



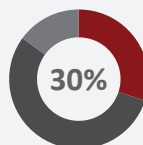
4 in 40

of AQA's guideline statements specifically mentioned Māori or referred to priority groups that included Māori.

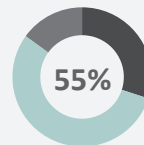


Guideline Statements

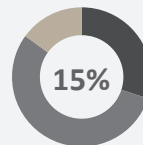
Across the eight Audit Reports there was little to no reference to Māori within the text relating to the 40 guideline statements.



Guideline statement text reflected no reference to Māori



Guideline statement text with low reference to Māori



Guideline statement text with in-depth reference to Māori

Māori Themes from the Cycle 5 Academic Audits of Aotearoa New Zealand Universities

Hana Meinders-Sykes and Tiana Mihaere
November 2021

CARs



Across the Commendations, Affirmations and Recommendations made in the audit only 7% referenced Māori or strategies aimed at Māori.

50%

of the Treaty of Waitangi mentions originated in one Audit Report.




Te Tiriti o Waitangi

Across the 8 Audit Reports the Treaty of Waitangi was mentioned 18 times and Te Tiriti o Waitangi was only mentioned once.

100%

of the Commendations made across the reports related to where universities had specific initiatives or admission schemes supporting their taurira Māori, with a focus on equity and culturally appropriate services.



ISBN 978-0-9951024-5-3

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All views expressed in this report, and any remaining errors or omissions, remain the responsibility of the author.

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Māori Themes from the Cycle 5 Academic
Audits of Aotearoa New Zealand
Universities

November 2021

He whakarāpopototanga

Ko tā tēnei pūrongo he whakatewhatewha i ngā kaupapa Māori i puta i ā Te Pokapū Kōunga Mātauranga (AQA) pūrongo mō te Hurihanga tuarima o te Arotakenga Mātauranga. E mātua arohia ana ngā wāhanga e kōrerotia ana te Māori i ngā Pūrongo Arotake, tae atu anō hoki ki ngā kupu whakamihi, ngā kupu whakaū, me ngā tūtohunga (CARs), mā tētahi tirohanga ki te ao Māori, otirā, ki Te Tiriti o Waitangi.

Ngā kōrero matua i te pūrongo:

- I tōna whānuitanga, i ārikarika te kōrerotia o te Māori me Te Tiriti puta noa i ngā Pūrongo Arotake. I ngā wāhi i kōrerotia, he poto rawa nō ngā kōrero, tē taea ai te arotake ngā mahi a ngā whare wānanga, me ngā panga o aua mahi rā.
- I kaha kē ake te aro a ngā whare wānanga o Aotearoa me ngā pae arotake ki te Māori i ngā wāhi i āta tohua e Te Pokapū Kōunga Mātauranga he āhuatanga Māori me whakaaro, i ngā wāhi rānei e kitea ana ngā takarepatanga Māori (pēnei i te whakaurunga, i te puritanga, me te tautoko ā-ako). Kāore i torowhānui te whai wāhitanga puta noa i ngā Pūrongo Arotake.
- Arā ētahi 'wāhanga' i ngā whare wānanga o Aotearoa e whakatauiria ana i ngā mahi pai, e hāngai ana ki te ahurea, e whakaute ana anō i te ao Māori.
- I ngā wāhi i whakaungia e ngā whare wānanga te whai tikanga o te ao Māori, ka whāia hoki ko ngā mātāpono nā te Māori, mā te Māori anō hoki, ka pai ake ngā hua ka puta ki ngā tauira Māori.

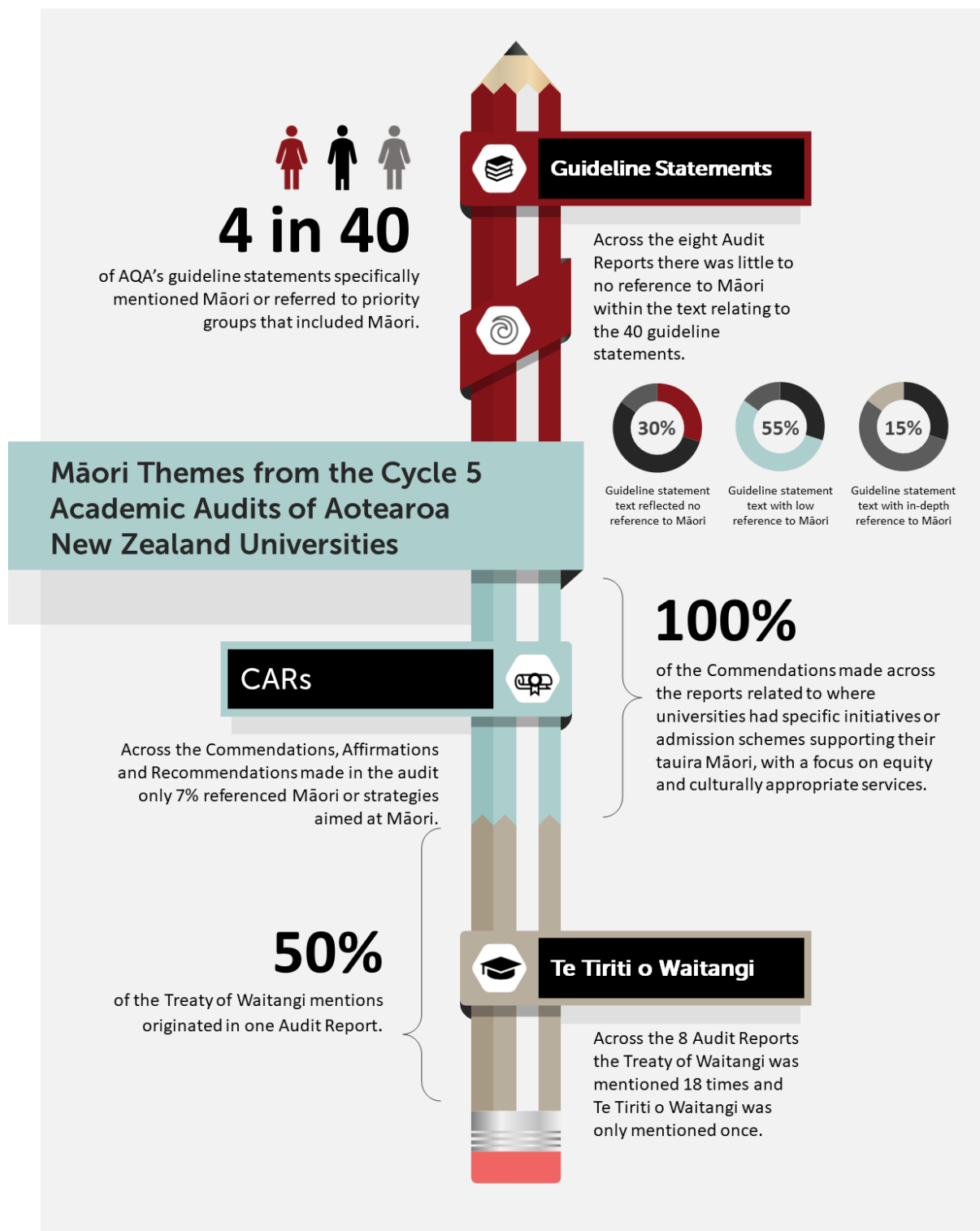
Ngā tūtohutanga

- Me whakarite a AQA me ngā Pae Arotake i tētahi ara e raranga nei i Te Tiriti o Waitangi me ngā āhuatanga o te ao Māori me ngā tikanga ki ngā wāhanga katoa o te tukanga arotake. E taea ai tēnei, me whai tohutohu mō te taha ki te ahurea, me titi anō hoki ngā pūkenga ā-ahurea ki te tukanga arotake.
- Me nui ake tō te Māori whai wāhi ki ngā kōrero puta noa i ngā Pūrongo Arotake. I tua atu i te te whakaū i te whai wāhitanga o te tokomaha o te Māori e tika ana ki ia Pae Arotake, me uru atu anō hoki ko ngā whakaaro o ngā tauira me ngā kaimahi Māori.
- Ka tautohungia ana e ngā whare wānanga e whāia ana ngā mātāpono nō Te Tiriti o Waitangi, nō te Treaty of Waitangi rānei, me whai wāhi ki te arotakenga ko ētahi mōhiohio āmiki e tohu ana ko *ēhea* mātāpono i whāia e ngā whare wānanga, waihoki, ka *pēhea* te whakamahinga. E kore e ea i tā ngā whare wānanga whakahua noa i ngā mātāpono nei, me whai pūkenga, mōhioranga anō hoki te hunga kei ngā Pae Arotake ki te arotake i te angitu o ngā whare wānanga i te whakaunga o ngā mātāpono nei.

Hei whakaarotanga ake mā ngā Pae Arotake i huringa arotake kē atu

- Mēnā kāore tētahi whare wānanga i aro ki te Māori (ngā tauira Māori, ngā kaimahi Māori, te ao Māori, ngā haepapa i raro i Te Tiriti o Waitangi) i ia wāhanga o tā rātou tukanga arotake, me whai whakaaro ki te ui atu he aha rawa i pērā ai.
- Mēnā e arohia ana ngā pānga ki te Māori, me kimi i ngā whakaaro o te hunga Māori e whai wāhi atu ana, tauira Māori mai, kaimahi Māori mai, Mana Whenua mai rānei.
- Ka tautohungia ana e ngā whare wānanga ētahi whāinga, me kimi whakaunga he rite tonu te āta arumia o ngā whāinga nei, kei kīa he kōrero karetao noa iho nei.
- Me mātua whakarite kia kaha ake te arohia o te Māori i ngā kōrero ka takoto i te Pūrongo Arotake ka whakaputaina.

He tiro tere (At a glance)



Summary

This report examines Māori themes that emerged from AQA's Cycle 5 Academic Audit Reports. It focuses on references to Māori in the text of the Audit Reports and the commendations, affirmations and recommendations (CARs), from a te ao Māori and Te Tiriti o Waitangi lens.

Key points of the report:

- Overall, there were few references to Māori and Te Tiriti throughout the Audit Reports. Where references were made, the discussion was too brief to analyse universities' practices and the impacts of those practices.
- Both Aotearoa New Zealand universities and audit panels put more emphasis on Māori in places where AQA had specified Māori considerations, or where there are seen to be Māori deficits (such as admission, retention and learning support). There is not a holistic inclusion throughout the Audit Reports.
- Aotearoa New Zealand universities have 'pockets' of good practice that show approaches that hold cultural relevancy and respect for te ao Māori.
- Where universities affirmed te ao Māori, and used Māori concepts designed by Māori for Māori, it led to better outcomes for tauira Māori.

Recommendations:

- AQA and audit panels need to create an approach that weaves Te Tiriti o Waitangi and understanding of te ao Māori and tikanga throughout the audit process. This will require obtaining cultural advice and ensuring cultural expertise is embedded in the audit process.
- There needs to be a stronger Māori voice throughout the Audit Reports. This should include feedback from tauira Māori and Māori staff, in addition to ensuring adequate Māori membership on every audit panel.
- Where universities identify using principles from either the Treaty of Waitangi or Te Tiriti o Waitangi, the audit assessment must include detailed information on *what* principles the universities used and *how* these were used. It is not enough for universities to mention these principles, audit panels need to have the skills and knowledge to assess how successful the universities have been at implementing them.

Suggestions for audit panels of other audit cycles:

- If a university has not addressed Māori (tauira Māori, Māori staff, te ao Māori, requirements under Te Tiriti o Waitangi) in every section of their audit process, consider asking why.
- If you are looking at the impacts on Māori, seek feedback directly from Māori involved, whether this is tauira Māori, Māori staff or Mana Whenua.
- Where universities have identified aspirational goals, seek assurance that these goals are actively and consistently worked towards to avoid tokenism.
- Ensure that the Audit Report created provides a detailed narrative that places more emphasis on Māori.

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Glossary: Key terms, acronyms and abbreviations

A	Affirmation(s) of action a university is already taking
AAT	Academic activity theme (section of the audit framework)
AQA	Academic Quality Agency for New Zealand Universities, Te Pokapū Kouna Mātauranga mō ngā Whare Wānanga o Aotearoa
AU	The University of Auckland - Te Whare Wānanga o Tāmaki Makaurau*
AUT	Auckland University of Technology - Te Wānanga Aronui o Tāmaki Makau Rau
C	Commendation(s) of excellent practice with demonstrable good outcomes
CARs	Commendations, affirmations and recommendations
GS	Guideline statement(s)
KPI	Key performance indicator
LU	Lincoln University - Te Whare Wānaka o Aoraki
MU	Massey University – Te Kunenga ki Pūrehuroa
OU	University of Otago -- Te Whare Wānanga o Otāgo
Panel	Panels engaged by AQA to conduct academic audits of universities
R	Recommendation(s) of an activity or area requiring attention
UC	University of Canterbury - Te Whare Wānanga o Waitaha
VUW	Victoria University of Wellington - Te Whare Wānanga o Te Ūpoko o te Ika a Māui* ¹
WU	University of Waikato – Te Whare Wānanga o Waikato

* This report uses the te reo Māori names of universities at the time of the Cycle 5 Academic Audits of universities.

Kupu whakataki (Introduction)

This report provides an analysis of references made regarding Māori within the AQA Cycle 5 Academic Audit Reports (Audit Reports) and an analysis of emergent themes regarding Māori across these reports. It also aims to highlight areas for further examination in subsequent Academic Audits.

When examining the education environment for Māori, it is important to understand the historical and political context of Aotearoa. From the signing of He Whakaputanga o te Rangatiratanga o Nu Tirenī by Muriwhenua iwi (northern iwi) in 1835 to the signing of Te Tiriti o Waitangi in 1840, Aotearoa has a rich history that details the processes of colonisation which continue to significantly impact the hauora (health) and oraka² (wellbeing) of Māori. Te Tiriti o Waitangi has been the source of much debate, with notable differences observed between the English and te reo Māori texts (Jennings, 2004). Throughout this report, where there is reference made to Te Tiriti o Waitangi rather than the Treaty of Waitangi, this has been done purposefully to highlight the two separate documents. When discussing te Tiriti, the report refers to the Māori text and the principles behind the text.

From policies of assimilation and integration to policies formed around deficit-based thinking, ethnocentrism is often used in Aotearoa to inform an ingrained 'common sense' way of doing things that has perpetuated Māori subjection and European domination as the natural state. This structural relationship between Māori and tauīwi, and the imposition of a European state on Māori, is of enduring importance as the effects of colonisation and mass traumatic events, such as loss of whenua, te reo Māori and te ao Māori, have created a collective psychological suffering for tangata whenua; one that has captured Māori communities within cycles of impoverishment. Additionally, the profound loss of identity that is experienced by many Māori has left them alienated from both Māori and Pākehā communities alike.

It is important to note that this report has been underpinned by te Tiriti o Waitangi, not only to recognise the structural inequalities that tauria Māori face but also to challenge the oppressive discourse often found in Aotearoa education. Though much work has been done to begin to counteract the effects of colonisation in Aotearoa society, equitable outcomes have not yet been achieved, and significant advances need to be made towards restoration and justice for te ao Māori.

Whakapapa

Ko Tūporoewa te maunga
Ko Taunganui te awa
Ko Mātaatua te waka
Ko Orongo te marae
Ko Ngāti Te Moko te iwi
Ko Māiri te tangata
Ko Hana tōku ingoa

Ko Aoraki te mauka
Ko Waitaki te awa
Ko Uruao te waka
Ko Te Aotumarewa te hapū
Ko Moeraki te tūrakawaewae
Ko Kāi Tahu, Kāti Mamoe, Waitaha kā iwi
Ko Tiana tōku ikoa

This report was commissioned by the Academic Quality Agency (AQA) and required an analysis of the themes for Māori in the Cycle 5 Audit Reports. The work on this report initially began with Tiana Mihaere of Kāi Tahu, Kāti Mamoe, Waitaha, Ngāti Kahungunu ki Wairoa, Ngāti Rakaipaaka and

² The different mita (dialects) of Te Reo Māori utilised throughout the report is reflective of the authors' whakapapa.

Rangitāne decent, who was working at AQA as the Academic Quality Support & Administration Officer, and was continued by Hana Meinders-Sykes, an Atūian Policy Advisor who works predominantly in Tiriti and Regulation policy.

Tātari Kaute Tohungatanga (Academic Audit)

The academic audit processes are set out in university and auditor handbooks (Cameron, 2013) and are the subject of the first Cycle 5 review papers (Matear, 2018). Below is an excerpt taken from the *Cycle 5 Academic Audit of New Zealand Universities: An Analysis of Commendations, Affirmations and Recommendations*, which gives a brief overview of the academic audit process (Matear, 2018).

In brief, academic audits comprise a self-review by the university against the guideline statements leading to a self-review report and evidence-portfolio which is reviewed by an audit panel. The audit panel considers the evidence provided by the university and will also draw on other publicly available information, reports prepared on behalf of students (usually by a students' association) and further information gained in interviews with "a range of staff, students and other stakeholders" (Cameron, 2013, p.6) during a site visit (or visits if the university has more than one significant campus) before reaching their conclusions. These conclusions are presented in an academic audit report and Cycle 5 Academic Audit reports are publicly available on the AQA website. In addition to being "founded on self-review" and "evidence-based", academic quality in universities is "assured by peer-review".

Audits are undertaken by an independent panel of experienced and qualified peers, including at least one international panel member. Audit panels may make commendations (C) of "excellent practice with demonstrable good outcomes", affirmations (A) of "action a university is already taking to address an area... requiring attention" and recommendations (R) advising of "an activity requiring attention". Panels do not make commendations, affirmations or recommendations for every guideline statement assessed for each university in the audit process. Where commendations, affirmations or recommendations are not made, panels will have considered that the university is meeting the guideline statement. Multiple commendations, affirmations or recommendations may be made with respect to a single guideline statement.

Tikanga (Methodology)

This report focuses on a te ao Māori and Tiriti analysis of the Cycle 5 Audit Reports by academic audit panels. It focuses on references to Māori within the commendations, affirmations and recommendations (CARs) made, as well as reference to Māori in the text of the body of the report. It uses both quantitative and qualitative approaches to identify patterns and themes across and within the framework of guideline statements. Though focus is placed on numerical mentions to Māori throughout the Audit Reports and CARs, emphasis is also given to themes identified from te ao Māori. The report is not intended to assess individual universities, as this has already occurred in the audits of universities.

Kōpiri (Limitations)

There are a number of limitations of the analysis undertaken in this report. Firstly, though emphasis is given to the qualitative analysis of Tiriti and themes from te ao Māori, it is limited to the low emphasis on Māori across both the guideline statements and the academic Audit Reports themselves. A more significant focus on Māori would have provided more data and richer analysis. Secondly, a Māori panel member was only present on three of the eight audits. From both a te ao Māori and Tiriti perspective, this inconsistency limits the strength of the kōrero regarding Māori, as a

critical Māori voice is missing. Thirdly, the breadth of coverage in reporting all the Cycle 5 academic audit findings means that this report cannot embed or ground the conclusions within the whakapapa of the guideline statements and the bodies of research and practice associated with each.

Whakatakotoranga (Structure)

This report is structured to first analyse the pattern of references to Māori throughout the Cycle 5 Academic Audit Reports and then to take a deeper look at the references to Māori in each guideline statement across AQA's seven Academic Activity Themes. It finishes by analysing the numerical references to the Treaty of Waitangi or te Tiriti o Waitangi by university, across the Audit Reports.

An overview of the pattern of mentions

The Cycle 5 Academic Audit framework comprised 40 guideline statements across seven Academic Activity Themes:

1. Leadership and Management of Teaching and Learning
2. Student Profile: Access, Transition and Admission Processes
3. Curriculum and Assessment
4. Student Engagement and Achievement
5. Student Feedback and Support
6. Teaching Quality
7. Supervision of Research Students

Table 1 outlines a summary of the strength of reference to Māori for each guideline statement.

Table 1: Strength of Reference to Māori for each Guideline Statement

Activity Theme 1	Activity Theme 2	Activity Theme 3	Activity Theme 4	Activity Theme 5	Activity Theme 6	Activity Theme 7
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3
1.4		3.4	4.4	5.4	6.4	7.4
1.5		3.5	4.5	5.5	6.5	7.5
1.6		3.6		5.6	6.6	
		3.7				
		3.8				
		3.9				

	In-depth reference to Māori
	Low reference to Māori
	No reference to Māori

Overall, there were a low number of guideline statements that specifically mentioned Māori (GS3.1 Programme approval, GS3.9 Assessment in te reo Māori and GS4.2 Retention and completion) or referred to priority groups (GS2.2 Access and transition) that included Māori. Audit Report text did not refer to Māori within 12 guideline statements, while a further 22 guideline statements made only brief reference. However, six guideline statements offered in-depth analysis with reference to Māori across the Cycle 5 Academic Audit Reports.

Unsurprisingly, the specific guideline statements that mention Māori (or refer to priority groups which include Māori) make up four of the six guideline statements offering in-depth kōrero. The other two guideline statements that fall into this category relate to strategic and operational planning (GS1.2) and learning support (GS5.2). This likely suggests that both the audit panels and the individual universities placed emphasis on Māori in these sections during the audit process.

Analysis of Commendations, Affirmations and Recommendations in relation to Māori

In total, audit panels made eight commendations, one affirmation and four recommendations that referenced Māori or specific strategies aimed at improving Māori engagement and outcomes.

Commendations

Of the 66 commendations made across Cycle 5, only eight (12%) reference Māori or specific strategies aimed at improving Māori engagement or outcomes. 63% of these eight commendations were made by audit panels that had a Māori panel member.

Across the commendations made, there was a focus on the support offered to Māori students. Whether it was support linked to specific initiatives (MU C3, AU C7, WU C2, LU C3, AUT C3), or support linked to admission schemes (AU C4, VUW C3, VUW C7), the underlying theme related to how the universities were supporting their tauira Māori. Additionally, the commendations often focused on equity and culturally appropriate services; for example, Lincoln University's (2018) Poutama Whenua programme is "designed to enable Māori to study as Māori". Recognising Māori students' distinct cultural needs is imperative to enabling their success and is especially important in Aotearoa education settings, which are overwhelmingly monocultural (Mikaere, 2011).

Affirmations

Of the 45 affirmations made across Cycle 5, only one (2%) referenced Māori or specific strategies aimed at improving Māori engagement or outcomes. The one affirmation that referenced Māori was made by an audit panel that had no Māori panel members.

The affirmation made (LU A1) focused on Lincoln University's Poutama Whenua programme; this is the same programme that led to Lincoln University's commendation outlined above. The affirmation focused both on implementation and the development of goals and performance measures for the programme. The development of these goals and performance measures is a practical way to ensure that the programme meets its objectives. However, as the programme incorporates Kaupapa Māori pedagogy, the accuracy and authenticity of these goals and measures in relation to te ao Māori should be assessed by tangata whenua. One of the underpinning notions of a Kaupapa Māori approach is the recognition of tino rangatiratanga and the centrality and legitimacy of te reo Māori, tikanga and Mātauranga Māori (Smith, 1992) - it is essential that tauiriwi do not assess these things for Māori. Rangatiratanga encompasses a wide range of meanings, but the underlying key is the rejection of assimilation and the understanding that Māori futures will be best served by Māori leadership (Durie, 2011).

Recommendations

Of the 83 recommendations made across Cycle 5, only four (5%) referenced Māori or specific strategies aimed at improving Māori engagement or outcomes. Of these recommendations, one was made by a panel that had a Māori panel member.

Two of these recommendations (OU R3, LU R6) were made regarding academic activity theme three, *Curriculum and Assessment*. In particular, the panel's recommendations focused on incorporating Māori knowledge and pedagogy into the curricula. The other two recommendations (UC R4, WU R7) focused on priority groups of students, which included tauira Māori, primarily concerning the provision of appropriate resources to enhance recruitment of these students and for the collective responsibility across the University pertaining to academic achievement.

Throughout the CARs, there was little reference to Māori; however, some patterns did emerge to reflect central themes. The commendations and affirmation that referred to Māori were in relation to 'good practice', usually where the University in question had supported cultural relevancy and had stepped away from a monocultural approach. In comparison, the recommendations noted where the universities could improve their practice by incorporating mātauranga Māori; for example, by enhancing incorporation of Māori knowledge into the curricula, or by incorporating Māori concepts in their day-to-day activities.

The following sections consider each of the academic activity themes further.

Analysis of Activity Themes in relation to Māori

Activity Theme One: Leadership and Management of Teaching and Learning

The first academic activity theme of the Cycle 5 audit framework considered leadership and management of teaching and learning. There were six guideline statements in this theme, addressing:

- GS 1.1 Delegations
- GS 1.2 Strategic and operational planning
- GS 1.3 Student input
- GS 1.4 Infrastructure
- GS 1.5 Information resources
- GS 1.6 Risk management.

Table 2 outlines a summary of the strength of reference to Māori in the Audit Reports' text for each guideline statement.

Table 2: Reference to Māori in Leadership and Management

No reference to Māori	Low references to Māori	In-depth reference to Māori
<ul style="list-style-type: none">• GS1.1 Delegations• GS1.6 Risk management	<ul style="list-style-type: none">• GS1.3 Student input• GS1.4 Infrastructure• GS1.5 Information resources	<ul style="list-style-type: none">• GS1.2 Strategic and operational planning

Guideline statements with in-depth reference to Māori

GS1.2 had in-depth reference to Māori across the Audit Reports, with four reports providing strong kōrero (UC, MU, VUW, LU), three providing low kōrero (AUT, OU, WU) and one report not making any references to Māori throughout this section of their report (AU).

Three themes emerged from the reports analysed as having stronger kōrero in reference to Māori:

- The University focusing on new ways of working rather than a sole focus on initiatives
- The University acknowledging Māori as a distinct people with distinct needs
- The University committing to aspirational goals regarding Māori

These themes acknowledge an approach that respects Māori rights to kōwhiringa, where the universities are working towards ensuring their services are provided in a culturally appropriate way that recognises and supports the expression of te ao Māori.

It is important to note that audit panels also identified a consistent issue for these universities, which addressed a lack of information on how these goals and initiatives would be assessed and measured. While an aspirational approach is commendable, there needs to be an assurance that these goals are actively and consistently worked towards to avoid them being seen as a tokenistic approach that pays lip service to Māori but does not work towards any real change.

Guideline statements with low references to Māori

GS1.3, GS1.4 and GS1.5 all had low references to Māori across the Audit Reports. The definition of low reference here is when between one and four Audit Reports (12.5% - 50%) have referenced Māori in relation to a specific guideline statement.

GS1.3 (Student input) had references to Māori across three Audit Reports (AUT, UC, WU), where the tauira Māori had been consulted regarding a delegated Māori space in the university library (AUT), or where specific mention was made regarding doing more to ensure tauira Māori had an equivalent voice to their tauwi counterparts (UC, WU). The lack of recognition of tauira Māori within student input across the universities is troubling; if Māori do not have a distinct voice within university structures, it will not lead to good outcomes for tauira Māori. It is likely that university systems and structures operating on Western education paradigms reflect unconscious biases and structural racism, which would conflate this issue. A closer analysis of the Universities' structures and systems would be required to understand this further.

GS1.4 (Infrastructure) had one reference to Māori across the Audit Reports (UC), where the University acknowledged building stronger relationships with their Mana Whenua and the ongoing effort made to include Mana Whenua in consultation processes for any significant developments. This approach is commendable as building whanaungatanga with the Mana Whenua will help inform the University's practices and ensure they are respectful. However, the enduring nature of the relationship and the outcomes of consultation will depend on how well the University listens to Mana Whenua and implements their suggestions. In subsequent audit cycles, where a University has highlighted a good relationship with Mana Whenua, it would be beneficial to meet with the Mana Whenua identified to ensure this goodwill is symbiotic and to understand the nature of the relationship from a te ao Māori point of view.

GS1.5 (Information resources) had references to Māori across four Audit Reports (OU, UC, AU, VUW). Universities actively tried to approach their resources for tauira Māori in a considered way, such as having specialist Māori resource librarians (UC) or a dedicated Māori team who supports student development and the principles of the Treaty of Waitangi (AU). One Audit Report (VUW) outlined a designated area for tauira Māori in a university library; however, due to the limited amount of information available, it was not possible to garner how this space was utilised or if it was of use to tauira Māori.

Guideline statements with no reference to Māori

Both GS1.1 (Delegations) and GS1.6 (Risk management) had no mention of Māori across the Audit Reports. It is especially interesting to note that GS1.1 ("Universities should have clear delegations for decision-making related to teaching and learning quality and research supervision, and for accountability for quality assurance of programmes and courses") had no reference to Māori, as seven of the eight universities made explicit reference to Māori learning needs in their strategic and operational planning (as seen under GS1.2). This may allude to a deeper issue with monitoring and ensuring that strategic plans and goals for Māori are met.

Activity Theme Two: Student Profile: Access, Admission and Transition Processes

The second academic activity theme of the Cycle 5 audit framework examined student access, admission and transition processes with three guideline statements:

- GS 2.1 Admission and selection
- GS 2.2 Access and transition
- GS 2.3 Academic advice

Table 3 outlines a summary of the strength of reference to Māori in the Audit Reports' text for each guideline statement.

Table 3: Reference to Māori in Student Profile

No reference to Māori	Low references to Māori	In-depth reference to Māori
	<ul style="list-style-type: none"> GS2.1 Admission and selection GS2.3 Academic advice 	<ul style="list-style-type: none"> GS2.2 Access and transition

Guideline statements with in-depth reference to Māori

GS2.2 (Access and transition) had in-depth reference to Māori across all eight Audit Reports and provided a wide range of kōrero. The following central themes emerged across the Audit Reports:

- Inclusion of tauira Māori in strategies, plans and policies
- Student support services and initiatives
- Relationships with Mana Whenua or Māori community groups
- Outreach and transition activities

Māori were defined as either 'priority' or 'equity' groups by all universities, and significant emphasis has been placed on outlining the Universities' strategies and initiatives to improve access and transition for tauira Māori. Across the reports, the Universities showed a willingness to improve access and transition for tauira Māori through the development and implementation of various strategies, including Māori-specific plans developed by individual universities (WU, MU, UC, LU). However, the universities used varying approaches to assess the success of their strategic objectives, which made it difficult to compare them to one another.

The Universities also developed a range of services and initiatives that cater to the needs of tauira Māori and improve their access and transition to university. The Audit Reports outlined specific Māori student services centres (VUW, UO) held in high regard and described as 'critical to the success of Māori first year students' (VUW). One University had dedicated Māori student advisors that worked alongside recruitment staff to encourage Māori school students to engage with the University (WU), while another had a Māori Development Team that contacted pre-enrolled Māori students, advising them of services available to them (UC). Faculty or divisional specific support services were also available to tauira Māori at several universities (WU, AU, VUW, UO).

Additionally, four of the Audit Reports outlined strong relationships between the Universities and Mana Whenua or Māori community groups (WU, UC, LU, AU); however, it is unclear whether these relationships were mentioned in the reports due to the respective panels, or the importance that individual universities placed on the relationship. The Audit Reports that highlighted the relationship between Mana Whenua and universities expressed an understanding that strong partnership with Māori made it easier for tauira Māori to transition to university and realise the aspirations of a university education.

Several of the Universities also highlighted their commitment to providing multiple access points to university study for Māori. A range of initiatives were described across the Audit Reports, such as free pre-semester courses (AUT); campus establishment in an area with historically low university participation (AUT); outreach programmes for high school students (AU, UC); and foundational courses and scholarships to target tauira Māori who lack secondary experience in the sciences (UO). One outreach programme (UC) outlined that when students who self-identified as Māori enrolled, the University would involve wider whānau in discussions relating to support of students undertaking study. This whānau-centred approach reflects the collectivism of te ao Māori and demonstrates the university's active role in improving access and transition for tauira Māori.

Guideline statements with low references to Māori

GS2.1 (Admission and selection) had low references to Māori across the Audit Reports. The definition of low reference here is not regarding the number of mentions, as five Audit Reports (AUT, OU, AU, VUW, LU) referenced Māori for this guideline statement; instead, it was the nature of the references, which were minor and did not offer much insight.

The Audit Reports indicated that two universities had targeted entry pathways that allow taura Māori to bypass Guaranteed Entry systems (AU, VUW), whilst another has established quotas to manage the entry of Māori who meet minimum university admission criteria (AUT). One University included taura Māori in the cohort of students eligible for preferential entry to general bachelor's degrees (OU), while another University mentioned that they had set specific targets for new taura Māori but did not provide further information (LU). In GS2.2 (Access and transition), two universities clarified to panels that they did not privilege or prioritise the admission of any specific groups (WU, UC). Overall, Aotearoa universities do not share a consistent approach towards the admission and selection of taura Māori.

GS2.3 (Academic advice) also had low reference to Māori across the Audit Reports, with only one reference made (WU). In general, access to quality academic advice was inconsistent within Aotearoa universities, and several issues are raised within the reports and subsequent Cycle 5 analysis (Matear, 2018). There is not enough information within the Audit Reports to determine what impact academic advice, or the lack of it, has had on outcomes for taura Māori.

Activity Theme Three: Curriculum and Assessment

The third academic activity theme of the Cycle 5 audit framework explored curriculum and assessment with nine guideline statements:

- GS 3.1 Programme approval
- GS 3.2 Graduate attributes
- GS 3.3 Graduate outcomes
- GS 3.4 Programme review
- GS 3.5 Benchmarking programmes
- GS 3.6 Assessment
- GS 3.7 Equivalence of learning outcomes
- GS 3.8 Academic misconduct
- GS 3.9 Assessment in te reo Māori

Table 4 outlines a summary of the strength of reference to Māori in the Audit Reports' text for each guideline statement.

Table 4: Reference to Māori in Curriculum and Assessment

No reference to Māori	Low references to Māori	In-depth reference to Māori
<ul style="list-style-type: none">• GS3.6 Assessment• GS3.7 Equivalence of learning outcomes• GS3.8 Academic misconduct	<ul style="list-style-type: none">• GS3.2 Graduate attributes• GS3.3 Graduate outcomes• GS3.4 Programme review• GS3.5 Benchmarking programmes	<ul style="list-style-type: none">• GS3.1 Programme approval• GS3.9 Assessment in te reo Māori

Guideline statements with in-depth reference to Māori

GS3.1 (Programme approval) had in-depth reference to Māori across six Audit Reports that provided a wide range of kōrero. The following central themes emerged across the Audit Reports:

- Underwhelming input from Māori for programme approval
- Māori roles in programme approval only detailing consultation input

Throughout the six Universities that referenced Māori input into programme approval (OU, AU, MU, VUW, LU, WU), there were varying approaches documented, and the majority of these approaches were underwhelming. Some of the Audit Reports made a brief reference to Māori being consulted but did not provide enough information to truly understand the nature of this consultation (OU, AU). Others detailed specific groups that facilitate or provide Māori input but did not provide enough information to truly understand what this input looked like (VUW, LU). One University did outline an approach that seemed to be in the spirit of true partnership, detailing input into programme development by Te Ropū Manukura, a committee of Council which includes one member appointed by each of the eighteen iwi authorities within the University's broad catchment area (WU). This approach was starkly different from others and exhibited a strong commitment to Māori participation. Two of the Audit Reports specifically identified using principles of the Treaty of Waitangi in relation to programme approval (OU, MU), though not enough information was given in the Audit Reports to assess what impact this had. For example, neither report outlined which Treaty principles the University used or how they were used. In future audit cycles, it would be useful for this to be detailed.

An additional concern across GS3.1 (Programme approval) is the lack of reference of Māori in decision making roles. Though the guideline statement itself refers to Māori in relation to opportunities for stakeholder input, there is no reference in any of the Audit Reports to Māori in positions to make decisions on programme approval. While it is possible that there are Māori in these positions across the Universities, there is no reference to it. The importance of Māori representation within decision making roles is essential if Universities genuinely want better outcomes for taurira Māori. This representation gives Māori the ability to influence development, formation and implementation that leads to positive and culturally responsive programmes. Though undoubtedly there would be a challenge for Māori in these roles, having to work against assimilative constraints and working in ethnocentric structures, it is necessary to have Māori voices in these spaces. If the universities were upholding the principles of te Tiriti o Waitangi, partnership would go beyond consultation and ensure there were spaces for Māori in decision making roles.

GS3.9 also had in-depth reference to Māori across the eight Audit Reports; this is unsurprising as the guideline statement refers to assessment in te reo Māori. As seen in other areas throughout the Cycle 5 Audit, the universities had many different approaches, some more impressive than others. Most of the Audit Reports referred to university policies for assessment in te reo Māori but did not offer enough information to produce a deeper analysis of these practices (AUT, OU, UC, AU, MU, VUW). One University had a policy that only referred to sitting exams in te reo Māori (LU), while another had a comprehensive policy covering written and oral assessment in te reo Māori (WU). Several universities identified a low number of requests to be assessed in te reo Māori; however, the low uptake could be linked to the poor socialisation of this as an available option (VUW, AU, MU, OU, UC, LU). Another consideration for the low number of students requesting assessment in te reo Māori is the additional processes students may have to go through. By adding further steps to assessment processes, universities are adding barriers to an already onerous process. Students would likely want to avoid added complications and requirements on top of an already demanding workload. However, there was not enough detail provided in the reports to state this conclusively.

It was heartening that two of the Audit Reports discussed the ethical implications of translating assessments from te reo Māori (WU, AUT); this indicates an understanding that a simple translation

will not always carry over the true meaning of a word or concept in one culture to another. These considerations demonstrate the Universities are ensuring their services are culturally relevant.

Guideline statements with low references to Māori

GS3.2 (Graduate attributes) had low references to Māori across the Audit Reports, with four (50%) referring to Māori (AUT, UC, LU, WU). Within these reports, two mentioned either advancing mātauranga Māori (AUT) or building a new graduate profile that included students being equipped for Aotearoa's bicultural communities (UC). The other two reports provided more information, with one outlining a 'Māori Responsiveness Matrix' which refers to tikanga Māori, Treaty of Waitangi Principles, and strategic focus areas applied to all programmes and decision-making across the University (LU). The second referred to the importance of the partnership with Māori; its impact on providing students with cultural awareness, the University's distinctiveness being tied to this partnership, and a commitment to the needs of the region (WU). Assessing the reality of these attributes would require further information.

GS3.3 (Graduate outcomes) had low reference to Māori, with only two Audit Reports referring to Māori (LU, UC). One report briefly discussed that, for students to have the opportunity to meet intended graduate outcomes, the development of Māori content and tikanga would contribute (LU). The second report outlined that the audit panel heard there was no expectation that all students would acquire all attributes in the profile (UC). The report further notes that the development of bicultural competence and confidence as attributes posed a particular challenge for the University. One view the panel heard was that a university is a multicultural institution, and this had to be reconciled with an obligation to address biculturalism. This comment was cause for concern, as arguments predicated on multiculturalism are often used to ensure Western ideals hold fast; the idea is rarely used to represent all cultures in Aotearoa. It also shows a lack of comprehension regarding te Tiriti o Waitangi and the socio-political context of Aotearoa. Additionally, it could be argued that given Aotearoa's constitutional obligations fall under a bicultural relationship, the University should be a bicultural institution, and this should be reconciled with a recognition of the many cultures represented by Aotearoa New Zealanders.

Both GS3.4 (Programme review) and GS3.5 (Benchmarking programmes) had very low references to Māori, with only two Audit Reports for each guideline statement referring to Māori. When looking at GS3.4 (Programme review), two reports made specific reference to Treaty goals and obligations (AUT, VUW), and one report outlined that, when the University was conducting programme reviews, procedures provide for the inclusion of a person with Māori expertise, where appropriate (VUW). There was no indication in this report of what "where appropriate" meant, which raised the question of who was deciding when Māori expertise was required and whether this person was able to determine when Māori expertise was needed.

When considering GS3.5 (Benchmarking programmes), two Audit Reports were categorised as mentioning Māori but only in the loosest way. One report discussed how the University participated in a benchmarking project that focused on priority learners (AUT), and the other mentioned that the University might endeavour to be more aspirational in the partners it identifies for benchmarking programmes – it referenced a particular focus on, and reputation for, commitment to an indigenous community as an example (WU). Due to the low reference and lack of kōrero in these reports, no further analysis could be conducted.

Guideline statements with no reference to Māori

Across activity theme three, GS3.6 (Assessment), 3.7 (Equivalence of learning outcomes) and 3.8 (Academic misconduct) had no reference to Māori throughout the eight Audit Reports.

Activity Theme Four: Student Engagement and Achievement

The fourth academic activity theme of the Cycle 5 audit framework considered student engagement and achievement with five guideline statements:

- GS 4.1 Student engagement
- GS 4.2 Retention and completion
- GS 4.3 Feedback to students
- GS 4.4 Underachieving students
- GS 4.5 High achieving students

Table 5 outlines a summary of the strength of reference to Māori in the Audit Reports' text for each guideline statement.

Table 5: Reference to Māori in Student Engagement and Achievement

No reference to Māori	Low references to Māori	In-depth reference to Māori
<ul style="list-style-type: none">• GS4.3 Feedback to students	<ul style="list-style-type: none">• GS4.1 Student engagement• GS4.4 Under-achieving students• GS4.5 High-achieving students	<ul style="list-style-type: none">• GS4.2 Retention and completion

Guideline statement with in-depth reference to Māori

GS4.2 (Retention and completion) had in-depth reference to Māori across all eight Audit Reports, which provided a wide range of kōrero. Central themes across the Audit Reports included:

- Overall improvement in course and completion rates for tauira Māori
- Most Universities having initiatives and/or services that utilised concepts from te ao Māori

Out of the eight Universities, four reported improvements in course and completion rates for tauira Māori (LU, VUW, OU, AUT), and one University reported improvement in retention only (UC). Two Universities identified that more needs to be done to work towards their retention and completion goals for tauira Māori (UC, MU), and two did not indicate improvement or decline against their baseline (AU, WU).

Across all eight Audit Reports, universities reported having strategic documents which referred to retention improvement for tauira Māori. Six universities detailed specific initiatives and/or services for tauira Māori that used concepts from te ao Māori (LU, AU, WU, VUW, OU, AUT). One University outlined how its Library and Learning Services hosted a programme that uses kaupapa Māori and Pasifika approaches to learning to provide academic literacy support for all students (AU). The same University also detailed its Tuākana Learning Community for Māori and Pasifika students, which uses the Tuākana Teina relationship; a concept from te ao Māori where an older or more expert tuākana helps and guides a younger or less experienced teina. This service was utilised by almost two-thirds of the students who identified as Māori or Pasifika and was commended by the panel. One University noted that inclusion of Māori content and perspectives in courses, and the wider use of te reo Māori, should assist them with engaging tauira Māori in their study. By incorporating culturally relevant approaches to tauira Māori, universities are more likely to succeed in improving outcomes for tauira Māori.

Additionally, given the knowledge that Māori are grossly overrepresented in negative statistics relating to education, further thought should be given to those universities using approaches based within a Western paradigm to assess the *success* of tauira Māori against a Pākehā ideal. Durie (2000) outlined that “if progress is determined solely by benchmarking Māori performance against non-Māori progress, then the significance of being Māori will be lost and indigeneity will not have been valued”.

Guideline statements with low references to Māori

GS4.1 (Student engagement), GS4.4 (Under-achieving students) and GS4.5 (High-achieving students) all had low references to Māori across the Audit Reports. GS4.1 (Student engagement) referred to Māori in three reports (VUW, LU, WU), where the universities used a range of approaches to monitor tauira Māori and enhance engagement with their learning and study. These approaches included a specific report based on tauira Māori responses to the University’s *Student Experience Improvement Survey*, to enable staff to analyse data more deeply and determine what activities and strategies are working effectively (VUW); mentoring and a student support system for tauira Māori at one campus (LU); and an indication that tauira Māori are more closely monitored with support systems available (WU). Under GS4.4 (Under-achieving students), two Audit Reports referred to Māori (OU and LU); both comments were brief and outlined specific services available to tauira Māori if they were classified as under-achieving. Similarly, two Audit Reports referenced Māori under GS4.5 (High-achieving students) (AUT, VUW); both briefly mentioned the universities’ efforts to recognise high-achieving tauira Māori. Due to the low reference to Māori and the lack of detail across the references, very little analysis was possible.

Guideline statements with no reference to Māori

GS4.3 (Feedback to students) had no reference to Māori across the eight Audit Reports, though given the emphasis placed on tauira Māori, it would have been useful to understand how the universities approached this.

Activity Theme Five: Student Feedback and Support

The fifth academic activity theme of the Cycle 5 audit framework examined student feedback and support with six guideline statements:

- GS 5.1 Academic appeals and grievances
- GS 5.2 Learning support
- GS 5.3 Personal support and safety
- GS 5.4 Support on other campuses
- GS 5.5 Feedback from students
- GS 5.6 Feedback from graduates

Table 6 outlines a summary of the strength of reference to Māori in the Audit Reports’ text for each guideline statement.

Table 6: Reference to Māori in Student Feedback and Support

No reference to Māori	Low references to Māori	In-depth reference to Māori
<ul style="list-style-type: none"> GS5.6 Feedback from graduates 	<ul style="list-style-type: none"> GS5.1 Academic appeals and grievances GS5.3 Personal support and safety GS5.4 Support on other campuses GS5.5 Feedback from students 	<ul style="list-style-type: none"> GS5.2 Learning support

Guideline statement with in-depth reference to Māori

GS5.2 (Learning support) had in-depth reference to Māori with details provided across six Audit Reports, which detailed interesting kōrero. The central theme that emerged across these Audit Reports was universities providing support services designed with taura Māori in mind.

Out of the six universities that referred to Māori in relation to learning support (AUT, OU, UC, MU, VUW, LU), three detailed specific services designed for taura Māori (OU, UC, MU). These services included whānau and group support programmes (MU); programmes that focused on study skills, academic writing, and language and discourse specific to particular disciplines, in ways that considered the effect of cultural practices of taura Māori (UC); and services specifically tailored by the University's Māori Centre (OU). One Audit Report described how it catered for taura Māori entering tertiary study after an extended time in the workforce or caring for whānau by offering additional support services, such as opportunities to study together and have children cared for (MU). This approach is relevant as it recognises ngā matatini Māori (diverse Māori realities), which acknowledges that Māori are far from homogenous and now live in many different realities and have varying needs (Durie, 1995). Additionally, emphasising whānau in support networks makes space to foster whanaungatanga and manaakitanga between those involved and could lead to kaupapa based whānau within the University, which generates further support.

Guideline statements with low references to Māori

GS5.1 (Academic appeals and grievances), GS5.3 (Personal support and safety), GS5.4 (Support on other campuses) and GS5.5 (Feedback from students) were all assessed as having low references to Māori across the Audit Reports.

GS5.1 (Academic appeals and grievances) had a reference to Māori in one Audit Report, where it briefly described a marae-based tikanga Māori conciliation process for students involved in misconduct cases (VUW). Though the report stated that this process had not been used in recent years, having a process based on community and restorative justice, rather than a judicial system, is hugely beneficial to Māori, as it draws from Māori customary practices connected to the notion of reconciliatory justice (Jackson, 2017). It would be interesting to see within the next Audit Cycle if more universities have academic appeal and grievance procedures that incorporate te ao Māori concepts of justice.

GS5.3 (Personal support and safety) had references to Māori across four Audit Reports, indicating various services available to taura Māori (AUT, AU, MU, WU). However, these references were brief, and though it was positive to see the universities acknowledging the support provided and the importance of safe cultural spaces for taura Māori, more detail would be required to analyse these fully. It would also have been preferable if all universities had acknowledged the importance of safe cultural spaces for taura Māori within the Cycle 5 Audit.

GS5.4 (Support on other campuses) had references to safe cultural spaces for taura Māori across three Audit Reports (UC, WU, LU). All references were very brief and outlined support services available to taura Māori. These came in the form of a specific Māori Development Team (UC), dedicated Te Toka Kaiawhina and Māori mentors (WU), and community support offered through Te Tapuae o Rēhua (a joint-venture company which specialises in enabling collaboration between Ngāi Tahu and its tertiary education partners) (LU).

GS5.5 (Feedback from students) had one Audit Report refer to Māori very briefly (OU); no analysis could be undertaken because of the lack of information available.

Guideline statements with no reference to Māori

GS5.6 had no reference to Māori across the eight Audit Reports. If universities want to improve the tertiary learning experience for taura Māori, it could be useful in subsequent audit cycles to emphasise feedback from taura Māori on their university experience.

Activity Theme Six: Teaching Quality

The sixth academic activity theme of the Cycle 5 audit framework explored teaching quality with six guideline statements:

- GS 6.1 Staff recruitment and induction
- GS 6.2 Research-active staff
- GS 6.3 Teaching quality
- GS 6.4 Teaching development
- GS 6.5 Teaching support on other campuses
- GS 6.6 Teaching recognition

Table 7 outlines a summary of the strength of reference to Māori in the Audit Reports' text for each guideline statement.

Table 7: Reference to Māori in Teaching Quality

No reference to Māori	Low references to Māori	In-depth reference to Māori
<ul style="list-style-type: none"> • GS6.3 Teaching quality • GS6.5 Teaching support on other campuses • GS6.6 Teaching recognition 	<ul style="list-style-type: none"> • GS6.1 Staff recruitment and induction • GS6.2 Research-active staff • GS6.4 Teaching development 	

Guideline statements with low references to Māori

GS6.1 (Staff recruitment and induction) had references to Māori throughout five of the Audit Reports (AU, AUT, LU, WU, VUW); however, these were brief and thus classified as low references. There were two emergent themes across these mentions; induction processes that outlined a connection to tikanga (AU, LU, WU) and universities outlining that they have strategies in place to identify barriers to employment for minority groups, including Māori, within the University (AUT, WU, VUW).

GS6.2 (Research-active staff) also had very low reference to Māori, with three brief mentions across the Audit Reports (AUT, LU, VUW). Two of the three reports mentioned that Māori staff's commitments to whānau, hapū and iwi (AUT), or 'additional responsibilities' (VUW), are recognised in allocation to their overall workload. One Audit Report noted there was no indication of whether the University's workload model considered community activity that often falls to Māori staff (LU). However, this seemed to be insight for that particular panel, rather than discussion by the University

itself. While it is positive that two universities explicitly mention their recognition for the many ways their Māori staff contribute, it would have been useful to glean what this looks like across all eight universities. Additionally, it would have been useful for all reports to outline the percentage of Māori staff they employ and acknowledge kaupapa Māori research. More information gained from these universities throughout the audit cycle will help to develop richer data and deeper analysis.

Five Audit Reports referred to Māori across GS6.4 (Teaching development), discussing opportunities for staff to develop their teaching practice (MU, AU, AUT, VUW, OU) - these references were relatively brief. Two Universities outlined centres for Learning and Research in Higher Education (AU) and Academic Development (VUW) that provide development opportunities targeted at supporting Māori. Another University allowed all Māori staff members to apply to use professional development time to attend culturally significant hui (AUT). One panel reported that it was unclear what support was available for staff to develop pedagogy that facilitated learning for Māori learners (OU). Interestingly, one Audit Report outlined how a University conducted sessions on cultural awareness on a “need-to-know basis” (MU); this raised some questions concerning what situations would lead to a staff member needing to complete cultural awareness training and if this training is included in the induction process for new staff? Overall, the Audit Reports indicate that there seems to be an ad-hoc approach across the universities with little to no attention paid to the needs of tauira Māori and Māori staff.

Activity Theme Seven: Supervision of Research Students

The seventh academic activity theme of the Cycle 5 audit framework examined the supervision of research students with five guideline statements:

- GS 7.1 Qualification of supervisors
- GS 7.2 Resourcing of research students
- GS 7.3 Research supervision
- GS 7.4 Thesis examination
- GS 7.5 Postgraduate student feedback

Table 8 outlines a summary of the strength of reference to Māori in the Audit Reports’ text for each guideline statement.

Table 8: Reference to Māori in Supervision of Research Students

No reference to Māori	Low references to Māori	In-depth reference to Māori
<ul style="list-style-type: none"> • GS7.3 Research supervision • GS7.5 Postgraduate student feedback 	<ul style="list-style-type: none"> • GS7.1 Qualification of supervisors • GS7.2 Resourcing of research students • GS7.4 Thesis examination 	

Across the eight Audit Reports, three reports held no reference to Māori in the entirety of their Academic Activity Theme Seven section (MU, UC, OU). The remaining reports referred briefly to Māori, as outlined below.

Guideline statements with low references to Māori

Only one Audit Report referenced Māori for GS7.1 (Qualification of supervisors), noting that where research is fundamentally or significantly Māori-focused, a formal acknowledgement of a Māori Research Mentor's role is required (LU). The Audit Report also highlighted that kaupapa Māori

research requires a separately negotiated agreement signed by a designated person at the University and a member of the appropriate kaitiaki collective. It is positive to see the University ensuring appropriate and culturally responsive supervision is undertaken to support tauira Māori. However, it would have been useful to see what provisions the other seven Universities undertook for supervision of kaupapa Māori research and in support of tauira Māori who were engaging in postgraduate qualifications.

Throughout the eight Audit Reports, four referred to Māori in relation to GS7.2 (Resourcing of research students) (AU, VUW, WU, AUT). The emergent themes centred around scholarships for Māori and other services offered to postgraduate tauira Māori. The references to scholarships for Māori were very brief, but one University specifically detailed that scholarships were available for tauira Māori (WU), and one indicated that more targeted scholarships for Māori would be beneficial (VUW). The references to other services that universities offer for tauira Māori include a Māori and Pasifika Postgraduate Students Wānanga Series that covers a range of activities related to the postgraduate journey (AUT), and a service called the Tuākana Contestable Fund, which supports Māori and Pasifika postgraduate students and potential postgraduate students to attend conferences, wānanga, fono or symposia (AU). Though the information provided across GS7.2 (Resourcing of research students) would undoubtedly help tauira Māori in postgraduate study, it would be beneficial to know further detail and understand what all universities in Aotearoa do to help their tauira Māori engaging in postgraduate studies.

GS7.4 (Thesis examination) had one reference to Māori across the eight Audit Reports, where the University outlined that, in the case of an assessment being conducted in te reo Māori, examiners must be capable of assessing in te reo Māori; the orientation would also be conducted in te reo (WU). Additionally, whānau may also attend the oral examination for any Māori candidate. The approach detailed by this University is respectful in its acknowledgement of te reo Māori and manaaki for its tauira Māori. It would have been useful to compare this approach to other universities; however, this is not possible due to the lack of reference to Māori for this guideline statement.

Mentions of the Treaty of Waitangi vs te Tiriti o Waitangi

Throughout the analysis of the Audit Reports, attention was paid to the number of times the Treaty of Waitangi or te Tiriti o Waitangi was referred to; this is outlined in Table 9.

Table 9: The Treaty of Waitangi and Te Tiriti o Waitangi

University	Treaty of Waitangi	Number of mentions	Tiriti o Waitangi	Number of mentions
AUT	√	1	-	N/A
AU	√	2	√	1
UC	-	N/A	-	N/A
LU	√	1	-	N/A
MU	√	1	-	N/A
OU	√	3	-	N/A
WU	√	1	-	N/A
VUW	√	9	-	N/A

Across all eight Audit Reports, the Treaty of Waitangi has 18 mentions, with 50% of these originating in one Audit Report. It is also interesting to note that this University received a commendation from the audit panel on translating its commitment to Treaty obligations into actions (C5 VUW). Comparatively, te Tiriti o Waitangi has only one mention across all eight Audit Reports, which was made regarding a learning support programme for taura Māori (AU). It is important to note that the number of mentions to the Treaty or te Tiriti do not necessarily mean that there was no alignment to either document underpinning a University or a panel. However, without a direct reference, it is difficult to tell if there is a correlation. An additional underlying difficulty is the misinformation and misconceptions surrounding the Treaty and te Tiriti. Many use the two documents interchangeably, without understanding or acknowledging that these are two very separate documents. Many universities also refer to Treaty Principles without outlining their interpretation of these principles and without clarifying how they are used. The concept of Treaty principles derives from the notion that the Treaty and te Tiriti can be read 'together' to resolve the tensions surrounding them. Unfortunately, this has primarily led to confusion, and the perception of a dangerous 'truth', whereby te Tiriti has been subordinated to the Treaty (Mikaere, 2011). It is suggested that in future audit cycles, panels place more emphasis on te Tiriti o Waitangi and a deeper understanding of how universities put the 'principles' of the Treaty into practice.

Kupu whakakapi (Conclusion)

Overall, the analysis of themes for Māori across the commendations, affirmations, recommendations, and Audit Reports in the fifth cycle of academic audits, suggests that Aotearoa universities have ‘pockets’ of good practice, with many approaches showing cultural relevancy and respect for te ao Māori. The themes identified across this report outline that where universities affirm te ao Māori and utilise Māori concepts designed by Māori for Māori, it leads to better outcomes for tauira Māori.

However, the overall low reference to Māori and te Tiriti o Waitangi, and the brief nature of discussion across the Audit Reports, did not allow for a deeper analysis of universities’ practices and the impact on their tauira Māori and Māori staff. The commonalities of reference to Māori in the commendations, affirmations, recommendations, and the text of Audit Reports, suggest that Aotearoa universities and panels place emphasis on Māori in guideline statements where AQA has specified Māori input, or where there are seen to be Māori deficits; such as admission, retention and learning support. Though it is important to understand and change the outcomes for tauira Māori, and part of this is undoubtedly linked to where low numbers of Māori are present or where tauira Māori are reflected in negative statistics, a deficit focused approach will only go so far. The only way to begin to deliver better outcomes for Māori overall is to target where universities and panels can improve across all areas – not just areas where it is assumed Māori ‘issues’ belong. For example, one area where in-depth reference to Māori was made was regarding retention and completion (GS2.2); however, there was no reference to Māori in areas related to graduate feedback (GS5.6) or teaching quality (GS6.3) and undoubtedly, these areas would impact and inform a university’s ability to retain their tauira Māori and see them through to the completion of their degree.

To address this issue, a systematic approach to weave te Tiriti o Waitangi and an understanding of te ao Māori through all facets of the audit process, and hold universities accountable in a way that will lead to real change, is required. We should be moving away from tick-box options and have an intentional expectation that Māori and te Tiriti o Waitangi are purposely woven through all work that we do; because this is what it means to be a Tiriti partner - this is what is needed for us to live in a bicultural Aotearoa. An example of this is the clear requirement for a stronger Māori voice throughout the Audit Reports; this includes tauira Māori and Māori staff, but also extends to increased Māori members on the audit panels themselves - this is the only way that the audit framework can begin to recognise Māori rangatiratanga. Additionally, where universities identify using principles of the Treaty of Waitangi or Te Tiriti o Waitangi, such as GS 3.1 (Programme approval), the audit assessment needs to move past a tick-box approach and requires detailed information on *what* principles the universities used and *how* these were used. It is not enough for universities to mention these principles, audit panels need to have the skills and knowledge to assess how successful the universities have been at implementing them. Additional steps that AQA can take in future academic audits, to help counteract the effects of colonisation and move towards equitable outcomes for Māori, include AQA and academic audit panels weaving a greater understanding of te ao Māori, tikanga and Te Tiriti o Waitangi into their work and ethos.

The pathway to better outcomes for tauira Māori and the transformation of the monocultural education settings in Aotearoa will include revitalising rangatiratanga and understanding the importance of Māori control over policies affecting Māori. Incorporating Māori in more decision-making and leadership roles will also provide space to advocate for indigenous practices relevant to contemporary development and will benefit all Aotearoa New Zealanders.

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