

## DIVERSITY PLAN FOR SCHOOL OF GOVERNMENT

### 1.0 Diversity policy of the School of Government

The School of Government demonstrates diversity in all its activities: from recruitment of students, to the design and delivery of its teaching programmes, and the conduct of much of its research. In this, it mirrors the commitment of the University in fostering opportunities for Māori and Pacific peoples (Pasifika) to both participate in and achieve success in academic study and research, so that they can in turn contribute effectively to the development of New Zealand's social and economic development as a multicultural society. The University articulates this commitment in its strategy "Secure the intellectual potential put at risk through experience of disadvantage".<sup>1</sup>

The University also seeks to "Deepen Victoria University's intellectual influence in the Asia Pacific region".<sup>2</sup> The School of Government has a particularly strong role to play in this endeavour in its activities related to the recruitment of students for its professional Master's degrees and in designing and delivering executive education for the region's government officials, who come from a diversity of cultural backgrounds and political systems. By these activities, the School of Government already has a central position in the achievement of the "Advancing better government" and "Enriching national culture, civil society and global citizenship" themes of the University's strategy "Adopt a distinctive academic emphasis".<sup>3</sup>

Building on these existing strengths, the elements of the School of Government's diversity policy are:

- Enhanced participation and success of Māori and Pasifika students in its programmes;
- Attracting a diverse range of students from the Asia-Pacific region;
- Including topics and perspectives in teaching programmes that are relevant to Māori/Pasifika students and students from the Asia-Pacific region;
- Developing a research strand in the School that has a focus on the needs and aspirations of Māori and Pasifika peoples and on the governance and public service of the Asia-Pacific region;
- Active recruitment of staff with Māori, Pasifika or Asia-Pacific backgrounds to facilitate the achievement of the diversity in teaching and research referred to above.

### 2.0 Diversity plan for the School of Government

The diversity plan for the School of Government comprises a number of principal strategies, and an externally focused initiative. These, their means of implementation and expected outcomes are shown in **Table 1**.

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<sup>1</sup> Victoria University Strategic Plan, 2015-2019, p. 19: Primary Strategy 4

<sup>2</sup> Victoria University Strategic Plan, 2015-2019, p. 23: Primary Strategy 6

<sup>3</sup> Victoria University Strategic Plan, 2015-2019, p. 13: Primary Strategy 1

<b>Table 1. Initiatives, implementation and envisaged outcomes of the School of Government diversity plan</b>			
<b>Initiative</b>	<b>Implementation</b>	<b>Envisaged outcome by 2019</b>	<b>Notes</b>
<b>Student recruitment</b>			
Increase Māori and Pasifika enrolments in School of Government programmes so as to exceed clearly their demographic proportions	Continue promotion and advertising of programmes, consistent with Victoria’s Primary Strategy 4	An increase of 2% a year in enrolments of Māori and Pasifika students	Current proportions of Māori and Pasifika students in MPM and MPP programmes given in Section 3.3
	Collaborate with the Deputy Vice-Chancellor (Māori) and the Assistant Vice-Chancellor (Pasifika) to increase enrolments through provision of scholarships and other forms of assistance for Māori and Pasifika students in the MPM and MPP programmes <sup>4</sup>	Progress the case for external funding at least one scholarship annually for a Māori and a Pasifika student to enrol in each of the MPM and MPP programmes	
Continue to encourage enrolment in the MPM and MPP programmes by international students from the Asia-Pacific region	Build relationships with universities and educational agencies in the Asia-Pacific region, and develop promotional strategies for the MPM and MPP programmes specifically targeted to international students	Double the number of international MPM and MPP students from the Asia-Pacific region	Current VBS efforts in this area are highlighted in Section 3.4
<b>Teaching and research</b>			
Introduce Māori and Pacific contexts in the teaching activities of the School of Government	Collaborate with Toiuharewa and others as appropriate to appoint appropriately qualified staff with knowledge of Māori and/or Pacific cultural contexts <sup>5</sup>	At least two staff appointments made by 2018	
	Include Māori or Pasifika content in courses (see also footnote 5)	At least 30% of courses include Māori / Pasifika-related content (as determined from a stock-take of cultural content <sup>6</sup> )	

*This table continues on following page*

<sup>4</sup> Consistent with the Victoria Business School (VBS) Annual Plan 2015, Initiatives under Primary Strategy 4, viz., “Collaborate with the Deputy Vice-Chancellor (Māori) in consulting with iwi to understand the needs and aspirations of iwi and Māori enterprises in regard to Māori research expertise and Māori research. On that basis, explore with the Deputy Vice-Chancellor (Māori), via the Taihonoa initiative, the prospect of establishing master’s and PhD scholarships for Māori students, including the feasibility of scholarships supported by Māori enterprises”, and “Collaborate with the Assistant Vice-Chancellor (Pasifika) in developing such relationships as might be appropriate to fund master’s and PhD scholarships for Pasifika students”.

<sup>5</sup> Consistent with the VBS Annual Plan 2015, Initiative under Primary Strategy 3 – ‘Provide a holistic learning, teaching and student experience that is second to none’ – “VBS will explore with Toiuharewa ways by which the appointment of a Māori academic appointment to VBS could advance development of ‘Māori content’ of VBS courses, and, where appropriate their matauranga Māori dimension”.

<sup>6</sup> A stock-take of the cultural content of MPM and MPP courses will be undertaken in 2017.

**Table 1 (continued). Initiatives, implementation and envisaged outcomes of the School of Government diversity plan**

Initiative	Implementation	Envisaged outcome by 2019	Notes											
<b>Teaching and research (continued)</b>														
Foster the development of research that has Māori and Pacific contexts	There has been robust debate in New Zealand on whether research into matters affecting Māori and Pasifika should only be conducted by Māori and Pasifika. The School of Government considers that research should not be restricted in such ways, but that should Māori and Pasifika wish to conduct their research in an appropriate cultural context (e.g., kaupapa Māori <sup>7</sup> ), then this is to be encouraged	<table border="1"> <thead> <tr> <th rowspan="2">Research context</th> <th colspan="2">Cultural affinity of researcher</th> </tr> <tr> <th>Māori &amp; Pasifika</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>General</td> <td>◆</td> <td>■</td> </tr> <tr> <td>Māori and Pasifika</td> <td>■</td> <td>●</td> </tr> </tbody> </table> <p>■ Dominant; ◆ Prominent; ● Modest</p>	Research context	Cultural affinity of researcher		Māori & Pasifika	Other	General	◆	■	Māori and Pasifika	■	●	There are several students in the doctoral (PhD and DGov) programmes within the School of Government who are contributing to the achievement of this initiative
Research context	Cultural affinity of researcher													
	Māori & Pasifika	Other												
General	◆	■												
Māori and Pasifika	■	●												
Provide opportunities for staff to become more aware of Māori and Pacific cultures	Use executive/short-course training offered by the Centre for Lifelong Learning (CLL) to exploit opportunities to broaden cultural awareness of Māori and Pacific peoples, and to lift the capacity and confidence of staff in using the Māori language <sup>8</sup>	At least half of the staff of the School of Government will have participated in a professional development activity related to Māori and/or Pacific culture/language												
Ensure an Asia-Pacific perspective in teaching activities of the School of Government	Seek to appoint appropriately qualified staff with knowledge of Asia-Pacific cultural contexts and with public service experience	At least one staff appointment made by 2019	The increasing proportion of Asian peoples in New Zealand is described in Section 3.1											
	Ensure Asia-Pacific content in courses	At least 30% of courses include content relevant to Asia-Pacific governance/politics and public service (as determined from a stock-take of cultural content; see also footnote 6)	This is important because of the threat to democracy in Asia-Pacific nations (see Section 3.4), and the need for New Zealand students to be aware of such developments											
Ensure an Asia-Pacific perspective in research activities of the School of Government			Examples of existing activities in this area are described in Section 3.2											

*This table continues on following page*

<sup>7</sup> See 'Rangahau': <http://www.rangahau.co.nz/research-intro/>

<sup>8</sup> Consistent with the VBS Annual Plan 2015, Initiative under Primary Strategy 3: "Foster an understanding of Māori cultures and values among VBS staff using the Te Hapai programme [a staff development induction programme designed to increase the understanding and use of Māori culture, language and the Treaty of Waitangi within the University], and explore whether any complementary measures are needed to support initiatives already in place for enhancing the effectiveness of VBS lecturers as teachers of Māori students.

<b>Table 1 (continued). Initiatives, implementation and envisaged outcomes of the School of Government diversity plan</b>			
<b>Initiative</b>	<b>Implementation</b>	<b>Envisaged outcome by 2019</b>	<b>Notes</b>
<b><i>Enhancing diversity in the New Zealand public service</i></b>			
Foster the enrolment of senior Māori and Pasifika staff of the public service in DGov and PhD degrees			There are several students in the doctoral programmes (PhD or DGov) within the School of Government, who are contributing to the achievement of this initiative
Increase the proportion of Māori and Pacific people in the New Zealand public service	Discuss strategies with public sector executives, including the possibility of scholarships or internships for Māori and Pasifika students in the MPM and MPP programmes	Exploration of the prospects for Government-funded scholarships for Māori and Pasifika MPM /MPP students	See Section 3.1 for background information on this issue
		A trial of Māori and Pacific internships in government departments for MPM and MPP students	

### 3.0 Supporting information

#### 3.1 New Zealand's internal diversity

Since colonial times, New Zealand has increasingly embraced the challenges of moving from being an essentially Eurocentric nation, to one that has come to celebrate the language, heritage and culture of the Māori indigenous people and develop strategies whereby Māori are included in the social and economic progress of the country. An earlier commitment by central Government to 'biculturalism' has been broadened to embrace multicultural diversity, as New Zealand became home to an increasing number of people from the Pacific Islands and more recently to economic migrants from Asia and refugees from various theatres of war. New Zealand now meets the academic definition of being 'superdiverse', with more than 25% of the resident population being migrants.<sup>9</sup> Specifically with respect to Auckland, Mai Chen's report notes:<sup>10</sup>

"The market has changed, with almost 50 per cent of Auckland already Māori, Asian and Pacific, and by 2038 over 50 per cent of New Zealand's population will be Māori, Asian and Pacific. Businesses will only retain market share if they win more diverse customers."

Her report advised businesses to hire diverse employees as a way to break into ethnic networks and to see any extra training time that came with that as an investment rather than a cost, observing that:

"Diverse employees share the same language, culture and values as diverse customers, and are therefore more capable of interacting with those customers. Diverse customers, in turn, may prefer dealing with those like them due to familiarity and greater ease of being understood."

In order to foster the diversity implicit in documents such as those in the Ten point NZ Diversity Action Programme,<sup>11</sup> the personnel of the public service needs to reflect the diversity of the communities it serves.

Although the New Zealand Government is committed to raising the participation of Māori citizens in all aspects of society, including education, health and the public service, a 2006 report noted:

"Since 2000 there has been a significant increase in the number of Māori working in policy analyst and managerial roles. Despite this increase, Māori continue to have low representation within these roles and within the science and technical occupations. Māori in senior management (tier 1, 2 and 3 managers) increased slightly, from 9% in 2000 to 10% in 2004."<sup>12</sup>

Similar comments have been made in respect of Pacific peoples employed in policy analyst and managerial roles:

"Since 2000 there has been a slight increase in the proportion of Pacific staff working in managerial and policy analyst roles, however, Pacific representation in these occupations remains low. Pacific staff are also under represented in the science and technical occupations. The percentage of Pacific peoples in senior management (tier 1, 2 and 3 managers) has not changed since 2000 (1%)."<sup>13</sup>

The diversity plan for the School of Government should be aligned with the diversity initiatives of the New Zealand Government and associated agencies (e.g., local government, district health boards, etc.), in order to ensure not only that the School's programmes develop graduates from a diversity of cultural and ethnic backgrounds but that those graduates will be appointed to public service roles and be valued employees.

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<sup>9</sup> *Superdiversity stocktake implications for Business, Government and New Zealand*, by Mai Chen, reported in : <http://www.stuff.co.nz/national/73871314/new-zealand-needs-to-adapt-to-diversity>

<sup>10</sup> <http://www.chenpalmer.com/superdiversity/superdiversity-stocktake/>

<sup>11</sup> Ten point NZ Diversity Action Programme: [http://www.decisionmaker.co.nz/directories/Cultural\\_Diversity/Cultural%20Diversity%20Ten%20Action%20Programme.html](http://www.decisionmaker.co.nz/directories/Cultural_Diversity/Cultural%20Diversity%20Ten%20Action%20Programme.html). The complete text of the New Zealand Diversity Action Programme, including the ten steps and the ten key actors is available at the Human Rights Commission website: [www.hrc.co.nz](http://www.hrc.co.nz)

<sup>12</sup> A profile of Māori in the public service: <http://www.ssc.govt.nz/node/6422>

<sup>13</sup> A profile of Pacific people in the public service: <http://www.ssc.govt.nz/node/6423>

### 3.2 New Zealand's interface with the world

New Zealand has long affirmed the value of education as a means of enhancing social and political stability and economic progress. In the 1960s, New Zealand participated in the Colombo Plan,<sup>14</sup> a scheme in which students in the then developing economies of Southeast Asia were prepared for careers in science and commerce in their home countries, by undertaking degrees at New Zealand universities, Victoria University in particular. Many of these graduates progressed through careers during which they were able to make significant contributions to the scientific, technical, business and social advancement of their countries. Victoria Business School continues this tradition by offering introductory sections of its Bachelor of Commerce degree at selected Asian universities, enabling undergraduate students to start the degree at their 'home' university and complete it at Victoria.<sup>15</sup> Much more recently, the School of Government's programmes, in particular the Master of Public Management and Master of Public Policy, attract significant numbers of international students from a range of cultures, ethnicities (**Table 2**) and socio-political environments.

**Table 2. Student diversity in MPM and MPP degrees in 2015\***

		Master of Public Management (MPM), 2015		Master of Public Policy (MPP), 2015	
		No.	%	No.	%
Nationalities of students	<i>New Zealand</i> <sup>†</sup>	31	60%	23	41%
	<i>International</i>	21	40%	33	59%
	<i>Ethnicities represented</i>	8	15%	2	3.6%
'Persons of diversity'	<i>Māori</i> <sup>‡</sup>	8	15%	8	14%
	<i>Pasifika</i> <sup>¶</sup>	16	30%	10	18%
	<i>Total</i>	52	(100%)	56	(100%)

\* Details are given in *Table 4-10* and *Table 4-11* in the *NASPAA Self-Study Report of the School of Government (2016)*  
<sup>†</sup>Pakeha/European and Māori  
<sup>‡</sup> In the Wellington region and in New Zealand as a whole the percentage of Māori is about 12%, and 14% respectively.  
<sup>¶</sup> In the Wellington region and in New Zealand as a whole the percentage of Pacific peoples is about 7%.

Educating individuals for positions in business leadership has more recently been complemented by initiatives that, in association with Government agencies in New Zealand, build and strengthen the capability of governments and business institutions in developing countries and emerging economies. The School of Government has been particularly active in this type of activity, two recent examples follow.

Reflecting its longstanding engagement with Vietnam, Victoria Business School has been actively involved in the New Zealand Government's programme of events marking the 40th anniversary of New Zealand-Vietnam diplomatic relations (**Fig. 1A**). As part of the programme of events, Professor Evan Berman from the School of Government delivered the latest in a series of S T Lee Lectures<sup>16</sup> in Vietnam on 10 September 2015. Entitled "Innovation in Public Administration in Asia", Professor Berman spoke to a seventy-strong audience at the National Academy of Public Administration (NAPA) in Hanoi in September which included New Zealand Ambassador to Vietnam Haike Manning and Vietnamese Vice-Minister for Home Affairs Tran Anh Tuan, who leads NAPA. While at NAPA, Professor Berman also led a workshop on "Strategic planning and performance management in the Public Sector".

<sup>14</sup> The Colombo Plan for co-operative economic and social development in Asia and the Pacific – history: <http://www.colombo-plan.org/index.php/about-cps/history/>

<sup>15</sup> Examples include: University of Economics, Ho Chi Minh City, Vietnam; KYSIC, Malaysia; and the developing partnership with 'gatekeeper' institutions such as the China Service Centre for Scholarly Exchange (CSCE).

<sup>16</sup> Funded by Singaporean philanthropist, Dr S T Lee, the annual lecture series enables Victoria scholars to share insights on economic and public policy issues of relevance to Vietnamese academics, officials and students



**Fig. 1.** Forging relationships with governments. **A, Left:** Professor Rob Rabel (Victoria University’s Vice-Provost (international Affairs)) and NAPA Vice-President Dr Luu Kien Thanh at the signing of an MOU with NAPA, with Professor Evan Berman (at left), Ambassador Haike Manning, Vietnamese Vice-Minister for Home Affairs Dr Tran Anh Tuan and NAPA colleagues in background. **B, Right:** Professor Berman (third from left) with members of a panel discussion at the Graduate School of Public Administration (NIDA), Thailand.

Professor Berman also attended the 60th anniversary celebrations of the Graduate School of Public Administration at Thailand’s preeminent education programme, earlier the same month (**Fig. 1B**). He was invited to deliver a presentation in front of about 900 people gathered at the National Institute of Development Administration (NIDA). His discussion, “Public Leadership in National Departments”, highlighted the importance of different roles of political leaders and senior public officials. While political officials often focus on a few key issues of political and ideological significance, senior civil servants must provide broad leadership for everything else, including overseeing departmental policies and undertaking capability development, he said. He also discussed concerns and new efforts to increase senior public manager leadership in New Zealand and around the world. These links are complemented by activities such as the Diplomats Seminar Series, offered in collaboration with the United Nations Association of New Zealand<sup>17</sup> (see **Fig.2**).

**Fig. 2.** Programme for the 2015 United Nations Association of New Zealand Diplomats Seminar Series

Appendix 1

## Diplomacy, the United Nations and Fulfilling Nationhood through Global Citizenship

**Embassy of Mexico**  
 Her Excellency Leonora Rueda, Ambassador  
 Thursday, 29th October, 5:30 pm,  
 Old Government Buildings, Lecture Theatre 3, Victoria University of Wellington

**Embassy of Israel**  
 His Excellency Yosef Livne, Ambassador  
 Thursday, 5 November, 5:30 pm,  
 Old Government Buildings, Lecture Theatre 3, Victoria University of Wellington

**Embassy of France**  
 Her Excellency Mrs Florence Risler, Ambassador  
 Thursday, 12 November, 5:30pm,  
 Old Government Buildings, Lecture Theatre 3, Victoria University of Wellington

**Embassy of the Federative Republic of Brazil**  
 His Excellency Eduardo Gradilone, Ambassador, and  
 Mr Roberto Medeiros, Deputy Head of Mission  
 Thursday, 19 November, 5:30pm,  
 Old Government Buildings, Lecture Theatre 3, Victoria University of Wellington

**High Commission for the Republic of South Africa**  
 Her Excellency Ms Ntombizodwa Lallie, High Commissioner  
 Thursday, 26 November, 5:30pm, Level 7, State Insurance Building, 1 Willis Street, High  
 Commission of South Africa, Wellington

All welcome. Free entry, however, RSVP requested via Eventbrite:  
<http://tinyurl.com/pjkue6n>

The 2015 UNANZ Diplomats Seminar Series presented by the United Nations Association of New Zealand, in association with Victoria University’s School of Government, on the 70th Anniversary of the United Nations provides an opportunity for representatives of foreign missions to New Zealand to explain their country’s engagement with, and perspectives on, the structure and operation of the United Nations system. Each session provides the public with an opportunity to better understand the extent to which this international body established to promote peace and security, development, and policy coordination, is meeting the diverse needs of its members.

Register at <http://tinyurl.com/pjkue6n> or contact Joy Dunsheath, [joy.dunsheath@xtra.co.nz](mailto:joy.dunsheath@xtra.co.nz).  
[www.unanz.org.nz](http://www.unanz.org.nz)

<sup>17</sup> United Nations Association of New Zealand: <http://www.unanz.org.nz/>

In such ways, the School of Government is taking a leading role in the implementation of the University's 'Advancing better government' strategic theme,<sup>18</sup> not only locally but in the Asia-Pacific region. In another example, 14 participants (academics, practitioners, public servants and NGO leaders) from seven Pacific Island countries (Cook Islands, Fiji, Solomon Islands, Papua New Guinea, Australia, Samoa and Vanuatu) participated in a workshop in Wellington (**Fig. 3**) at the invitation of Emeritus Professor Rowena Cullen and Associate Professor Graham Hassall from the School of Government, who are editing a book on e-Government in the Pacific Islands, to be published in Springer's *Public Administration and Information Technology* (PAIT) series. The workshop was also accessible via the internet, with contributors from New Zealand, Fiji, Solomon Islands, Samoa, Australia, and Tonga.

**Fig. 3.** Academics, practitioners, public servants and NGO leaders gathered for an e-Government workshop in September 2015. (Emeritus Professor Cullen is fifth from left in the front row.)



While these activities of the School of Government are a pragmatic demonstration of assisting in the achievement of one of the initiatives of the University's Research Strategy, viz., "Forming and/or joining critical international networks such as the Capital City Universities Network",<sup>19</sup> they are even more significant as demonstrating the School's commitment to fostering open democratic government globally.

### **3.3 Responding to New Zealand's increasing internal diversity**

The School of Government has been successful in attracting Māori and Pasifika students to its programmes, and this represents a potential contribution to the Government's intentions to increase employment opportunities for appropriately qualified Māori and Pacific people.

Participation by Māori students in the MPM degree mirrors the regional proportion of Māori (12%), while the participation by Māori in the MPP degree is rather less. Improved understanding of the choices made by Māori as to whether they enrolled in the MPM and MPP will be a fruitful precursor to any campaign to increase Māori enrolments in the MPP.

Participation by Pasifika students in both the MPM and MPP degrees exceeds the regional proportion of Pasifika (7%). There is a continuing need for well qualified staff in local and national governments throughout the Pacific which can be well-served by the MPM and MPP degrees. This is expected to be achieved by linking recruitment from Pacific nations to the MPP with other regional activities signalled in the Victoria Business School's Strategic Plan 2015-2016.<sup>20</sup>

The School of Government recognises that significantly increased numbers of Māori and Pasifika graduates is likely to lead to economic and social benefits for the country and the Pacific region. Accordingly, the School is

<sup>18</sup> Primary Strategy 1, *Victoria University Strategic Plan, 2014-2019*

<sup>19</sup> *VUW Research Strategy, 2015-2020*: <https://www.victoria.ac.nz/staff/your-university/consultation/research-strategy/draft-university-research-strategy.pdf>, p. 13.

<sup>20</sup> VBS Initiative to Primary Strategy 6 (Deepen Victoria University's intellectual influence in the Asia-Pacific region): "Consider how VBS should develop a prioritised commercial education portfolio that aligns with VBS distinctiveness as a business school and Government agencies in the Asia-Pacific region and builds on recent initiatives such as the programmes developed for the governments of Papua New Guinea, Samoa and Vietnam in collaboration with the Centre for Lifelong Learning."



working with the Deputy Vice-Chancellor (Māori) and the Assistant Vice-Chancellor (Pasifika) to increase enrolments through the provision of scholarships and other forms of assistance.<sup>21</sup>

The staff of the School is dominated by people of Eurocentric origin, and it is considered that recruitment of Māori and Pasifika students is likely to be further increased through

- recruitment of Māori and Pacific staff-members, possibly jointly with another School in the University, who will bring appropriate cultural awareness and contexts to their teaching and research, *and*
- enhancing the cultural competence of existing staff, by fostering an understanding and appreciation of Māori cultures and values among staff, and exploring whether any complementary measures are needed to support initiatives already in place for enhancing the effectiveness of lecturers as teachers of Māori students.<sup>22</sup>

Both of these prospects have been explored with Toi huarewa,<sup>23</sup> during the development of its strategic plan in early 2015, but have yet to be implemented.

The School recognises that its opportunities to influence the ethnic and cultural diversity of the New Zealand public service workforce are limited, but will work with chief executives and senior managers on its Advisory Board and/or consultative committee to progress the issue. Recognising the constraints highlighted by recent research into diversity policy in the United States,<sup>24</sup> the School will initially take a pragmatic approach by advancing the case for scholarships and internships for Māori and Pasifika people currently within the public service to undertake postgraduate study in the School of Government, including the MPM and MPP degrees.

### **3.4 Enhancing New Zealand's interface with the world**

Both the MPM and MPP degrees affirm the value of sharing of experiences and knowledge of different forms of government and socio-political contexts that international students bring to the classroom, complementing the perspectives of the Westminster system of government which is so familiar to New Zealand students. This is particularly appropriate given the political instability of the Asia-Pacific region in recent years,<sup>25</sup> of which a recent commentator has observed:<sup>26</sup>

"In the Pacific, "politician" has become a byword for corruption, graft, and misconduct. This was not always the case—the independence generation is still remembered as strong leaders—but today's leaders are commonly associated with malaise and despair. Once heroes of self-determination, politicians are now the targets of donor attempts to institute 'good governance', while Fiji's 2006 coup was partly justified on the grounds that they needed 'cleaning up'."

Accordingly, the School of Government will continue to recruit students from east Asian countries, and will work with the Associate Dean (International and Executive Education) of the Victoria Business School to build

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<sup>21</sup> This recognises the demographic reality that Māori and Pasifika are strongly represented in the more financially disadvantaged of New Zealand citizens; see: Marriott, L.; Sim, D., 'Indicators of inequality for Māori and Pacific people', *Working Papers in Public Finance* [Victoria University of Wellington], 09/2014: [http://www.victoria.ac.nz/sacl/about/cpf/publications/pdfs/2015/WP09\\_2014\\_Indicators-of-Inequality.pdf](http://www.victoria.ac.nz/sacl/about/cpf/publications/pdfs/2015/WP09_2014_Indicators-of-Inequality.pdf)

<sup>22</sup> Victoria Business School intends to make more effective use of executive/short-course training offered by the Centre for Lifelong Learning (CLL) and to exploit more fully opportunities provided by events such as Māori Language Week to broaden awareness of the place of Te Reo as one of New Zealand's three official languages, and to lift the capacity and confidence of staff in using the Māori language.

<sup>23</sup> Toi huarewa is a subcommittee of Academic Board and the forum and vehicle for Māori academic issues at the University. Toi huarewa is an expression of the University's commitment to the Treaty of Waitangi, and provides an important Māori perspective and voice on academic issues: <http://www.victoria.ac.nz/Māori-at-victoria/rangatiratanga/toihuarewa>

<sup>24</sup> Dover, T.L.; Kaiser, C.R.; Major, B. 'Diversity policies rarely make companies fairer, and they feel threatening to white men', *Harvard Business Review*: <http://hbr.org/2016/01/diversity-policies-dont-help-women-or-minorities...>; Dover, T.L.; Major, B.; Kaiser, C.R., 'Members of high-status groups are threatened by pro-diversity organizational messages', *Journal of Experimental Social Psychology*, 62, 2016, pp. 58-67.

<sup>25</sup> Morlino, L.; Dressel, B.; Pelizzo, R. 'The quality of democracy in Asia-pacific: issues and findings', *International Political Science Review*, 32 (5), 2011, pp. 491-511.

<sup>26</sup> Corbett, J. 2015. *Being Political: Leadership and Democracy in the Pacific Islands*. University of Hawai'i Press.

productive links with universities and relevant Government agencies in Asia to foster international enrolments in the MPM and MPP degrees. Moreover, staff of the School will continue to organise and contribute to professional programmes and executive education opportunities that build capacity and capability in public service governance and management in the Asia-Pacific region.