

Barriers to and supports for  
success for Maori students  
in the Psychology  
Department at the  
University of Waikato

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# 1. INTRODUCTION

## 1.1 Purpose

The overall objective for this evaluation was to investigate the barriers to participating in tertiary education for Maori, and supports for academic success for Maori students in the Psychology Department.

With this objective in mind, we set out to

- Investigate the barriers that impede success for Maori students in the Psychology Department.
- Identify variables of success and how they can be more effectively managed within the Psychology Department
- Identify factors that contribute to Maori students continuing their studies through to graduate level.
- Provide recommendations for future development of a supportive environment for Maori students in the Psychology Department.

## 1.2 The wider context

Educational achievement is directly linked to workforce participation, as can be witnessed in Maori unemployment levels (Durie, 2001). Maori participation in tertiary education, although relatively low, has increased in the last five years. The trends indicated in recent research consistently report a slow rise in numbers of Maori enrolling and completing qualifications at diploma, certificate and degree levels. Maori students at these levels tend to be older than non-Maori and are predominantly female. Despite this growth the proportion of Maori participating at post-graduate level remains significantly less than non-Maori (Te Puni Kokiri, 2000).

In 1997 Maori students made up 9% of all students attending a New Zealand university, compared to 3.7% nearly a decade earlier (Jefferies, 1997, Smith 2000). In 1998 approximately 7500 Maori gained a tertiary qualification (Ministry of Education, 2000, Te Puni Kokiri, 2000). Statistics show that of all Maori who gained a tertiary qualification, 65% were from polytechnics, 26% from universities, 6% from wananga, and 4% from colleges of education. Of all tertiary qualifications completed by Maori in 1998, 69% were diplomas and certificates; only 4% were honours, masters, or doctorate degrees (Te Puni Kokiri, 2000). However, in the year 2000, 8369 Maori gained a tertiary qualification of which 26% were bachelors degrees (Ministry of Education, 2001). Two hundred and seventy six honours degrees and 17 doctorate degrees were awarded to Maori.

One of the goals of the University of Waikato Charter is to create and sustain an institutional environment in which the educational needs of Maori people are appropriately catered for outside a formally constituted whare wananga; Maori customs and values are expressed in the ordinary life of the University; and the Treaty of Waitangi is clearly acknowledged in the development of programmes and initiatives based on a

partnership between Maori and other New Zealanders (University of Waikato, 2001). The University's strategic statement includes the goals of increasing the proportion of Maori students and to improve the university's ability to support Maori students (University of Waikato, 2002). However, despite such rhetoric, the University and other tertiary institutions are Pakeha dominated (with the exception of three wananga currently operating throughout the country). They are based on a Western framework of ideas and systems.

### **1.3 Maori within the Department of Psychology**

Currently at the University of Waikato, there are 193 Maori students enrolled in undergraduate psychology courses and 44 in graduate courses. Maori students comprise 23% of total students at undergraduate level and 27% at graduate level.<sup>1</sup> This indicates some success in retaining Maori students to graduate level. However, this needs to be seen in the context of a significant under-representation of Maori within the professional psychology workforce. In 2001, just 4.5% of registered psychologists were Maori (Ministry of Health, 2001). To ensure Maori are represented among psychologists in proportion to their representation in the general population will require graduating Maori students with post-graduate qualifications in much higher numbers than at present.

The current strategic plan of the Department's includes the goal of increasing Maori enrolments to 30% (Department of Psychology, 2000). More specific goals and strategies are included in the Department's Kaupapa Maori Policy. (See Appendix 6.) This policy commits the Department to developing an environment which:

- meets the educational and research needs of Maori students and staff;
- recognises and promotes the importance of psychology students and staff being culturally responsive; and
- recognises and promotes psychology as a platform for Maori development. (Department of Psychology, 2000; 2.1)

Some of the more visible outputs of the policy are kaupapa Maori tutorials. These tutorials are currently available in core undergraduate courses and in some non-core courses. They are mostly delivered by Maori sessional assistants. They are open to all students but Maori students are given preference. Kaupapa Maori tutorials seek to enhance Maori presence and participation in the University by creating a space for Maori students where they can meet the challenge of course work in an environment that is safe, tailored to their needs and to their cultural reference points (Department of Psychology, 2000).

### **1.4 Justification**

The Kaupapa Maori Management Committee (KMMC) initiated the evaluation as they are aware of the need to increase the retention of Maori students in a supportive environment. The KMMC want the evaluation to focus on finding the barriers to and

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<sup>1</sup> These figures were extracted from the student record system in April 2002.

supports for success for Maori graduate students in the Psychology Department. The KMMC hope the evaluation will provide them with the necessary information to better manage support for Maori students and reduce the barriers that impede Maori students' success.

## **1.5 Evaluation Team**

This evaluation was undertaken by three graduate students of the Psychology Department at the University of Waikato as part of their course requirements for the graduate paper Evaluation Research. The three students were Hanna Hunt, Niki Morgan and Lani Teddy. Dr Neville Robertson supervised the evaluation.

## 2. LITERATURE REVIEW

### 2.1 Introduction

The extent to which variables outside of education impede or enhance performance in educational settings are explored in this literature review, with particular emphasis on barriers affecting Maori participation in tertiary education. Educational achievements are consistently linked to workforce participation, unemployment levels, socio-economic advancement and enhanced health. Although Maori participation at tertiary level has increased over the last five years there has been little reduction in the gap between Maori and non-Maori.

The key factors to be considered as barriers for Maori at tertiary level are educational preferences, family resources, and the cost of tertiary study. However, there are still areas that need to be researched such as differences in socio-economic status among Maori, barriers specific to Maori men that are distinct from the barriers faced by Maori women and the establishment of consistent data collection methods.

### 2.2 The context of educational disparities

Educational achievement and the acquisition of formal qualifications are important issues for Maori today. As the economy becomes more knowledge-based and the skill levels being sought by employers rise (Ministry of Education, 2001). Education is often held out to be crucial in closing social and economic gaps between Maori and non-Maori. Income levels, housing ownership, overcrowding, labour force participation, incarceration rates, health status and mental health statistics are other indicators are all areas in which Maori are disproportionately over-represented. These are also areas which are directly affected by educational outcomes.

The statistics for Maori present a grim picture. From the very beginning of life Maori babies are more likely to die compared to non-Maori babies (Te Puni Kokiri, 2000a). At the other end of the spectrum, although the figures have improved, Maori women have a life expectancy nine years lower than that of non-Maori women, while Maori men have a life expectancy eight years lower than that of non-Maori men (Te Puni Kokiri, 2000a). In the intervening years participation in any type of education, from pre-school through to tertiary, is affected by the availability of family resources and the number of family members these resources have to be shared with (Chapple, Jefferies & Walker, 1997). With this in mind, a number of authors are in agreement that the disparities experienced by Maori are the cumulative effect of various factors, of which lower educational outcomes are one (Chapple et al, 1997; Else, 1997; Te Puni Kokiri, 2000a). The situation for Maori is slowly and steadily improving. For example, between 1994 and 1998, the number of tertiary qualifications gained by Maori increased by 60%. However, over half of these qualifications were at the certificate level (compared to a third for non-Maori) (Te Puni Kokiri, 2000a). Maori need to be encouraged to graduate with degree and post-graduate degree qualifications in order to be more competitive in

the job market. Additionally, while the number of Maori graduating is increasing, so too is the number of non-Maori.

## **2.3 Identified barriers**

A number of factors have been implicated as barriers to Maori participation and achievement at tertiary level. Racism, differing values, isolation in classes dominated by non-Maori, illiteracy, peer pressure, absenteeism, low self esteem, lack of finances, previous bad experiences with education, overwhelming life experiences, lack of parental education and inadequate attitudes from teachers, parents and whanau have all been touched on by a number of authors (Chapple et al, 1997; Choat, 1998; Else, 1997; Jefferies, 1997; McKinley, 2000; Nash, 1993; Te Puni Kokiri, 2000a, 2000b; Walker, 1997). However, there are key factors that account for the majority of the obstacles faced by Maori.

### **Racism in the Tertiary Sector**

Racism is a reality faced by minorities in any society. For colonised minorities like Maori, racism often reinforces the negative effects of catastrophes such as large sections of communities killed by introduced diseases, almost total dispossession of land, oppression of language and culture, and almost complete lack of representation in political and legislative structures and processors.

The effects of racism on Maori has had a lasting effect on many Maori parents in forming their view of their place in society. Many Maori parents have held the view then their children had no place in tertiary education.

Tertiary institutions currently are Pakeha dominated (with the exception of wananga currently operating throughout the country.) They are based on a Pakeha framework of ideas and systems. This alone will alienate Maori because some do not feel comfortable in that environment which is completely based on Pakeha values (Jefferies, 1997).

The Maori community looks to education, and schools in particular, as long term strategies for Maori development. This can be attained if educational change is supported by a change in wider society. Educators have a crucial role to play in this aspect of the reshaping of our country's future.

### **Values and Preferences**

Chapple, Jefferies and Walker (1997) emphasise the consistent finding that Maori want the same levels of achievement as non-Maori, but more often than not, Maori want a different type of education. This is reflected in enrolment increases in Maori medium education initiatives such as Kohanga Reo, Kura Kaupapa Maori, Whare Kura and Wananga. These educational settings are a response to the educational underachievement of Maori and a dominant system that undermined Maori language, Maori culture and Maori knowledge (Smith, 2000). Maori medium educational settings impart values,

practices and structures that Maori can more readily relate to in surroundings that counteract the isolation some Maori have reported feeling in mainstream settings.

### Family Resources

The most consistent and outstanding variable of education achievement, applicable from pre-school to tertiary levels, is resources. Nash puts it most succinctly:

Social differences in educational performance and access to further education is fundamentally due to the fact that families possess different resources of wealth, education, and social connections, and use those resources within an essentially competitive system of education. (1993, p. 4)

Numerous authors and organizations endorse this conclusion. Family resources are a key reason for educational disparities and it can not be disputed that Maori families have fewer resources at their disposal and on average more family members with whom to share those resources (Chapple et al., 1997; Else, 1997; Jefferies, 1997; Te Puni Kokiri, 2000a, 1999).

The resources that have the most significant effect on educational outcome are monetary income, asset ownership (in particular home ownership), parental time to help children and parental education (Chapple et al., 1997). A family with these resources at its disposal is more likely to live in a wealthier district and have their children attend a wealthier decile school.

Income and social networks are particularly important in gaining culturally rewarding experiences and making influential acquaintances (Nash, 1993) both of which go some way to help wealthy parents ensure their children get access to better facilities (The Jobs Research Trust, 1998). In addition, McKinley (1999) found that Maori parents who had little or bad experiences with education were less likely to be involved at school and more likely to feel intimidated about questioning teachers or seeking help for their children.

In relation to tertiary education, Chapple, Else & Jefferies (1997) are of the view that the lack of resources as a barrier is more important earlier in the education system. However, since disadvantages have a cumulative effect, performance at tertiary level is also likely to be affected.

### The Cost of Tertiary Education

There is no denying that tertiary education is an expensive investment. Given that Maori are over represented in lower socio-economic groups and have to spread their resources more thinly than non-Maori, cost is definitely a barrier to Maori entry to tertiary study. Jefferies (1997) found that additional costs associated with particular courses excluded Maori from participating, or in some cases delayed their decision to enrol.

## Student Loans

When student loans were introduced in 1992, groups who traditionally had lower participation rates at tertiary level, such as Maori and Pacific Islanders, benefited from the opportunity (Ministry of Education, 1999). However, the cost of tertiary study is likely to keep students in debt well into their working lives (The Jobs Research Trust, 1998). While the loans scheme has been an advantage in that more Maori are now able to participate in university study, in the long term, concern about their accumulating debt is likely to discourage some students from continuing to graduate study.

Loan repayment statistics from the Ministry of Education (1999) show that males (compared to females) and non-Maori (compared to Maori) have shorter repayment times. Maori on average will take 15 years to repay a loan compared to 13 years for non-Maori. The differences between Maori men and women are more significant, with men taking on average 10 years to repay their debt, compared to 18 years for women. Up to 35% of Maori women graduates are expected to be still paying off their loans at age 64, due to their childbearing responsibilities and typically lower income (The Jobs Research Trust, 1998).

Repayment of interest incurring loans is a weight most students will have to bear. It is not clear to what extent Maori consider loans obstacle enough to prevent tertiary study although as public awareness of the student debt burden grows, it is likely that increasing numbers of potential students will elect not to come to university or not to continue on to graduate study because of financial considerations.

## 2.4 Maori women

In 1999, of the 7500 Maori who gained a tertiary qualification from a university, polytechnic, wananga or college of education, 62% were women (Te Puni Kokiri, 2000b). More Maori women are graduating than Maori men, and are concentrating their studies in the areas of business, commerce and humanities (Te Puni Kokiri, 1999). Despite this, there are particular barriers which Maori women face compared to their non-Maori peers.

There are a number of issues that are particularly relevant for Maori women and their patterns of participation in tertiary education. The most obvious are pregnancy and parenting.

Maori women tend to have children at a younger age than non-Maori women, and on average give birth to more children compared to non-Maori women (Te Puni Kokiri, 1999). Maori women are more likely to have their children during the core tertiary ages of 20-24 (as defined by Te Puni Kokiri in their *Closing the Gaps* reports), and during the ages of 15-19 the Maori fertility rate is nearly four times that of non-Maori women. Furthermore, Maori women are almost twice as likely as non-Maori women to have five or more children (Statistics New Zealand, 1996)

Other issues facing women are the difficulties and responsibilities involved in solo parenting and the effects of sexual, physical and mental abuse which proportionately affect women more often than men (Morris, 1997). In regard to parenting, in 1996 82% of the Maori population lived in families; 56% of which were two-parent families, and 41% of Maori children lived in one-parent families. In comparison, 18% of non-Maori children lived in one-parent families. Eighty six percent of Maori solo parents in 1996 were female (Statistics New Zealand, 1996).

Other factors that affect the participation and achievement of Maori women at tertiary level are that Maori women are more likely than non-Maori to undertake unpaid work outside the home (Te Puni Kokiri, 1999) and that it is generally the female member of the family who cares for whanau who are sick or can not care for themselves (Jefferies, 1997).

## 2.5 Future research

There are a number of areas where future research is needed.

- *Statistics have to be collected and reported in a consistent manner to get a clear picture of what is happening in education.*

Te Puni Kokiri (2000a) argues that while it may seem that Maori are doing better overall, due to the growth in education that has also occurred for non-Maori, disparities still exist and the gaps between the two groups remain. Chapple, Jefferies and Walker (1997) challenge such arguments, as data has not been collected consistently over the last 20 years. Jefferies (1997) reports that the collection, collation and reporting of Maori focused data is often inconsistent. As Durie (2001) points out, over the years, biological approaches, the descent method and self-identification have all been used in the collection of statistical information. These differences become apparent in census data. In 1996, 579,714 people indicated they were descended from a Maori, while 523 374 (85%) actually identified as Maori (Durie, 2001).

While Chapple, Jefferies and Walker (1997) acknowledge these inconsistencies they argue that repeated claims of a widening educational gap between Maori and non-Maori is selective use of data. These authors assert that the education gap has been slowly and unevenly narrowing for at least the last generation.

- *Focus on Maori who have achieved and identify the variables of success. Look at the situation from a successful standpoint.*

Looking at the reasons why individuals stay at university even in the face of such barriers as described throughout this review may be more valuable than looking at the reasons people leave before the completion of a qualification, or before individuals achieve their goals. If we look at the reasons people stay and why they succeed we may be better prepared to help those who are struggling, and more adept at identifying individuals who are having difficulty before they become overwhelmed.

- *Age composition and socio-economic situations.*

Maori women on average tend to come to university later than non-Maori but this may not necessarily be to their disadvantage (Chapple et al, 1997). Lifestyle and differing priorities may play some part in Maori enrolling in tertiary education at a later age, and play a role in the differences between Maori and non-Maori between the core tertiary ages of 18-24.

In regard to socio-economic situations Maori are not a homogenous group (Smith, 2000). There is an emerging gap between Maori who are well qualified and employed and those with no qualifications and poor prospects (Durie, 2001). More research is needed into the diversity of Maori experiences and how these experiences reflect success.

- *Maori women and Maori men.*

As is now the case among non-Maori, Maori men are less likely to participate in tertiary education than Maori women. This is possibly due to differences in earning potential (men typically earn more than women). Maori men may have less incentive to complete degrees. However, as the literature has so far focused on the particular barriers facing women, it may be useful to also examine the factors limiting Maori men's participation in tertiary education.

## 3. METHODOLOGY

Two methods of data collection were used in this research: questionnaires and interviews. The participants involved in the research were those students enrolled in psychology papers at the University of Waikato, who identified as Maori.

### 3.1 Ethical considerations

The research proposal was reviewed by the Human Research and Ethics Committee of the Psychology Department at the University of Waikato, using the New Zealand Psychological Society's Code of Ethics.

### 3.2 Questionnaire method

A questionnaire was designed in collaboration with the Kaupapa Maori Management Committee. (See Appendix 2.) The questionnaire cover demographic data, schooling, preparation for university study, supports for and barriers to academic success and plans for graduate study. There was an extra section for graduate students to complete asking them about their experiences of graduate study. Two versions of the questionnaire were prepared; one web-based, one hard copy.

#### Procedure

All students who identified as Maori within the Psychology Department were sent an e-mail from a member of KMMC advising them of the survey website and where they could obtain a hard copy of the questionnaire if they preferred. (See appendix 5 for the e-mail letter.) First, second and third year Kaupapa Maori tutors were asked to advise students in their tutorials of the questionnaire and were given hard copies to distribute if students preferred to complete the questionnaire that way. Members of the research team attended Maori student body meetings to advise students of the questionnaire. Once again hard copies were available. Notices were also put up around the Psychology Department. (See appendix 1 for the information sheet used to advise students of the research and where to access the questionnaire.) Those students enrolled in 0518.103 (General and Experimental Psychology) were able to receive 1% credit for participating in the research. Graduate students were informed via a more informal approach: personal communication with evaluation team members and e-mails directing them to the questionnaire.

Hard copies of completed questionnaires were returned over a three week period to a collection box, located in the Psychology Departments Secretaries' office. At the end of this period, the website was closed off.

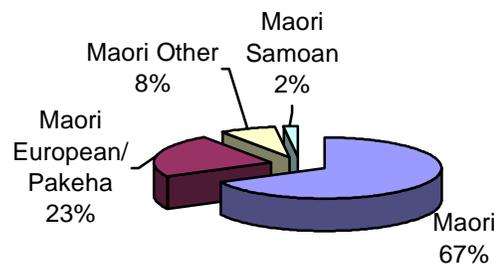
The responses recorded from students were collated and summarised. A summary of responses was used to develop questions for the interviews.

## Questionnaire sample

Forty-two undergraduates and ten graduates completed the questionnaire, which meant a 30% response rate. Forty percent of those who responded did so via the web site. The questionnaire was aimed at Maori students studying in psychology. As can be seen in Figure One, most of the respondents identified themselves as Maori only. Respondents who also identified as 'Other' included Australian, British, and Irish

**Figure 1: Ethnicity of respondents**

n=52



Exactly half of students who responded were in the 20-25 age group. There were few respondents in the under 20 age group and in the over 40 group.

**Table 1: Age of respondents n=52**

	N	%
<20	2	4
20-25	26	50
26-30	8	15
31-40	14	27
>40	2	4

Forty one respondents (79%) were studying full time. There were 20 first year students, 10 second year students, 12 third year students and 10 graduates.

There was a larger proportion of female (71%) respondents compared to male (29%) respondents.

Before coming to university, ten students had at least school Certificate, fifteen had Sixth form Certificate, nine had bursary, and seven had University Entrance. Twelve students had no formal high school qualifications before coming to university, of those; four had no other qualifications.

### **3.3 Interview method**

#### **Procedure**

At the end of each questionnaire was a detachable sheet titled *Interview Request Form*. Those students majoring in Psychology were asked if they would like to take part in an interview. Some demographic information was requested. This was used to select students for the second part of our study.

From those requesting an interview, 12 were selected to ensure that a diversity of students were included. That is, we selected interviewees from different levels of study and ages. We also ensured that we included some students who had children in their care. The interviewees were contacted by phone to arrange a time and meeting place to conduct the interviews. In the end, only 9 interviews were completed due to difficulties in contacting students and arranging interviews. All interviews were held on campus and were carried out over a week and a half period.

On average each interview took 15-20 minutes. Interviewees signed a consent form prior to the interview commencing. The interviews were recorded and the tape used to complete a summary. (See appendix 4 for the interview schedule.)

#### **Interview sample**

There were 9 students interviewed, 1 first year, 1 second year, 3 third years and 4 graduates. Four of those interviewed had children. Seven interviewees were from the 20-25 age group, and two from the 31-40 age group.

## 4. EVALUATION FINDINGS

The following is an integration of questionnaire and interview findings, as most themes were canvassed through both forms of data collection. The terms ‘respondent’ and ‘interviewee’ are used to refer to participants in the questionnaire and interview respectively.

### 4.1 Preparation for study

Respondents in the questionnaire were asked why they decided to attend university. From the five options given a majority (85%) indicated that furthering their career opportunities was a reason for their decision to come to university. In contrast expectations of whanau was an important factor for just one third of participants. Other reasons respondents gave for attending university ranged from it “seemed like a good idea,” to wanting to “further develop theoretical perspectives and global knowledge.” Not wanting to remain dependant on welfare, being a good role model for their children and a desire to help own people, were also reasons reported by several respondents.

**Table 2: Reasons for attending university n=52**

	N	%
<b>Further career options</b>	<b>44</b>	<b>85</b>
<b>Increase salary potential</b>	<b>33</b>	<b>62</b>
<b>Expectations of self</b>	<b>32</b>	<b>62</b>
<b>Interest in subject</b>	<b>29</b>	<b>56</b>
<b>Expectations of whanau</b>	<b>16</b>	<b>31</b>
<b>Other</b>	<b>10</b>	<b>19</b>

Seventy one percent of respondents indicated they were majoring in psychology, as shown in Table 3. The main responses given as reasons for majoring in psychology can be categorized into three groups: interest, helping people and contributing to the community, and helping Maori people specifically.

**Table 3: Respondents majoring in psychology n=53**

	N	%
<b>Yes</b>	<b>37</b>	<b>71</b>
<b>No</b>	<b>7</b>	<b>13</b>
<b>Missing value</b>	<b>9</b>	<b>15</b>

The majority of students typically had multiple sources of income. Seven respondents utilized one form of financial support only. As can be seen in Table 4 below, student loan, student allowance, part-time employment and scholarships/bursaries/grants were the main forms of financial support for respondents in this study.

**Table 4: Financial Support**

	N	%
<b>Student Loan</b>	<b>40</b>	<b>77</b>
<b>Part-time Employment</b>	<b>23</b>	<b>44</b>
<b>Student Allowance</b>	<b>22</b>	<b>42</b>
<b>Scholarships/Bursaries/Grants</b>	<b>20</b>	<b>38</b>
<b>Income Support Benefit</b>	<b>9</b>	<b>17</b>
<b>Financial Support from whanau</b>	<b>8</b>	<b>15</b>
<b>Financial support from Spouse/Partner</b>	<b>6</b>	<b>12</b>
<b>Full-time Employment</b>	<b>2</b>	<b>4</b>
<b>Saving from previous employment</b>	<b>4</b>	<b>8</b>

The most common sources of information participants used to prepare themselves for university study were friends, family and the university prospectus. The least common were TV/radio, employers and university lecturers. In hindsight over one third of students said they would have liked to have accessed university lecturers, university students and career expos/information days/evenings in preparation for university study. Thirty percent suggested having access to a university prospectus would have been useful.

**Table 5: Sources of information used in preparation for study compared to sources students would have liked access to.**

<b>Sources used</b>	<b>N</b>	<b>%</b>	<b>Sources wanted in hindsight</b>	<b>N</b>	<b>%</b>
<b>Family</b>	<b>27</b>	<b>52</b>	<b>Family</b>	<b>10</b>	<b>19</b>
<b>Friends</b>	<b>33</b>	<b>63</b>	<b>Friends</b>	<b>12</b>	<b>23</b>
<b>Teachers</b>	<b>19</b>	<b>37</b>	<b>Teachers</b>	<b>14</b>	<b>27</b>
<b>Careers Advisors</b>	<b>16</b>	<b>31</b>	<b>Careers Advisors</b>	<b>20</b>	<b>38</b>
<b>Career expos/information days</b>	<b>17</b>	<b>33</b>	<b>Career expos/information days</b>	<b>20</b>	<b>38</b>
<b>Employers</b>	<b>5</b>	<b>10</b>	<b>Employers</b>	<b>13</b>	<b>25</b>
<b>TV/radio</b>	<b>6</b>	<b>12</b>	<b>TV/radio</b>	<b>8</b>	<b>15</b>
<b>Internet</b>	<b>11</b>	<b>21</b>	<b>Internet</b>	<b>15</b>	<b>29</b>
<b>University prospectus</b>	<b>26</b>	<b>50</b>	<b>University prospectus</b>	<b>15</b>	<b>29</b>
<b>University students</b>	<b>14</b>	<b>27</b>	<b>University students</b>	<b>19</b>	<b>37</b>
<b>University lecturers</b>	<b>7</b>	<b>13</b>	<b>University lecturers</b>	<b>20</b>	<b>38</b>

Thirty-three percent of respondents had attended at least one course prior to university to help prepare for university study. These findings are presented in Table 6. Nearly 90% of those that attended a course found it to be helpful. Of those who did not attend a course prior to coming to university 40% believed it would have been helpful in preparing them for university study. Qualifications gained prior to university were typically diploma and certificate courses.

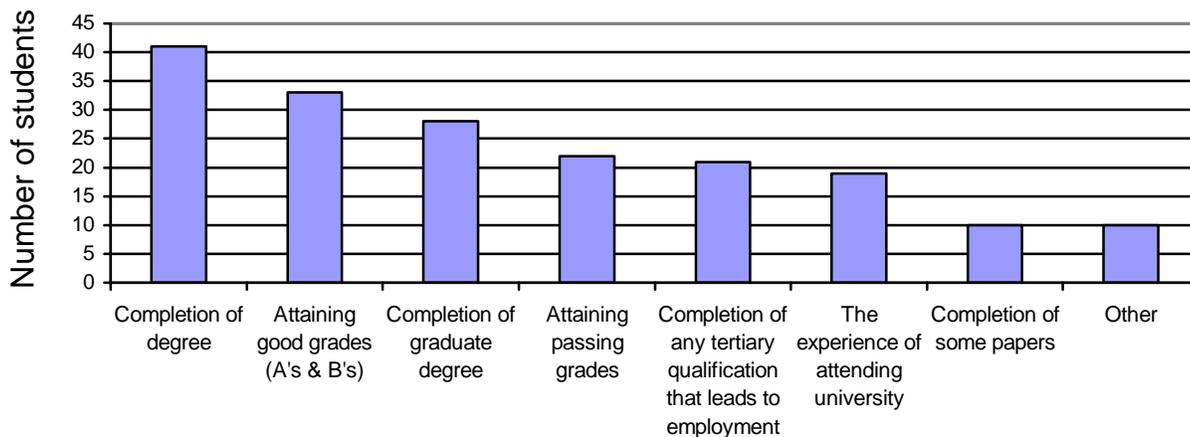
**Table 6: Courses attended to prepare for university study n=17**

	N
Te Timatanga Hou-University of Waikato	4
Polytechnics/Institutes of Technology	9
Correspondence School	1
Te Wananga O Aotearoa	2
YMCA	1

## 4.2 Defining success

Respondents were asked how they defined success at university. Completion of their degree was the most common definition with 80% of respondents giving this response. Completion of some papers was the least common definition. Only 20% of respondents thought that this defined success at university.

**Figure 2: Success at university n=52**



A number of non-academic themes also emerged. Two respondents reported establishing new relationships and participating in university activities such as sports, as being aspects of success. Balancing academic work, family, sports and part-time employment was reported by another respondent. Making the sacrifices that university study inevitably entails and the satisfaction of completing assignments through ability and hard work rather than struggling was deemed important by a number of respondents. Personal fulfillment and gaining an understanding of individual strengths and weaknesses through their study was a theme reported by four respondents. One respondent identified an aspect of their success as “getting over being whakamaa to ask for help.”

Despite the varied responses given, completion of at least one degree was the most common definition of success. It is pertinent to remember that respondents could indicate a number of options for this question. The outcome may have been slightly different had we asked respondents to identify one option as their most favored definition of success.

Success itself is a multifaceted concept. From an academic viewpoint, the goal of the majority of respondents is the completion of a degree followed by the attainment of a graduate qualification. While this is a logical progression it is inevitable that not all students will follow this path or view the attainment of a graduate qualification as the ultimate success. It is apparent that a number of respondents view being well-rounded individuals balancing academic, family, work and leisure commitments as important aspects of university life.

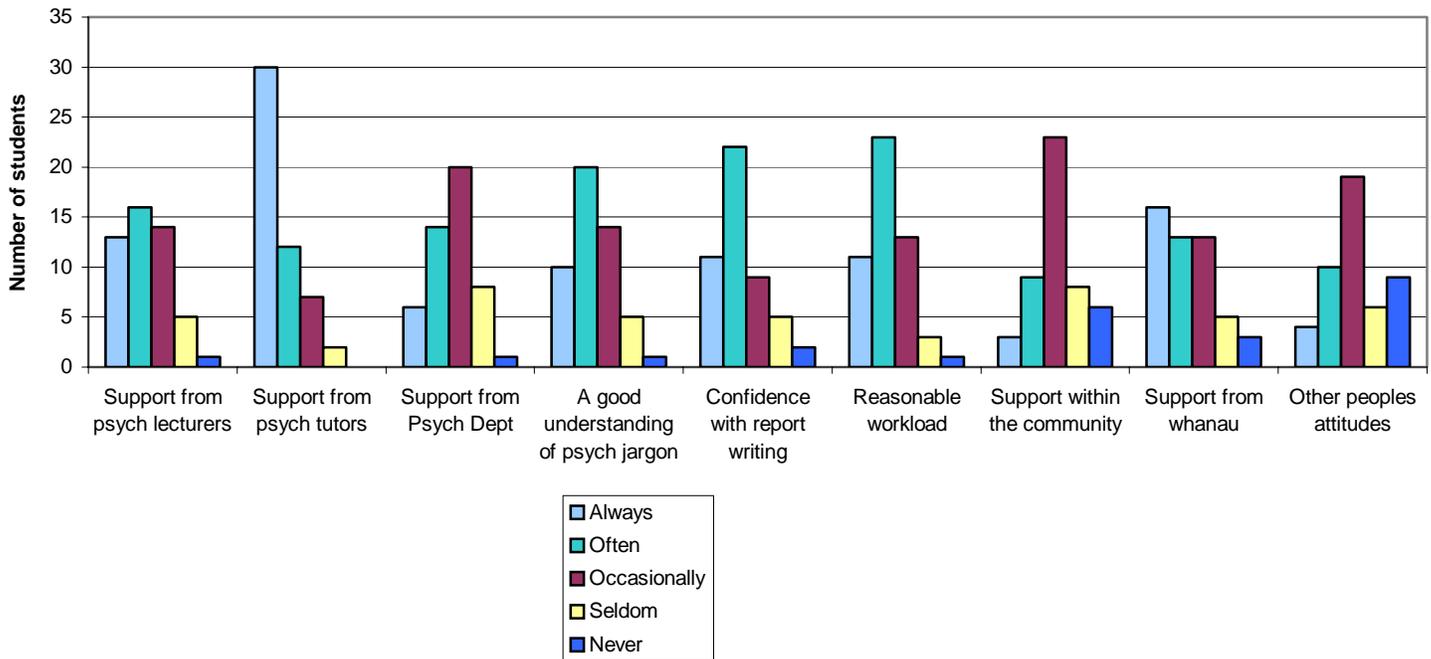
One respondent summed up the diverse aspects of success quite succinctly:

*Making the decision to come to university was one of the biggest decisions I have ever made. It has affected my whole life, especially my children's lives. We have all sacrificed and struggled for the past three years. I have become successful when I began to take the appropriate steps that led me to seek a higher education for the betterment of my family. To complete my degree is the icing on the cake.*

### **4.3. Supports**

Respondents were asked to rate the contribution of various supports to their success. The support that participants most commonly thought as contributing to their success at university, was the support received from psychology tutors, which is illustrated in Figure 3. Fifty seven percent said psychology tutors ‘always’ contributed to their success and another 23% described psychology tutors as ‘often’ contributing to their success. Psychology lectures were contributors to success less often in the ‘always’ category at 25%. Having a good understanding of report writing was either ‘always’ or ‘often’ a contributor to success for approximately two thirds of all participants.

**Figure 3: Supports for successful study n=52**



Unprompted, three respondents attributed support from other students and being part of a good study group as contributing to their success. This was a factor that also came through in the interviews. When asked to describe things within the Psychology Department that have been particularly supportive to them, several interviewees nominated Kaupapa Maori tutorials, noting that they were a good way of forming friendships and creating networks that supported them through their studies. One interviewee reported that she was still in contact with people she meet in her first year through Kaupapa Maori tutorials. They “provided a supportive base for one another, as (they) had been going through the same stuff.”

Most respondents were aware of the various supports available within the Psychology Department to assist them with their study.

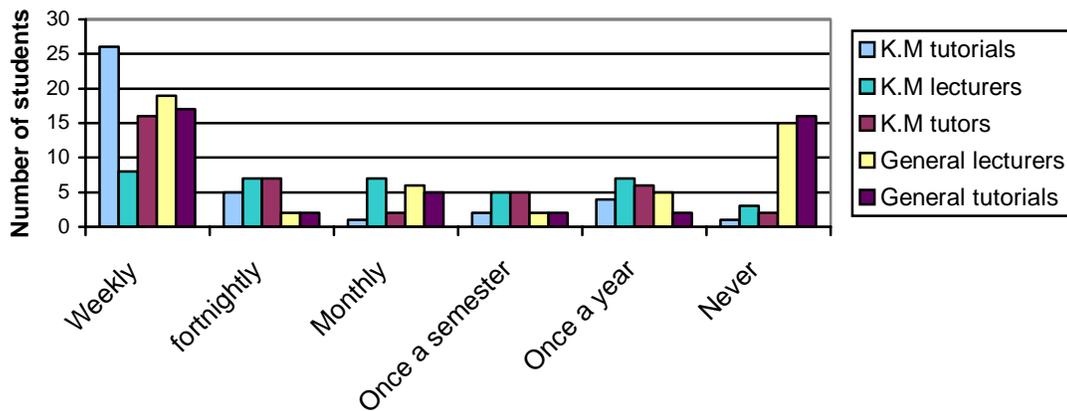
**Table 7: Students' awareness of supports within Psychology Department**

	N	%
<b>Kaupapa Maori tutorials</b>	<b>47</b>	<b>90</b>
<b>Kaupapa Maori tutors</b>	<b>47</b>	<b>90</b>
<b>General lecturers</b>	<b>37</b>	<b>71</b>
<b>Kaupapa Maori lecturers</b>	<b>36</b>	<b>69</b>
<b>General tutorials</b>	<b>36</b>	<b>69</b>

Of those who accessed these internal supports (Figure 4), 80% said they used Kaupapa Maori tutorials, or Kaupapa Maori tutors, on a weekly basis. Thirty two percent said they accessed general tutorials weekly. In contrast 42% of respondents accessed general lecturers either rarely or never.

Given that a large proportion of Maori students are not accessing non-Maori lecturers suggests that the approachability and accessibility of non-Maori staff in the Psychology Department may need to be addressed. This is discussed more fully in the subsequent section (Internal Barriers).

**Figure 4: Frequency students access supports within the Psychology Department n=52**



Eighty one percent of respondents reported that they had taken a psychology course that offered Kaupapa Maori tutorials. Just over 70% said they had attended Kaupapa Maori tutorials and of those, all indicated that they found them useful.

## Utility of Kaupapa Maori tutorials and tutors

When asked if Kaupapa Maori tutorials were useful, respondents were emphatic:

*More than useful, they are vital to the success of Maori students in psychology. They allow Maori their own space to be safe in sharing options that are 'given' beliefs in Maoridom...they also create an environment where Maori can learn in their own framework.*

*My Psychology Kaupapa Maori tutors have played the biggest role in my success to date at university. Without their support, sincerity and willingness to help me I am not sure I would still be here at university today.*

*Kaupapa Maori is excellent...I don't know how far I would've got without it.*

*If it wasn't for the KM tutors that I've encountered, I don't believe I would have made it this far.*

When interviewees were asked to elaborate on the attributes tutors had that made them so supportive, the common themes that came through were that the tutors had genuine interest in students, wanted to see them succeed, were approachable and listened to their needs. When speaking of Kaupapa Maori tutors, two interviewees had the following to say:

*Tutors that are the most supportive are the ones that take a personal interest in what you are doing- make time to talk to you, and are approachable*

*The tutors make you feel at ease, and relaxed. Nothing is a problem and there is always an answer. If there isn't a direct answer they go out of their way to help. They direct you to the right people.*

It is abundantly clear that Maori students not only value the support of their tutors; they depend upon it. This finding cannot be emphasised enough. Future developments in the Psychology Department looking to support and retain Maori students should focus on the availability, approachability and genuine support of tutors. The Psychology Department should look for ways to develop similar working relationships between students and other key staff in the Department, in particular non-Maori tutors and lecturers. This becomes more apparent when considering the finding that 60% of respondents indicated their tutors 'always' contribute to their success, while only 25% of lecturers 'always' contribute to the success of respondents.

However, when interpreting these responses it is important to bear in mind that 38% of respondents were first year students who may come to make greater use of their lecturers for support as they progress through their studies. This may be due to smaller class sizes

at the higher year levels (3rd, 4th and 5th) where students and lecturers may become better acquainted with one another, and the unavailability of tutorials at 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year levels.

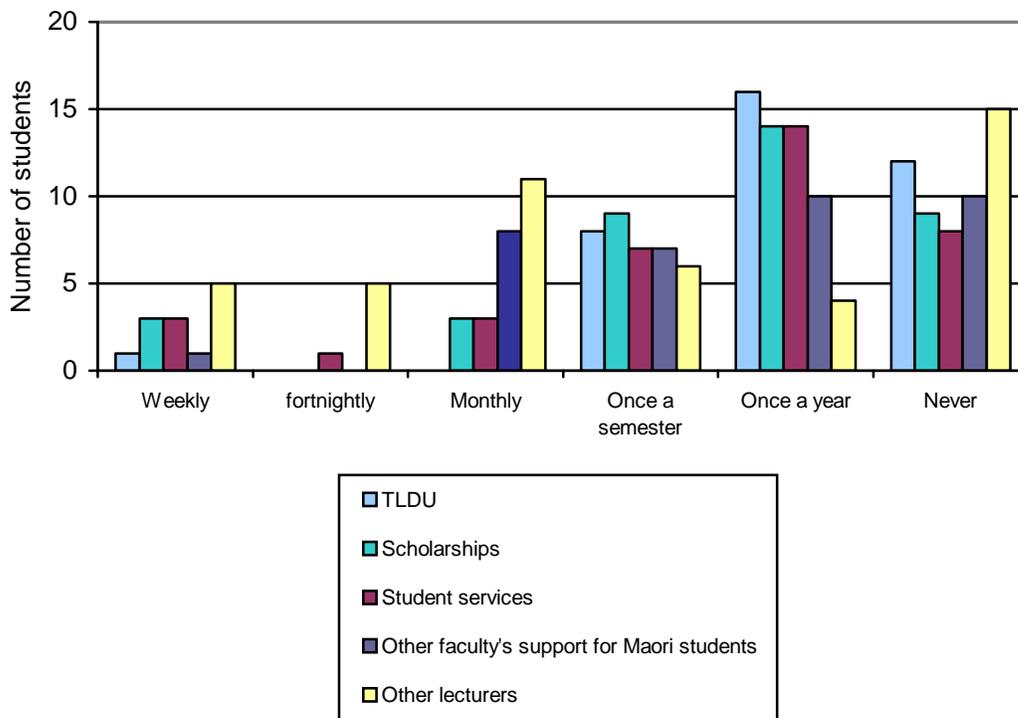
### Supports outside the Psychology Department

When asked what supports they were aware of outside the Psychology Department (Table 8), three-quarters of the respondents knew of the Teaching and Learning Development Unit (TLDU) although the majority (69%) did not access this support at all or only utilised the service once a year (Figure 5). Nearly two-thirds were aware of scholarships and student services, but again, these services were rarely used.

**Table 8: Students' awareness of supports outside the Psychology Department**

	N	%
<b>Teaching and Learning Development Learning (TLDU)</b>	<b>40</b>	<b>77</b>
<b>Scholarships</b>	<b>33</b>	<b>63</b>
<b>Student Services</b>	<b>32</b>	<b>61</b>
<b>Other faculties' support for Maori students</b>	<b>22</b>	<b>42</b>

**Figure 5: Frequency students access supports outside the Psychology Department**  
N=52



What is of particular importance about these findings is that the majority of students are aware of these supports but it is unclear if students know of specific services they provide or whether they utilise them to their full potential. Respondents were not asked how beneficial it was to access this type of support or the reason they chose any one particular support over another. This is discussed more fully when considering the barriers to success in section 4.4.

### Additional Support

When asked, “what additional support would you like to receive,” one respondent suggested space for Maori “to set up initiatives, space to store resources...Maori space...a common room for Maori students to hang out.” Another respondent suggested support for Maori students at the Tauranga campus, as they currently do not have the support systems in place that Waikato students have.

One respondent felt that as a younger student she was being overshadowed by older students. She felt “often too shy to ask for help” and found it difficult to participate in discussions with older students. Another respondent reported an aspect of her success was “getting over being whakamaa.” Given the low percentage of responses from students aged 20 and under (two responses) and that the majority of respondents were in the 20-25 and 31-40 age brackets, it would be interesting to learn how common this feeling is among young Maori students.

Two respondents indicated extra tutorials would be useful. The first respondent thought one hour was not enough time to get through the material, and the second respondent specified that additional KM statistics tutorials were necessary.

### Support within the Psychology Department

When asked whether they felt the Psychology Department provided enough support for students, 73% of respondents felt that it did (Table 9). However, when interviewees were asked specifically how supportive the Psychology Department is for Maori students, responses were more variable. Responses ranged from negative: “not very supportive at all,” to mediocre: “pretty good, more so than other schools,” “supportive to me, but I think not for some,” to the positive: “hugely supportive.” Although three quarters of respondents indicated that the Psychology Department provided enough support, it is concerning that 15% thought that it did not, and more concerning that interviewees were more negative in their perceptions of the Psychology Department.

**Table 9: Does the Psychology Department provide enough support?**

	N	%
Yes	38	73
No	8	15
Missing	6	12

There was some feeling that recognition of Maori issues should extend beyond Kaupapa Maori tutorials and Maori staff and apply to the whole of the Psychology Department. For example, one interviewee felt some non-Maori lecturers avoided Maori content in their courses as they were not knowledgeable enough or uncomfortable with teaching issues that pertain to Maori. In this instance, the interviewee suggested bringing in a guest speaker or lecturer to raise Maori issues appropriately. Another interviewee felt the Department itself was supportive but considered that there was a lot of ill feeling among students, Pakeha to Maori and Maori to Pakeha. In this case, the interviewee felt there was nothing more the Psychology Department could do. Another interviewee made similar comments:

*Maori on Maori is really supportive...(but with)...Maori on Pakeha it's a bit different. Some things I don't think can be explained differently in cultural ways.*

Another respondent suggested providing additional opportunities for Maori students to see the relevance of their studies in the real world, although no suggestion was made as to how this may be accomplished.

As stated by one respondent, monoculturalism in psychology is still very dominant. This respondent thought that one way to overcome this is the provision of more Maori space:

*Psychology is still, despite all its valiant efforts by Maori staff, a very monocultural environment and having a Maori only space within psychology would be viewed as creating a Turangawaewae within psychology for Maori, and recognition of Maori as Tangata Whenua.*

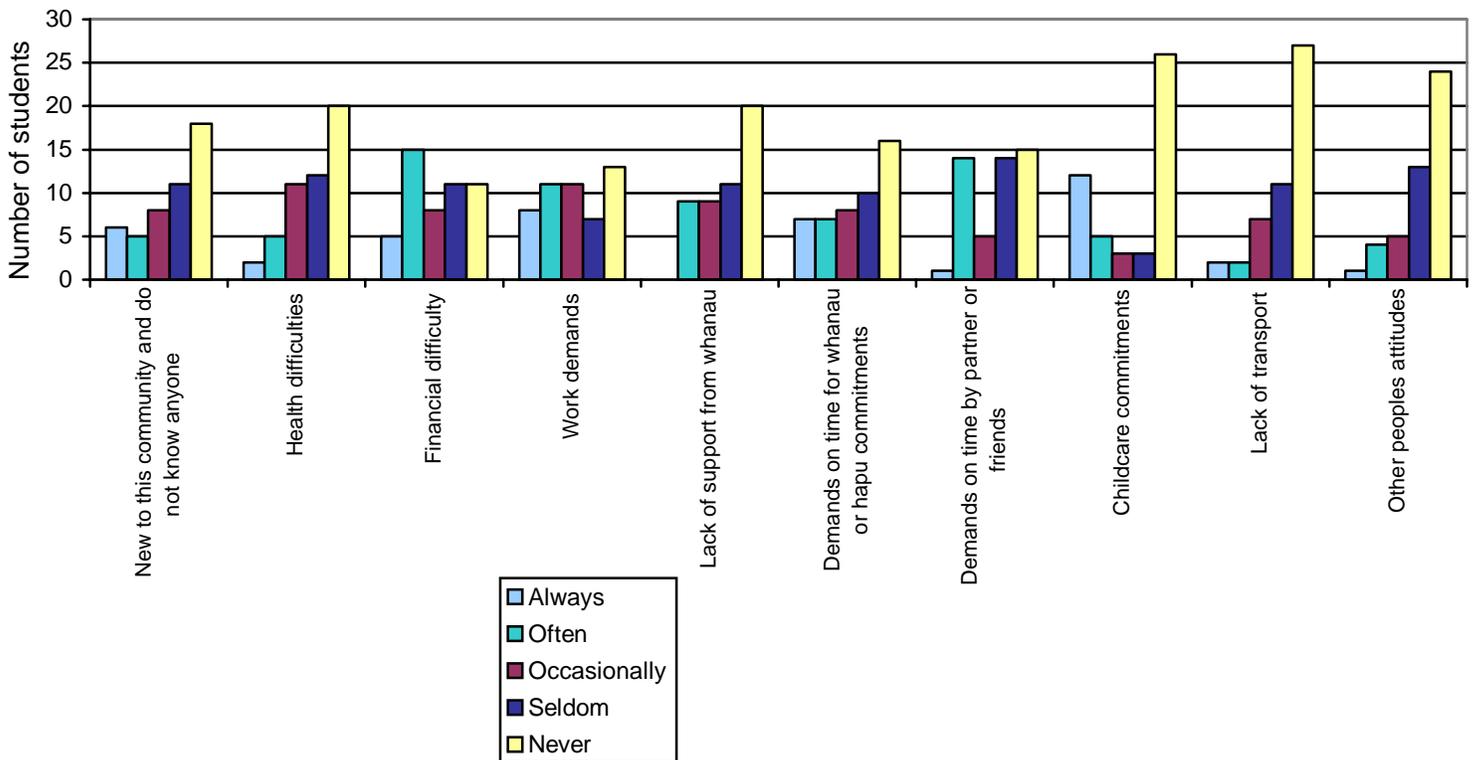
## **4.4 Barriers**

Previous research shows that the majority of obstacles faced by Maori students are external factors such as family and cultural commitments. The findings in this instance follow suit. Two broadly defined categories are responsible for the external barriers faced by respondents in this study: monetary matters (financial difficulty and work demands), and family responsibilities (demands on time for whanau or hapu commitments, for partners or friends, and for childcare commitments) as shown in Figure 6.

Childcare commitments were reported to be a barrier to success 'always' for nearly a quarter of the respondents. Interviewees who reported this as being a barrier to their study said that one problem was that some Kaupapa Maori tutorials were scheduled for inaccessible times; either early in the morning before school or childcare was available, or late in the day after school had finished. One interviewee felt that the university (she did not state the Psychology Department directly) was "not very sympathetic to those who have children."

Over a quarter of respondents said that financial difficulties were ‘often’ a barrier and a third reported financial difficulties as ‘occasionally’ or ‘seldom being a barrier.

**Figure 6:** External barriers to successful study n=52



## Community

Twenty one percent of respondents reported being new to the community and not knowing anyone as a barrier to success either ‘always’ or ‘often’. This seems logical when considering our earlier finding that support from others was seen as a crucial factor in ensuring success. One respondent suggested having a powhiri at the beginning of each year at Te Kohinga Marama Marae to meet kaumatua. This would also provide an opportunity for new students to meet staff and existing students. For this reason interviewees were also asked about developing a sense of community among Maori psychology students and how this could be achieved. The responses to this idea were supportive. However, most interviewees were not interested in this for themselves particularly when they had an existing network which was supporting them, and no

interviewee provided suggestions on how to develop this sense of community. One interviewee supported the idea in full, while other interviewees had the following to say:

*Good idea, but it wouldn't affect me personally as I already have a supportive network.*

*As long as there is an out.*

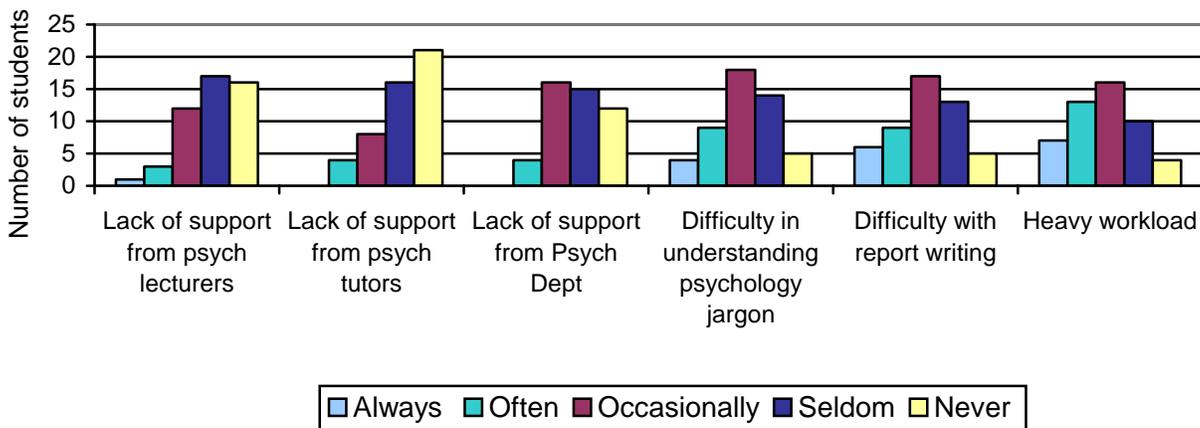
### Internal barriers

Significant internal factors shown in Figure 7 which were frequently reported as being a barrier to success were difficulty with report writing and having a heavy workload. Lack of support from Psychology lecturers and tutors were not commonly reported as being barriers 'always' or 'often'. However, during the interviews, it emerged that some students found psychology lecturers not very encouraging of Maori students. One interviewee felt that some lecturers were not as approachable as Kaupapa Maori tutors. This person reported being sometimes too scared to go and ask for help. These comments are consistent with the earlier finding that almost half (42%) of Maori students did not, or only rarely, approach lecturers for assistance.

There is a cultural difference here that needs to be addressed. While Maori students may be encouraged to approach non-Maori staff for assistance it is more important that non-Maori lecturers are aware of the impact they have on Maori students, particularly when students are apprehensive (for whatever reason) about approaching non-Maori lecturers or tutors.

Lack of support from the Psychology Department was most often described as 'occasionally' being a barrier to participant's success at university. On the other hand, one respondent reported "I can not blame anyone else if I do not succeed."

Figure 7: Internal barriers to successful study (n=52)



## Report Writing and Psychology Jargon

Difficulty with report writing and understanding psychology jargon were each 'occasionally' a barrier for 30% and 34% of respondents respectively. For 28% of respondents, report writing was 'always' or 'often' a barrier, and 25% of respondents felt that understanding psychology jargon is 'always' or 'often' a barrier. When interviewees who had experienced problems in these areas were asked why these things were barriers, a common response was that often lecturers had not explained things clearly. A second theme here was a lack of skills and experience in report writing.

These interviewees were then asked if they could make suggestions as to how to overcome these problems. Several suggested tutorials in report writing skills would have been useful. Other suggestions about report writing included knowing who to approach for assistance and where to find resources.

When asked for suggestions to aid difficulty in understanding psychology jargon interviewees gave varied responses. More than one interviewee felt that it was the responsibility of the student to do work outside of their university hours and learn the material by doing set readings and studying. This student believed that in order to succeed at university it was necessary to know psychology jargon. The suggestions given for assisting students who were experiencing difficulties was to have psychology jargon explained more clearly in lectures or alternatively having Kaupapa Maori tutors explain concepts in a way that students can relate to (something that interviewees say is already occurring in Kaupapa Maori tutorials). A suggestion that one student thought would be helpful for students experiencing difficulties was to have:

*Workshops that focus on psychology material and are developed by the Psychology Department, rather than TLDU.*

The ability to write well is an important part of any student's academic progression. When it comes to report writing (respondents also referred to essay writing and literature reviews) or understanding psychology jargon, a number of respondents and interviewees conceded that some difficulty was expected when studying at this level: "it's difficult but it's just part of the discipline." But for some students "report writing was a shock."

When the findings on barriers are compared to the findings on supports in regard to report writing it appears that TLDU is being under-utilised, possibly because it is inadequately publicised. TLDU offers free services to students with the aim of developing their learning skills, including writing skills, and yet 23% of respondents are unaware of this service. Given that written assignments can account for a large majority of a student's final grade, supporting students in developing their writing ability is vital successfully completion. One respondent at third year level reported that they were unaware of any of these supports which is surprising given that these services are advertised in the university calendar, department handbooks and on the internet.

## Monoculturalism and whakamaa

An issue that was raised in both the questionnaires and interviews was the monocultural environment of the Psychology Department:

*Psychology is still, despite all its valiant efforts by Maori staff, a very monocultural environment...*

*The Department was a very monocultural organisation...*

Again the issue of being whakamaa was raised. According to Metge (1997), the whakamaa experienced by Maori in relation to Pakeha and in Pakeha dominated settings (such as universities) is especially deep and damaging. One respondent reported:

*Whakamaa is the biggest barrier for Maori students in psychology, being too shame to ask for help...*

The same respondent also reported that perhaps non-Maori tutors and lecturers should be made aware of this issue and of the impact they have on their Maori students. Since respondents have reported embarrassment when asking for help, this may also go some way toward explaining why Maori students in this study are not accessing outside supports.

## How the Psychology Department can address barriers

When asked if the Psychology Department could do anything to assist with barriers faced during the course of their study, the majority of respondents acknowledged that there was not a lot the Department could do about personal difficulties. For example, lack of good time management was viewed as a personal responsibility by respondents, not a departmental responsibility. However one simple request was to schedule Kaupapa Maori tutorials for more accessible times. One respondent asked that lecturers make the effort to be a little more understanding towards the personal responsibilities many students have:

*I am a single mother of 4 children. I work two part time jobs to support my family and I study full time at university. A little more understanding and flexibility wouldn't hurt. I understand the demands of being a full time student are great and I always do my best to keep up. But when things get really demanding towards the end of semesters and I go to my lecturers to get extensions on assignments (rarely I might add) that are so close together I have encountered on occasions attitudes towards my home life that are made to seem irrelevant. So a little more understanding and flexibility wouldn't go astray.*

When asked for ways the Psychology Department can assist with addressing barriers faced by students reducing heavy workloads was mentioned. Two respondents reported that modules have workloads more comparable to a full paper than half a paper. One

respondent thought that the Department had some responsibility to avoid clashes in assessment deadlines.

## 4.5 Future study

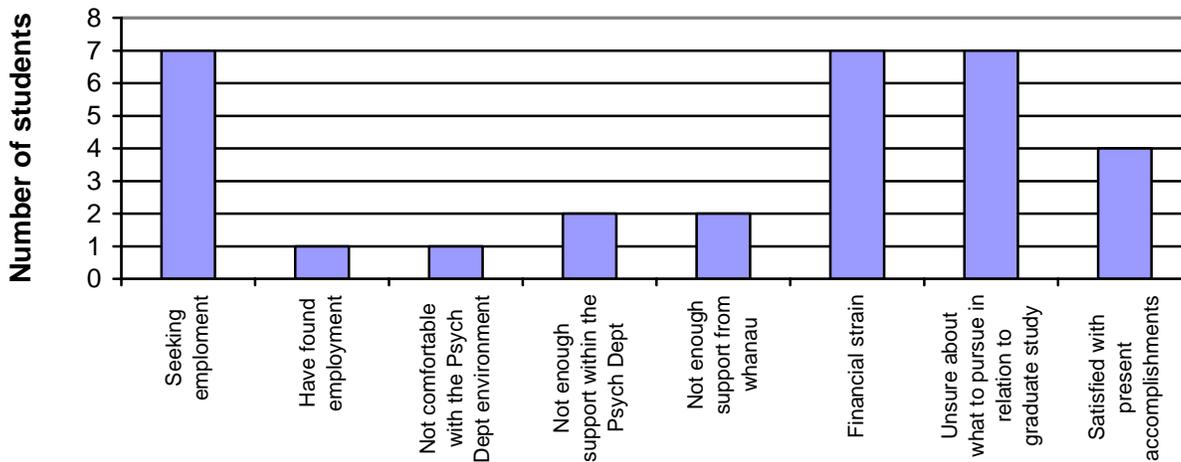
Undergraduates were asked whether they intended to carry onto graduate study. Table 10 shows that half of the respondents stated that they would do so. Those who were unsure were all first year students.

**Table 10: Intention of undergraduates to go onto graduate study**

	Yes	No	Unsure	
<b>First year</b>	<b>10(42%)</b>	<b>8 (33%)</b>	<b>6 (25%)</b>	<b>14</b>
<b>Second year</b>	<b>4(57%)</b>	<b>3 (43%)</b>	<b>0 (0%)</b>	<b>0.0</b>
<b>Third year</b>	<b>7(64%)</b>	<b>4 (36%)</b>	<b>0 (0%)</b>	<b>0.0</b>

The most common reasons given for not going onto graduate study were: seeking employment, financial strain and uncertainty about what to pursue in graduate study. Being satisfied with their present accomplishments was a reason given by 25% of respondents.

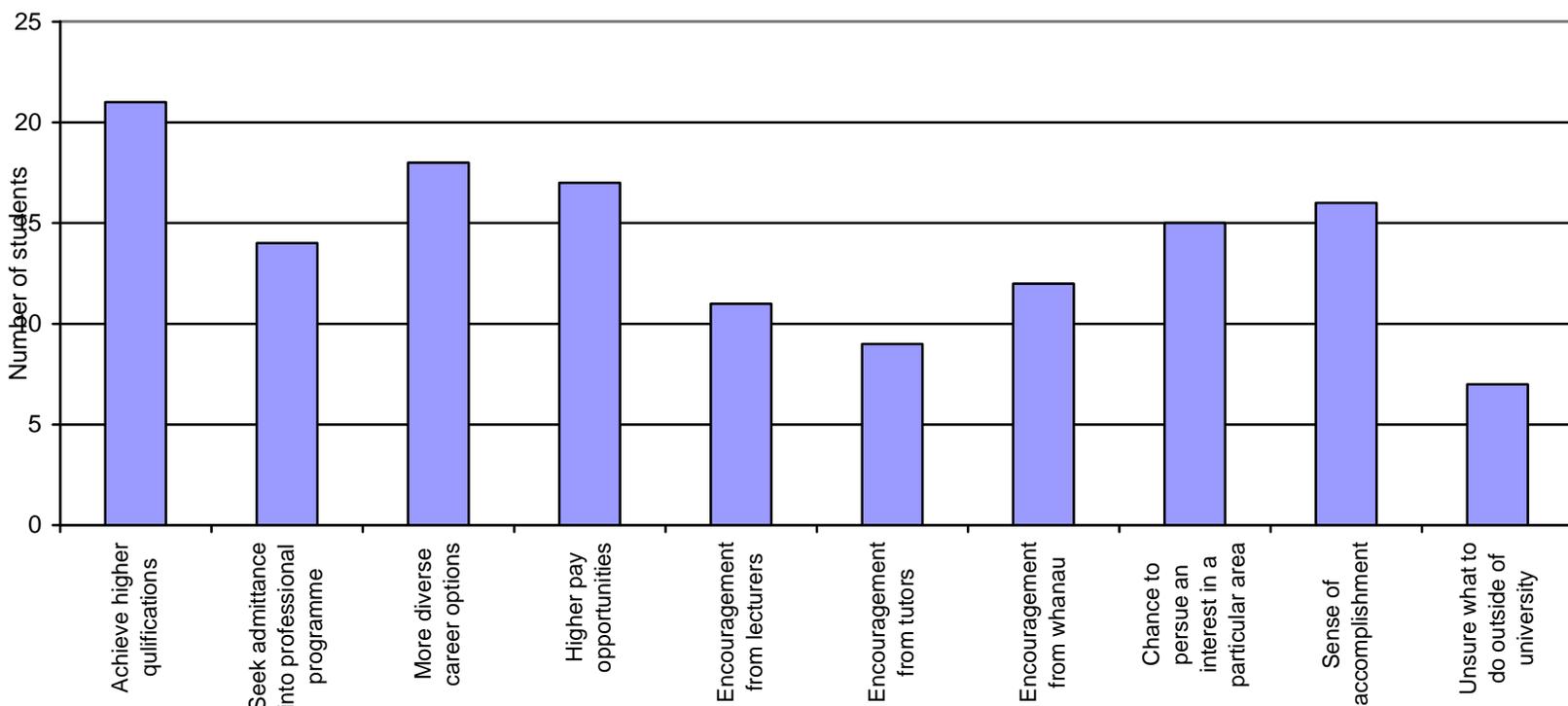
**Figure 8: Reasons undergraduates are not returning to graduate study (n=15)**



Financial strain and seeking employment are likely to be related, as tertiary study is becoming more expensive. One respondent reported that they would like to return for graduate study but “would not say no” to a “great job prospect.” Another respondent reported that they were unsure whether they would return due to financial strain and commitments to family. Again multiple responses were possible. The findings may have been more telling if we had asked respondents what was the main reason or the one thing stopping them from continuing their study. In addition, we did not ask respondents about their grades. In hindsight this would have been valuable information as two respondents reported that graduate study depended very much upon their grades, and that while both wanted to go on, they felt their grades were not good enough.

The most frequently given reason for carrying on to graduate study (Figure 9) was to achieve a higher qualification: all students wanting to carry onto graduate study cited this reason. It is interesting that although respondents reported tutors as being supportive, lecturers actually feature more frequently as a reason for returning to graduate study. As stated earlier this may be due to the unavailability of tutorials at year levels 3, 4 and 5 and the more intimate class sizes as students’ progress through their studies.

**Figure 9:** Reasons for returning to graduate study (n=21)



Of the undergraduates interviewed, four out of five indicated that they intended to go onto graduate study. One reported that the Psychology Department was “really” supportive in encouraging them to further their studies, while others specified that it was Kaupapa Maori staff who encouraged them to carry on. One interviewee indicated that they were unsure if they would carry on as they had just started university.

## 4.6 Graduate students

Honours students were asked if they intended to go on to masters. Of the 7 honours students 2 said yes, 3 said no and 2 did not answer.

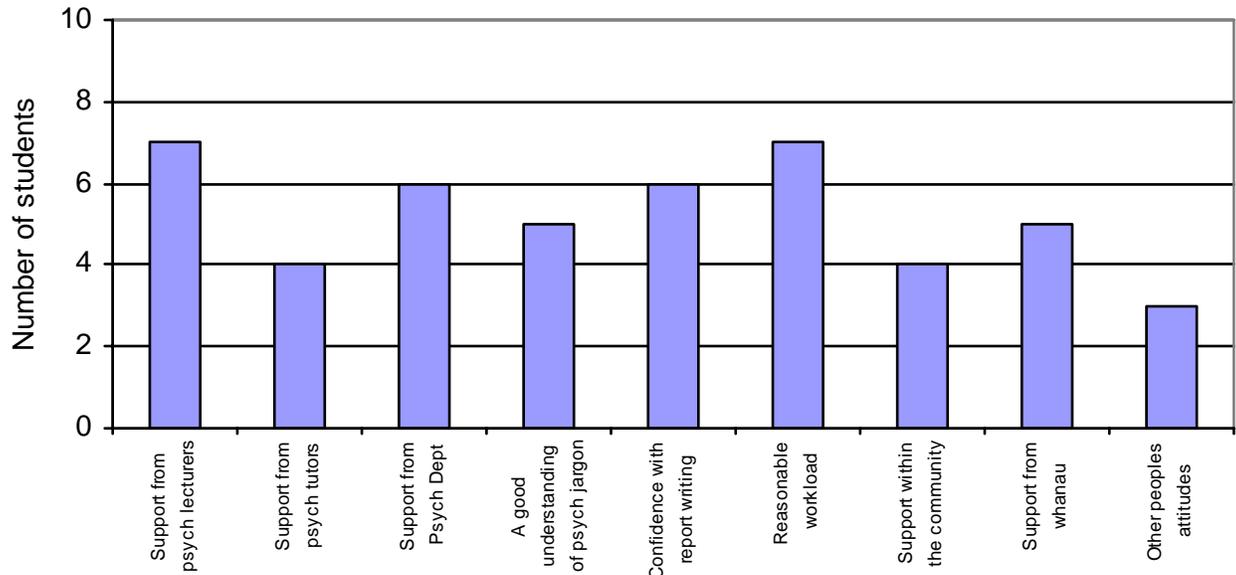
The reasons graduate students gave for continuing their study were similar in percentages to the undergraduate responses. However, it is difficult to draw any solid conclusions about these findings due to the small subset of graduate respondents.

**Table 11: Reasons for going onto graduate study (n=10)**

	N
<b>Achieve higher education</b>	<b>8</b>
<b>More diverse career options</b>	<b>6</b>
<b>Higher pay opportunities</b>	<b>5</b>
<b>Chance to pursue interest in particular area</b>	<b>5</b>
<b>Sense of accomplishment</b>	<b>4</b>
<b>Encouragement from lecturers</b>	<b>3</b>
<b>Encouragement from tutors</b>	<b>2</b>
<b>Encouragement from whanau</b>	<b>2</b>
<b>Unsure what to do outside of university</b>	<b>2</b>
<b>Admittance into professional programme</b>	<b>2</b>

Factors contributing to graduate success at university (Figure 10) were, other peoples’ attitudes, supports from psychology tutors and support within the community, three to four respondents said these factors would contribute to their success. The most common supports, selected by seven of the ten graduates, were support from psychology lecturers and having a reasonable workload.

**Figure 10: Contributors to success for graduate students  
n=10**



One respondent reported that her graduate study was always subject to funding and would consider leaving if the right opportunity arose:

*I need a job so to be honest if anything came up over 30K I would seriously consider leaving.*

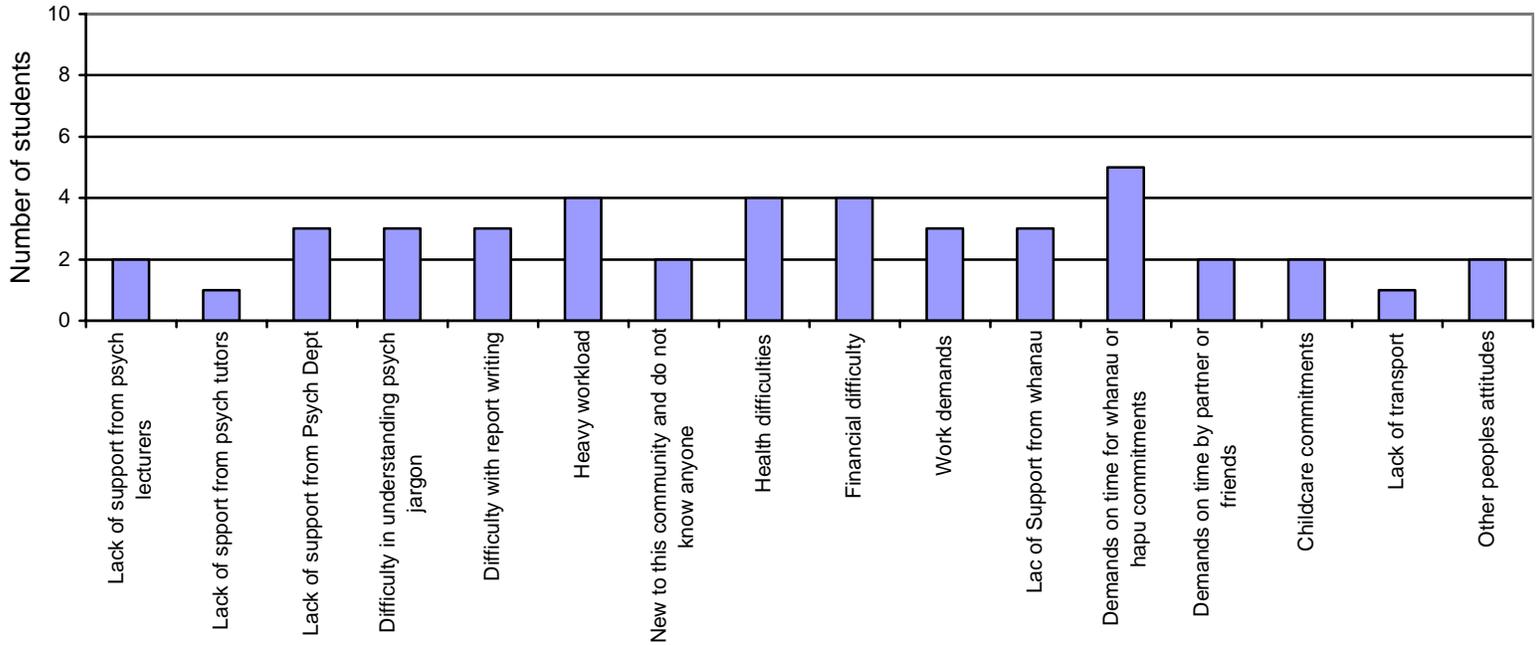
Two respondents also made additional comments about the contribution of financial matters to their success:

*Money, scholarships, access to scholarship info...*

*Finances, being in a better financial situation.*

Half of the graduates said demands on time from whanau and hapu could be, and had been, a barrier to successful graduate study (Figure 11). It is apparent that, in general, graduate students face the same external barriers as undergraduates. One exception is that childcare commitments were less of an issue for graduates. This is likely to be due to children getting older and being in school, but it may also be attributable to students with significant childcare problems not having continued to graduate level. External factors of health difficulties, financial difficulties, work demands were barriers for approximately one third of the graduate responses.

**Figure 11: Barriers to successfully completing graduate study n=10**



Another issue raised by a respondent was the sense of obligation felt by Maori to do all they can to help others. While this in itself was not a barrier, the sacrifices some people may make can be a barrier to success:

*One thing about being Maori is that we want to help everyone do well and I took on a bit too much...this semester...its because there are not enough Maori staff so the population base that this work gets spread across gets really thin, so we feel obliged to help out but can sometimes sacrifice maybe the amount of time we devote to our studies.*

## 5. CONCLUSIONS AND RECOMMENDATIONS

The following is a discussion of recommendations and conclusions that arose from students' responses in both the questionnaires and interviews

1. That the Department further develops strategies that encourage Maori students to continue on to graduate study in Psychology.

The existing Kaupapa Maori policy (Appendix 6) of the Department includes goals for increasing the recruitment and retention of Maori students. It outlines steps by which the recruitment and retention of Maori students is to be monitored, including the analysis of grades to identify factors leading to fail or incomplete grades for Maori. The policy also provides for kaupapa Maori tutorials and requires course convenors to regularly review course content to ensure that the educational needs of Maori students are being met and that bi-cultural perspectives are being incorporated. In addition to what is specified in the policy, kaupapa Maori staff provide workshops, support for scholarship applicants and other activities which are aimed at encouraging Maori students to continue their study.

We think that each of these is a positive step towards increasing the number of Maori students continuing to graduate study. However, we believe that the policy could be enhanced by developing a more specific strategy for supporting Maori students to continue to graduate level. Moreover, we think that these strategies need to be seen as the responsibility of the whole Department, not just of kaupapa Maori staff.

Our first recommendation is quite broad and is, as we have noted, addressed to the Department as a whole. That is, we are saying that there needs to be a Department-wide commitment to increasing the retention of Maori students to graduate level and to supporting them to successful completion of graduate and post-graduate qualifications. The following recommendations set out more specific steps towards that end.

2. That the Department develops strategies to effectively identify and overcome whakamaa as a barrier to successful study for Maori students.

According to our findings, whakamaa is the cause for some Maori students not seeking help and/or approaching staff for advice. This is recognised as a barrier to successful study.

There is a need within the Psychology Department for the Kaupapa Maori Management Committee and other departmental staff to develop strategies for all Psychology staff, both Maori and non-Maori, to identify factors that will help Maori students overcome whakamaa. As part of this, non-Maori staff in particular may need develop more effective ways to support students who are experiencing whakamaa.

3. That the Department hold an orientation at the beginning of each academic year to give Maori students new to the university an opportunity to meet staff and existing students.

Twenty-one percent of respondents reported being new to Hamilton and not knowing anyone as often, or always, a barrier to being successful in their study. Students who are successful usually have a supportive network around them.

An orientation hui at the beginning of each academic year would allow Maori students to meet with staff and students in an environment suited to their needs. For those students new to Hamilton it would be an opportunity to develop a network with others studying psychology and help create a sense of community among Maori students within the Department.

Another purpose of this hui would be to provide those attending information about support services both within and external to the Psychology Department to assist with study.

4. That the Department improves advertising for existing support services and encourages Maori students to utilize these services.

Our findings indicate that students may be under-utilizing supports such as Teaching and Learning Development Unit and/or were unaware or unsure of where to go for assistance.

It is vital for Maori students to know what support is available to them when they start University, both within and outside the Psychology Department. Although information on student services such as the Student Recruitment Office, Careers Advisory Service, Crèche, Financial Advisory Service, Health and Counselling and TLDU are presented in Department handbooks, in the University Calendar and on the internet, it may be that this information is not as prominent as it might be because it is delivered alongside too much other information or is not readily accessible at those times when it is most relevant (that is, when students are experiencing difficulties).

Kaupapa Maori tutorials and the orientation hui can be used to convey information on the types of support services available.

5. That the Psychology Department develop a Maori workforce development policy.

Recruiting more Maori staff is needed to ensure the visibility of role models for Maori students. Although the Department has had some success in recruiting Maori staff, they tend to be at the more junior levels and clustered in the kaupapa Maori, community and clinical areas. Moreover, those staff are heavily in demand for providing support to Maori students. The number of Maori staff needs to be increased, particularly at more senior levels and in sub disciplines in which they are currently under represented.

While the number of Maori with PhDs in psychology is small there are Maori students who could be appointed at Assistant Lecturer or Doctoral Assistant level immediately. This includes most of those specialist areas where Maori are not currently represented. The Department should also support Maori to complete PhDs so that the pool of people who can be appointed to more senior positions is increased.

6. That Kaupapa Maori tutorials be scheduled at times more accessible for students with preschool or school aged children.

A quarter of students had reported that childcare commitments were always or often a barrier to them being successful in their study. Some Kaupapa Maori tutorials were inaccessible, as they were held in the morning before school or childcare was available, or late in the afternoon/evening when school had finished. Students with young children miss out on the support needed if tutorials are held early in the morning or late in the afternoon.

As the findings indicate, Kaupapa Maori tutorials are beneficial to Maori students as they are able to learn in a culturally appropriate environment that is tailored to their needs, enhancing their learning and allowing them to successfully complete their degrees. Kaupapa Maori tutorials also play a role in the recruitment, retention and successful academic experience of Maori students. These tutorials need to be accessible to all Maori students. Course convenors need to be mindful of this when designating tutorials as kaupapa Maori.

7. That extra 0518.103 (General & Experimental Psychology) tutorials be provided for those Maori students who have difficulty understanding the lecture material.

Some students stated that one hour was not enough time to get through material, particularly in 103. We understand that similar comments have been received through 103 course evaluations. Extra optional tutorials would be useful for Maori students who have difficulties understanding lecture material. General and Experimental Psychology is a key paper for progressing in clinical, experimental and behavioural areas where Maori are under-represented.

8. That the Department run workshops for Maori students who have difficulty in the areas of report and essay writing.

In order to succeed in their study of psychology, students need to know how to write reports and have a good understanding of psychological jargon. Report/essay writing and understanding of psychology jargon was recognised by many respondents as being a barrier to their successful study. Although TLDU can help with difficulties in these areas, a workshop organised and run through the Psychology Department may be more effective in addressing students needs, as it will be specific to psychology. However, students should also be encouraged to access TLDU for more generic help.

Given that writing assignments accounts for a large proportion of students course assessment, supporting students in developing and enhancing their writing skills is vital to students succeeding at university. In addition course outlines could include glossaries to assist students understanding of psychology jargon and marking schedules for written assignments which include examples of the quality and depth of work expected.

9. That psychology lecturers across the curriculum include substantial Maori perspectives within their lectures.

The Psychology Department is seen by some Maori students a monocultural environment, with not enough emphasis being placed on Kaupapa Maori. As a result, some Maori students find it difficult to relate to material continually presented from a western perspective. This suggests a failure to fully implement the Kaupapa Maori policy, which requires course convenors to regularly review course content to ensure that “the educational needs of Maori students are being met; and (that) bi-cultural perspectives are being incorporated” and requires the Department to “convene regular staff forums” to support these aims (Department of Psychology, 2000. paragraph 2.3.)

The majority of Maori students indicated that they take up psychology as a means to helping their people and as an opportunity to provide their tamariki with positive role models. Maori students want to be able to see how psychological knowledge can be applied to the benefit of whanau, hapu and iwi.

We appreciate that the salience of culture varies across the curriculum. However, even in those areas in which culture is less salient, it is likely that more can be done to use Maori-relevant examples to illustrate the application of the material presented. Achieving this may require some support for non-Maori staff and/or using relevant guest speakers. We see this as being a major factor in retaining Maori students to graduate level as it gives validation to Maori worldviews and norms within the realms of academic and professional psychology.

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# **Appendix 1: Information sheet for student respondents.**

## **Kia Ora**

We would like you to take part in a survey. Your response, and the responses of other Maori students, will help guide future developments so that the Department can support Maori students in psychology.

## **Background**

This evaluation was requested by the Kaupapa Maori Management Committee (KMMC) in the Psychology Department at the University of Waikato. The evaluation is being carried out by Lani Teddy, Nik Morgan, and Hanna Hunt; graduate psychology students, as part of the course requirements for 0518.510 (Evaluation Research).

## **Purposes of the evaluation**

The purpose of this evaluation is to investigate barriers to Maori participation in tertiary education and the supports for success that exist for Maori students in the Psychology Department.

The purpose of this questionnaire is to identify the barriers and supports Maori students at the University of Waikato experience, and identify issues that we will follow up in interviews.

Information collected from this questionnaire, future interviews with students, and archival data relating to Maori students within the Psychology Department, will be used to guide future developments for Maori in the Psychology Department, therefore your participation is greatly appreciated.

You can drop off paper copies of the questionnaire at the psychology secretary's office, where there will be a drop off box. Students in 0518.103 will get 1% course credit for participating in this project.

## **Dissemination of research findings**

If you would like to find out results of our research you are able to access the final report through Te Kohikohinga (Psychology office), or the website <http://130.217.157.8/kaupapa/index.html>. Copies of the final report will be distributed to the evaluation supervisor (Neville Robertson), the Kaupapa Maori Management Committee, Te Kohikohinga (Psychology office), and a copy will also be placed on the website where participants accessed this questionnaire.

This survey is confidential. There is no need to put your name on it. However, we are interested in talking to Maori students who are majoring in psychology, so we can explore in more depth the issues arising from this survey. If you are majoring in psychology and would like to take part in an interview please fill in the separate form on the back of the questionnaire.

Thank you  
Lani, Hanna & Nick

## Appendix 2: Student Questionnaire.

(All Maori Psychology students)

**Questionnaire to identify the barriers to, and supports for, success for Maori students in the Psychology Department at the University of Waikato.**

### Demographic Information

1. Male
- Female
  
2. What ethnic group/s do you identify with? Tick the box or boxes that apply.  

Maori	<input type="checkbox"/>
New Zealand European	<input type="checkbox"/>
Samoan	<input type="checkbox"/>
Cook Island Maori	<input type="checkbox"/>
Tongan	<input type="checkbox"/>
Niuean	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Indian	<input type="checkbox"/>
Other (Such as Dutch, Japanese, Tokelaun) Please state.	<input type="checkbox"/>

---

3. What age group are you? Please tick the appropriate box  

Under 20	<input type="checkbox"/>
20-25	<input type="checkbox"/>
26-30	<input type="checkbox"/>
31-40	<input type="checkbox"/>
41 and over	<input type="checkbox"/>
  
4. Are you a full-time student or a part-time student? Please tick the appropriate box.  

Full-time	<input type="checkbox"/>
Part-time	<input type="checkbox"/>

5. Please indicate which best applies to you. The majority of courses I am currently taking in the Psychology Department are...

First year	[ ]
Second year	[ ]
Third year	[ ]
Honours	[ ]
Masters	[ ]

### Schooling Background

6. How many years did you have between leaving high school and starting tertiary study? \_\_\_\_\_

7. What qualifications did you leave high school with?

School Certificate	[ ]
Sixth Form Certificate	[ ]
Bursary	[ ]
University Entrance	[ ]
None of the above	[ ]

8. Have you gained any other qualifications since leaving high school, or any qualification that is not listed above? Please list the qualification and the institute you gained the qualification from.

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### Preparation for Study

9. Why did you decide to attend university? Please tick all options that apply.

Expectations of whanau	[ ]
Expectations of self	[ ]
Further career opportunities	[ ]
Increase salary potential	[ ]
Interest in subject	[ ]
Other, please explain	[ ]

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10. How are you supporting yourself through university? Please tick all the options that apply.

- |  |     |
|--|-----|
| Student loan                             | [ ] |
| Student allowance                        | [ ] |
| Income support benefit                   | [ ] |
| Full time employment                     | [ ] |
| Part time employment                     | [ ] |
| Savings from previous employment         | [ ] |
| Financial support from whanau            | [ ] |
| Financial support from spouse or partner | [ ] |
| Scholarships, bursaries, grants          | [ ] |
| Other please list                        | [ ] |
- 
- 

11. What sources of information did you use to prepare yourself for university study? Tick all that apply.

- |  |     |
|--|-----|
| Family                                 | [ ] |
| Friends                                | [ ] |
| Teachers                               | [ ] |
| Career Advisors                        | [ ] |
| Career expos/information days/evenings | [ ] |
| Employers                              | [ ] |
| TV/radio                               | [ ] |
| Internet                               | [ ] |
| University prospectus                  | [ ] |
| University students                    | [ ] |
| University lecturers                   | [ ] |
| Other (Please explain)                 | [ ] |
- 
-

12. In hindsight, to prepare yourself for university, which sources, would you have liked access to? Tick all which apply

- |   |                          |
|---|--------------------------|
| Family                                  | <input type="checkbox"/> |
| Friends                                 | <input type="checkbox"/> |
| Teachers                                | <input type="checkbox"/> |
| Career Advisors                         | <input type="checkbox"/> |
| Career expos/ information days/evenings | <input type="checkbox"/> |
| Employers                               | <input type="checkbox"/> |
| TV/radio                                | <input type="checkbox"/> |
| Internet                                | <input type="checkbox"/> |
| University prospectus                   | <input type="checkbox"/> |
| University students                     | <input type="checkbox"/> |
| University lecturers                    | <input type="checkbox"/> |
| Other                                   | <input type="checkbox"/> |

13. Did you attend any courses to help you prepare for university study (e.g. bridging courses, Timatanga Hou, New Start)?

- Yes
- No

If yes, did you find this course helpful?

- Yes
- No

If no, do you think a bridging course would have been helpful in preparing yourself for university study?

- Yes
- No

### Supports and Barriers in the Psychology Department

14. Are you majoring in psychology?

- Yes
- No

If yes, please explain why you choose to major in psychology.

If no, what are you majoring in?

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15. How do you define “success” at university? Tick all which apply

- Completion of degree [ ]
  - Completion of graduate degree [ ]
  - Attaining good grades (A and B grades) [ ]
  - Attaining passing grades [ ]
  - Completion of some papers [ ]
  - Completion of any tertiary qualification that leads to employment [ ]
  - The experience of attending university [ ]
  - Other please explain. [ ]
- 
- 

16. What sorts of things contribute to you being successful in your study within the Psychology Department? Please indicate the frequency using the key provided. Circle the most appropriate number, or place an \* to the right of the number if replying online.

	1=Always	2=Often	3=Occasionally		
	4=Seldom	5=Never			
Support from psychology lecturers	1	2	3	4	5
Support from psychology tutors	1	2	3	4	5
Support from Psychology Department	1	2	3	4	5
A good understanding of psychology jargon	1	2	3	4	5
Confidence with report writing	1	2	3	4	5
Reasonable workload	1	2	3	4	5
Support within the community	1	2	3	4	5
Support from whanau	1	2	3	4	5
Other peoples attitudes	1	2	3	4	5
Other, please explain	1	2	3	4	5

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17. What supports are you aware of, within the Psychology Department, to assist you with study? Tick all which apply

- Kaupapa Maori tutorials [ ]
  - Kaupapa Maori lecturers [ ]
  - Kaupapa Maori tutors [ ]
  - General lecturers [ ]
  - General tutorials [ ]
  - Other [ ]
- 
-

18. Have any of the psychology courses you have taken offered Kaupapa Maori tutorials?  
Yes (Go to Question 19) [ ]  
No (Go to Question 21) [ ]  
Unsure [ ]
19. Do you attend or have you attended Kaupapa Maori psychology tutorials?  
Yes [ ]  
No [ ]
20. Do you or did you find Kaupapa Maori psychology tutorials useful? Please explain your answer.  
Yes [ ]  
No [ ]
- 
- 
21. What support are you aware of outside of the Psychology Department to assist you with study?
- |   |     |
|---|-----|
| Teaching and Learning Development Unit (TLDU) | [ ] |
| Scholarships                                  | [ ] |
| Student Services                              | [ ] |
| Other faculty's support for Maori students    | [ ] |
| Other   |     |
- 
-

22. Do you access these supports?

Yes [ ]

No [ ]

If yes please indicate the frequency with which you use them, using the key provided. Circle the most appropriate number, or place an \* to the right of the number if replying online.

1= Weekly                      2= Fortnightly                      3= Monthly  
4= Once a semester      5= Once a year                      6=Never

Kaupapa Maori tutorials	1	2	3	4	5	6
Kaupapa Maori Lecturers	1	2	3	4	5	6
Kaupapa Maori tutors	1	2	3	4	5	6
Other lecturers	1	2	3	4	5	6
Teaching and Learning Development Unit (TLDU)	1	2	3	4	5	6
Scholarships	1	2	3	4	5	6
Student Services	1	2	3	4	5	6
Other faculty's support for Maori students	1	2	3	4	5	6
General lectures	1	2	3	4	5	6
General tutorials	1	2	3	4	5	6

23. Do you receive enough support from the psychology Department?

Yes [ ]

No [ ]

If no, what additional support would you like to receive-

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24. What sorts of things are barriers to you being successful in your study within the Psychology Department? Please indicate the frequency using the key provided. Circle the most appropriate number, or place an \* to the right of the number if replying online.

1=Always                      2=Often                      3=Occasionally  
4=Seldom                      5=Never

Lack of support from psychology lecturers	1	2	3	4	5
Lack of support from psychology tutors	1	2	3	4	5
Lack of support from Psychology Department	1	2	3	4	5
Difficulty understanding psychology jargon	1	2	3	4	5
Difficulty with report writing	1	2	3	4	5
Heavy workload	1	2	3	4	5
New to this community and do not know anyone	1	2	3	4	5
Health difficulties	1	2	3	4	5
Financial difficulty	1	2	3	4	5
Work demands	1	2	3	4	5
Lack of support from whanau	1	2	3	4	5
Demands on time for whanau or hapu commitments.	1	2	3	4	5
Demands on time by partner or friends	1	2	3	4	5
Childcare commitments	1	2	3	4	5
Lack of Transport	1	2	3	4	5
Other peoples attitudes	1	2	3	4	5
Other, please explain	1	2	3	4	5

25. Are there ways the Psychology Department can assist you to overcome those barriers identified above?

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Future Study (For under-graduates only, graduates go to Q29)

26. Do you intend to undertake graduate study in the Psychology Department?
- Yes (go to question 28) [   ]
- No (go to question 27) [   ]
- Unsure (Please explain why) [   ]

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27. If you are not returning to graduate study, what are your reasons? Tick all that apply.

- |  |     |
|--|-----|
| Seeking employment   | [ ] |
| Have found employment                                      | [ ] |
| Not comfortable with the Psychology Department environment | [ ] |
| Not enough support within the Psychology Department        | [ ] |
| Not enough support from whanau                             | [ ] |
| Financial strain   | [ ] |
| Unsure about what to pursue in relation to graduate study  | [ ] |
| Satisfied with present accomplishments                     | [ ] |
| Other please explain                                       | [ ] |
- 
- 

28. If you are returning to graduate study, what are your reasons?

- |   |     |
|---|-----|
| Achieve higher qualifications                                       | [ ] |
| Seek admittance in professional programme (i.e. Clinical/Community) | [ ] |
| More diverse career options   | [ ] |
| Higher pay opportunities  | [ ] |
| Encouragement from Lecturers  | [ ] |
| Encouragement from Tutors   | [ ] |
| Encouragement from whanau   | [ ] |
| Chance to pursue an interest in a particular area                   | [ ] |
| Sense of accomplishment   | [ ] |
| Unsure what to do outside of university                             | [ ] |
| Other please explain  | [ ] |
- 
- 

This is the end of the questionnaire for undergraduates.  
Thank you for taking the time to complete this questionnaire.

**Those who wish to take part in an interview, please complete the attached form.**

*Graduates please continue*

### Questions for Honours and Masters students (Psychology majors only)

29. Why did you decide to go onto graduate study?

- |   |     |
|---|-----|
| Achieve higher education  | [ ] |
| Admittance into professional programme (i.e. Clinical/Community | [ ] |
| More diverse career options                                     | [ ] |
| Higher pay opportunities  | [ ] |
| Encouragement from Lecturers                                    | [ ] |
| Encouragement from Tutors                                       | [ ] |
| Encouragement from whanau                                       | [ ] |
| Chance to pursue an interest in a particular area               | [ ] |
| Sense of accomplishment   | [ ] |
| Unsure what to do outside of university                         | [ ] |
| Other please explain  | [ ] |
- 
- 

30. If you are an honours student do you intend to go on to Masters?

- |        |     |
|--------|-----|
| Yes    | [ ] |
| No     | [ ] |
| Unsure | [ ] |

31. What sorts of things have or will contribute to you successfully completing graduate study?

- |   |     |
|---|-----|
| Support from psychology lecturers         | [ ] |
| Support from psychology tutors            | [ ] |
| Support from Psychology Department        | [ ] |
| A good understanding of psychology jargon | [ ] |
| Confidence with report writing            | [ ] |
| Reasonable workload                       | [ ] |
| Support within the community              | [ ] |
| Support from whanau                       | [ ] |
| Other peoples attitudes                   | [ ] |
| Other, please explain                     | [ ] |
- 
-

32. What sorts of things have or may be barriers to you successfully completing graduate study in the Psychology Department?

- Lack of support from psychology lecturers [ ]
- Lack of support from psychology tutors [ ]
- Lack of support from Psychology Department [ ]
- Difficulty understanding psychology jargon [ ]
- Difficulty with report writing [ ]
- Heavy workload [ ]
- New to this community and do not know anyone [ ]
- Health difficulties [ ]
- Financial difficulty [ ]
- Work demands [ ]
- Lack of support from whanau [ ]
- Demands on time for whanau or hapu commitments. [ ]
- Demands on time by partner or friends [ ]
- Childcare commitments [ ]
- Lack of Transport [ ]
- Other peoples attitudes [ ]
- Other, please explain [ ]

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33. How can the Psychology Department assist you to overcome those barriers identified above?

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34. Are there any other comments you wish to make

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**Thank you for taking the time to complete this questionnaire.**

**Those who wish to take part in an interview, please complete the attached form.**

## Appendix 3: Interview Request Form

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Ethnicity you identify most with \_\_\_\_\_

Year of Study (Please tick)

1<sup>st</sup>            [ ]

2<sup>nd</sup>            [ ]

3<sup>rd</sup>            [ ]

Graduate    [ ]

Do you have children?

Yes            [ ]

No             [ ]

Contact phone number \_\_\_\_\_

Contact e-mail address \_\_\_\_\_

Thank you for considering an interview. As we require only a certain number of interviews you may or may not be contacted

## **Appendix 4: Interview Schedule**

**Thank you for agreeing to take part in an interview. The process of these interviews is to gain a more in-depth understanding of issues raised in the questionnaire, in order to help KMMC provide more effective support for Maori students.**

**You do not have to answer any questions you do not want to and you can leave the interview at any stage. We will use the information you provide in a way that will project your anonymity.**

1. Can you identify a few things within the Psychology Department that have been particularly supportive to you?
  - In what way were they supportive how/what was done
2. Can you identify a few things within the Psychology Department that have been problematic during your studies?
  - What would have made a difference
  - What could have the Psychology Department done to help you
3. One of the issues that came through in the questionnaire was developing a sense of community amongst Maori
  - What are your feelings on this
  - What could be done (by the Psychology Department/KMMC) to help develop this sense of community
4. Another issue that came through in the questionnaire was difficulty in understanding psychology jargon and in report writing.
  - Has this ever been an issue for you?
  - What have you found to be helpful with this?
  - What could the Psychology Department do to be helpful in this area?
5. How supportive an environment do you think the Psychology Department is for Maori students?
  - What could the Psychology Department do to provide a more supportive environment?
  - What could the Psychology Department do to support students in furthering their studies eg. Graduate studies, Masters.

**Any other comments?**

## **Appendix 5: E-mail to Maori Psychology Students informing them about evaluation.**

Kia Ora all Maori psychology students.

We would like you to take part in a questionnaire that is part of an evaluation to identify the supports and barriers to Maori students in the Psychology Department. This evaluation was requested by the Kaupapa Maori Management Committee as part of a commitment to ensuring successful participation and retention of Maori students in the Psychology Department. Your response will help guide future developments.

To access the questionnaire either pick up a copy from the box at the psychology secretaries office or visit this website: <http://130.217.157.8/kaupapa/index.html>. You can drop off paper copies of the questionnaire at the psychology secretary's office; there will be a drop off box. Students enrolled in 18.103 will be given course credits.

Thank you

Niki Morgan, Lani Teddy, & Hanna Hunt

# Appendix 6: Kaupapa Maori in the Psychology Department

## 1.0 Preamble

1.1 The University of Waikato/Te Whare Wananga o Waikato Charter (University of Waikato Calendar 2000) includes in its statement of educational purpose and values and goals:

- To create and sustain an institutional environment in which the educational needs of Maori people are appropriately catered for outside a formally constituted whare wananga; Maori customs and values are expressed in the ordinary life of the University; and the Treaty of Waitangi is clearly acknowledged in the development of programmes and initiatives based on partnership between Maori and other New Zealand people (Value 1.2)
- To develop in the University forms of partnership between Maori and other New Zealand people that are embodied in the Treaty of Waitangi (Goal 1.3)

1.2 The University of Waikato Strategy Statement (2000) states that the University of Waikato is acknowledged as New Zealand's leading provider of university education to Maori. Strategies for the next five years to achieve the objective of becoming an institution in which Maori and Pakeha both feel at home include (p10):

- To increase our proportion of Maori students
- To improve our ability to support Maori students
- To provide full career development opportunities to Maori staff
- To ensure that all staff have a proper understanding of the Treaty of Waitangi
- To make new appointments which ensure full participation by Maori in the University's decision-making
- To continue to work in partnership with Tainui and other iwi

1.3 The Psychology Department Strategic Plan 2000-2002 includes to:

- Provide an environment that serves the educational needs of the Maori community in both the Waikato region and nationally
- Create a reputation as the department of choice for Maori students (undergraduate and graduate) throughout the country. It will achieve this through:
  - Continuing emphasis on and consolidation of Kaupapa Maori and biculturalism within Psychology courses and Departmental policies

- Continuing to increase the proportion of Maori enrolments in Psychology courses towards achieving 30%
- Determining retention and degree completion rates for Maori students in Psychology and if these rates are lower than for other students, take steps to improve those rates

## 2.0 Policy Statement

### 2.1 Goal

This policy statement gives effect to the University of Waikato Charter (Value 1.2; Goal 1.3); the University of Waikato Draft Strategic Plan; and Departmental Value 2 and Goal 3 as articulated in the Psychology Department Strategic Plan 2000-2002.

Recognising its responsibilities under the University of Waikato Charter and Draft Strategic Plan, the Psychology Department will actively encourage and support the development and maintenance of an environment which:

- meets the educational and research needs of Maori students and staff;
- recognises and promotes the importance of psychology students and staff being culturally responsive; and
- recognises and promotes psychology as a platform for Maori development.

The following areas are the focus of this policy:

2.2	Recruitment and retention of Maori students
2.3	Course content
2.4	Research activities
2.5	Kaupapa Maori Tutorial Programme
2.6	Kaupapa Maori Management Committee
2.7	Maori and Psychology Research Unit
2.8	Use of Te Reo Maori
2.9	Te Kohikohinga Maori
3.0	Status of the Psychology Department Kaupapa Maori Policy
4.0	Other relevant policies

### 2.2 Recruitment and Retention of Maori students

There will be two levels of monitoring undertaken in relation to the recruitment and retention of Maori students in the Psychology Department. In both levels, the Chair of Department will consult with the Kaupapa Maori Management Committee and hold responsibility for ensuring this monitoring is undertaken, and recommendations followed up.

- 2.2.1 The Department will, utilising enrolment and course completion statistics, undertake biennial monitoring of the enrolment and retention rate of Maori students, both graduate and undergraduate, within the Psychology Department. The purpose of this biennial monitoring will be to obtain an overview of the numbers of Maori students enrolled in psychology and courses being completed.

Responsibility for the biennial monitoring will rest in the first instances with the Chair of Department, who will ensure that the results are discussed and that any recommendations are followed up.

- 2.2.2 The Chair of Department will initiate the collation of course grade distributions annually, with the purpose of identifying and addressing issues which may be contributing to *IC* or *fail grades* for Maori students. The Chair of Department will have responsibility for ensuring that problem areas are discussed with the appropriate staff members.

### **2.3 Course Content**

- 2.3.1 Courses will be regularly reviewed by Course Convenors to ensure:

- a) the educational needs of Maori students are being met; and
- b) bi-cultural perspectives are being incorporated.

- 2.3.2 The Department will convene regular staff forums with the aim of assisting staff to ensure they are meeting the above goals.

- 2.3.3 The Department will encourage students to include in their work Maori ideas, perspectives and concepts. As is standard professional practice, where a staff member is not confident in assessing work which includes such perspectives advice will be sought from appropriate staff.

### **2.4 Research Activities**

- 2.4.1 All human research activities within the Department will meet the Responsiveness to Maori requirements in the Psychology Department Ethical Review Forms.
- 2.4.2 All Department staff will have responsibility for ensuring staff and student human research meets the Responsiveness to Maori in the Psychology Department Ethical Review Forms.
- 2.4.3 The Department will support staff and students in developing awareness and understanding of the Responsiveness to Maori requirements in research.
- 2.4.4 Maori-focused theses and dissertations will be indexed as such on the Department's website.

### **2.5 Kaupapa Maori Tutorial Programme**

- 2.5.1 The Department recognises the need for and supports the continuation of a Kaupapa Maori Tutorial Programme. As a minimum, the Department will aim to have Kaupapa Maori tutorials available in all core psychology papers.
- 2.5.2 The Department supports at least one Kaupapa Maori academic support position.
- 2.5.3 Guidelines describing the implementation of Kaupapa Maori tutorials will be

available to staff.

## **2.6 Kaupapa Maori Management Committee**

2.6.1 The Department supports the ongoing convening of the Kaupapa Maori Management Committee (KMMC). Membership of the KMMC will consist of Maori staff in the Department, including the Kaupapa Maori Tutorial Co-ordinator, Maori staff associated with the Maori and Psychology Research Unit and those who have expertise in Maori development.

2.6.2 The primary purpose of the KMMC is to provide meaningful input into Department decision-making processes. The specific roles of the KMMC will be:

- a) to support and promote Kaupapa Maori policies in the Department
- b) to participate alongside the Department in the implementation of the Kaupapa Maori Policy across the Department;
- c) to receive the Department biennial monitoring report (see 2.2.1) of the implementation of the Kaupapa Maori Policy;
- d) to provide advice in relation to the issues raised in the biennial and annual monitoring (see 2.2.1; 2.2.2);
- e) to act as a forum for discussing issues of relevance to Kaupapa Maori staff and Maori students;
- f) to act as a forum for discussing issues raised by staff and students;
- g) to support and promote the Maori Psychology and Research Unit;
- h) to continue responsibility for Te Kohikohinga Maori including seeking the updating and promoting of these resources within the Department;
- i) to facilitate and advise on Department marae visits and cultural events to ensure that these are properly managed and mutually beneficial, and
- j) to be informed by Course Conveners of course cultural events to ensure consistent and informed contact with the Maori community (see Policy on Noho Marae, Overnight Marae Stays and Cultural Events in Psychology).

## **2.7 Maori and Psychology Research Unit**

2.7.1 The Department supports the establishment and ongoing development of the Maori and Psychology Research Unit and recognises the role of the unit in promoting psychology as a platform for Maori development.

2.7.2 The Department recognises the MPRU as a vehicle for increasing the relevance and appropriateness of Department research with Maori. Departmental staff are encouraged to develop research programmes so as to contribute to curriculum development with the purpose of increasing Maori and New Zealand focussed content.

## **2.8 Use of Te Reo Maori**

2.8.1 Maori is an official language of New Zealand and the University of Waikato has an increasing number of students who are bilingual or studying to become so. The Department recognises the right of students to submit work in Te Reo Maori and will advise that students wishing to submit work in Te Reo Maori should

consult the course convenor in the first instance. (See University of Waikato Calendar for Policy on the Use of Maori for Assessment)

## **2.9 Te Kohikohinga Maori**

2.9.1 Te Kohikohinga Maori is recognised as a dedicated resource for Maori and psychology and is available for staff and graduate students in the Department.

2.9.2 All staff are encouraged to contribute relevant publications and research papers to this collection.

## **3.0 Status of the Psychology Department Kaupapa Maori Policy.**

3.1 The full staff policy will be available on the Psychology Department Website. The following statement will be included in student handbooks.

*“The Psychology Department has a comprehensive Kaupapa Maori policy which recognises psychology as a platform for Maori development. This policy is intended to encourage and support Maori students reach their potential in their chosen specialities and to provide all psychology students with Maori and bicultural perspectives in psychology in Aotearoa/New Zealand. The full staff policy is available on the Psychology Department Website”.*

3.2 The Psychology Department Kaupapa Maori Policy will be reviewed every three years. Responsibility for this will be held by the Chair of Department and will include discussion at a general staff meeting. The KMMC will be responsible for modifications of the policy.

## **4.0 Other relevant policies**

Other policies relevant to the Psychology Department Kaupapa Maori Policy are:

- Guidelines for Kaupapa Maori Tutorials in Psychology
- DPhil Oral Examinations Conducted on a Marae Policy Statement
- Noho Marae, Overnight Marae Stays and Cultural Events in Psychology Policy

These policies are also available on the Psychology Department Website.