10.30 – 10.45am | | Morning tea |
| 10.45 – 11.05am | | Dr Charles Tustin, Director, Research, Higher Degrees and Scholarships Office |
| 11.15 – 11.35am | R | Frank Edwards, Kaitakawaenga Māori, Studylink |
| 11.45 – 12.05pm | R | Lynn Vare, Māori Resources Librarian |
| 12.15 – 12.35pm | 11 | Dr Michael Reilly, Acting Dean, Te Tumu and Mr Paerau Warbrick, Te Tumu |
| 12.45 – 2.00pm | | Lunch |
| 2.00 – 2.20pm | | Associate Professor John Broughton, Director, Preventive & Social Medicine, Ngai Tahu Māori Health Research Unit |
| 2.30 – 2.50pm | R | Anaru Eketone, Shayne Walker and Pat Shannon Dept of Social Work & Community Development |
| 3.00 – 3.20pm | R | Dr. Carol Bond, Academic Director, HEDC, Student Learning Centre |
| 3.30 – 4.00pm | | Afternoon tea |
| 4.00 – 4.20pm | | Professor Don Robertson, PVC Health Sciences & Dean, Faculty of Medicine and Melany Wilde, Manager, Undergraduate Admissions |
| 4.30 – 4.50pm | R | Lisa McClintock, Chemistry Tutor |
| 5.00 – 5.20pm | R | Awhina Hollis, Student representing Ka Uri Student Group |
| 5.30pm | | Panel Debrief |

Thursday 5th October

| | | |
|-----------------|---|--|
| 8.45am | | Panel reconvene, Billiard Room, Staff Club |
| 9.00 – 9.20am | | Professor Alistair Fox, PVC Humanities |
| 9.30 – 9.50am | | Graham Green, Māori Counsellor on Campus, Māori Centre |
| 10.00 – 10.20am | R | Matt Tucker, President , Te Rōpu Māori Jacqueline Poutu |
| 10.30 – 10.45am | | Morning tea |
| 10.45 – 11.05am | | Dr Mike Boyes, Dean, Physical Education |
| 11.15 – 11.35am | | Edward Ellison, (telephone interview) |
| 11.45 – 12.05pm | | Penny Love, Professional Development & Equity Manager |
| 12.15 – 12.35pm | | Call back for Pearl if necessary |
| 12.45 – 1.45pm | | Lunch (table booked in Gallery Restaurant, Staff Club) |
| 1.30 – 3.15pm | | Prepare preliminary findings for presentation to Manager |
| 3.15 – 3.30pm | | Afternoon tea |
| 4.00 – 4.30pm | | Present preliminary findings to Pearl Barron & David Richardson |
| 4.30pm | | Present findings to Staff, at the Centre |
| | | Whakamutunga / Closing – Huata Holmes. |