

Uni NEWS

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LET'S TALK ABOUT CHILD DEVELOPMENT

Dr Jin Russell says families under financial strain can struggle to pay children attention

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KOREAN CONNECTIONS

Communications student Thomas Oh and a group of Korean compatriots created a crucial translation service

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BUILDING RELATIONSHIPS

Te Kawehau Hoskins says the University will benefit from an enduring and positive orientation to the Māori world

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LET'S CHANGE THE MODEL

Tim Hazledine speaks out about why he believes managerialism is inappropriate in universities

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Just a few of the University of Auckland staff and student achievements in the media recently. Email: uninews@auckland.ac.nz



Professor Nicola Gavey

BOYS TO MEN

Professor Nicola Gavey's work featured in the *Sunday Star-Times* with the launch of a major new report about shifting the line on gender and sexual violence. Nicola and her Psychology colleagues created a peer-group workshop model to work with boys and young men to develop resistance to rape culture and try to prevent sexual violence in all forms. They tested the model with 50 Auckland boys and young men. "The boys we worked with often didn't agree with the rigid expectations of them as men, such as 'never show emotion' and 'don't like anything feminine', but without the chance to talk about them, they hold a lot of power to restrict boys' behaviour," Nicola said.
Link: tinyurl.com/nicola-gavey-stuff



Dr Kiri Dell

SMOKING SUCCESS

Dr Kiri Dell (Business) and Associate Professor Saeid Baroutian (Engineering) appeared in numerous news outlets talking about their new product and business partnership Nuka Limited. They've converted native kanuka into 'liquid smoke' creating a food flavouring described as 'hangi in a bottle'.
Link: tinyurl.com/stuff-kanuka

TAONGA SOLD AT AUCTION

Associate Professor Ngarino Ellis, Māori art historian, raised issues in the *NZ Herald* after a rare carved Māori pou whakairo of a tattooed woman sold for \$3.7m at international auction. "How did it get out of New Zealand is the really big question," Ngarino said, noting there was no mention of iwi, region or the carver in the provenance. Auction house Sotheby's said it was the highest price ever paid for a Māori work of art.
Link: tinyurl.com/herald-ngarino



Dr Chris Wilson

COUNTERING TERRORISM

Dr Chris Wilson (programme director of Master of Conflict and Terrorism Studies) was a keynote speaker at a counter-terrorism hui in Christchurch. He said he believes the biggest terror threat in New Zealand comes from lone individuals with ideological support online. His comments appeared in the *NZ Herald* and *Stuff*.
Links: tinyurl.com/chris-wilson-herald and tinyurl.com/chris-wilson-stuff



Dr Lisa Reynolds

LSD THERAPY

Dr Lisa Reynolds, senior lecturer in health psychology, featured on various news platforms about a project to give advanced-stage cancer patients micro-doses of the psychedelic drug LSD. "We've designed a trial where we're going to test the feasibility, the acceptability and the safety of LSD microdosing alongside talk therapy," she told Newshub. "I've been interested for a number of years in supporting people with cancer as they adjust to illness and sometimes adjust to end of life."
Link: tinyurl.com/lisa-reynolds-newshub

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AUSA ELECTIONS

Voting in the Auckland University Students' Association elections begins on Monday 23 August. The successful candidates will be announced on 30 August. Nominations close on 6 August and candidates can be found on the AUSA website ausa.org.nz and Facebook pages, as well as in *Craccum*.

SMOKEFREE CAMPUS

The University is now smokefree and vape-free. As part of the smokefree policy rollout, support is available to staff who want to quit smoking. Free smoking cessation clinics, organised by researchers from the National Institute for Health Innovation in the School of Population Health, run weekly until September. See: auckland.ac.nz/quit-smoking-clinics

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WELL-KNOWN FACES DEPART

The University has farewelled some long-time senior leaders recently. We pay tribute to a few of them.



Professor John Morrow at his retirement function.

JOHN MORROW

Professor John Morrow's most recent position was Acting Provost, a new academic leadership role introduced in 2021.

He was holding the fort there until the appointment of Valerie Linton (see page 4) but in July was finally able to retire, after numerous attempts and 18 years at the University.

John came to Auckland from Victoria in Wellington where he was a professor of political theory and assistant vice-chancellor of research. He started here as a professor in political studies and became Dean of Arts in 2003. Six years later, in 2009, he became DVC (Academic) responsible for the academic affairs of the University.

In this role, he managed Library and Learning Services, Foundation programmes and Auckland University Press. He chaired the Senate's Education Committee, the Academic Programmes Committee, the Teaching and Learning Quality Committee and the Library Committee. He sat on the senior leadership team and participated in a wide range of governance bodies.

Along with his leadership tasks, John kept his hand in academia: delivering lectures, supervising postgraduate theses and completing and publishing his own research.

In 2020, like many, John took on the challenge of online Zoom meetings and Vice-Chancellor forums, with varying degrees of success. At his farewell function, among the many plaudits, he received a humorous T-shirt from Pro Vice-Chancellor (Pacific) Associate Professor Damon Salesa, emblazoned with the words, "You're on mute, John".

Best wishes of the University go with John and his wife Diana for a happy retirement.



Prue Toft

PRUE TOFT

Prue Toft has worked at the University for 25 years as Director of Staff Equity, and acting Pro Vice-Chancellor (Equity).

Over the years she worked with four vice-chancellors and has been a key contributor to University policies covering equity, flexible work, parental leave, and work, life and family among others.

After doing her masters in Anthropology with a thesis supervised by Professor Ranginui Walker, she began work in the Race Relations Office, then at the Office of the Privacy Commissioner, before being recruited into her alma mater as staff equity adviser in human resources. "At that time, Staff Equity was in the Lower Lecture Theatre, with the Mediator's Office and the headquarters for [cat rescue organisation] Lonely Miao," Prue recalls.

Attending the Winds of Change conference in Sydney in 1998 with Associate Professor Barbara Grant (Education) and inaugural Pro Vice-Chancellor (Equity) Anne Salmond, provided the inspiration for the University's Women in Leadership (WIL) programme, which Prue has driven and supported since.

"In 2000, the first year of WIL, academic women were 38 percent of all academic staff, but held only 16 percent of senior academic positions," says Mary Ann Crick, former WIL manager.

Prue says there have been slow but significant improvements for women in senior academic positions. The 2020 Equity Profile shows 35 percent of associate professors and professors are women, and 50 percent of women who are professional staff hold senior positions.

"But when Dame Professor Anne Salmond began as PVC Equity, she was the only woman on the executive," reflects Prue. "Now we have a woman Vice-Chancellor, Chancellor, Pro-Chancellor, Provost, PVC Māori and PVC Education."

Prue's impact was recognised in 2017, with the Equity Practitioners in Higher Education Australasia Lifetime Membership Award.

Recruitment for the position of Pro Vice-Chancellor (Equity) is under way.



Dr Terry O'Neill

TERENCE O'NEILL

Dr Terence (Terry) O'Neill has been Director of Student Equity for a decade. He had been due to leave properly at the end of July but is staying on part-time until the end of September to ensure a smooth transition of his role.

Terry says working with students from equity groups has been interesting and complex, but he's grateful to have had support from colleagues in the Equity Office Te Ara Tautika, and to be working in an institution that shares his commitment to equity.

"Here, as in elsewhere in my life – as a gay, disabled man – a fairly well-developed sense of humour has been essential," Terry says.

Terry has low vision but he hasn't let his disability set him back in academia or the workplace. He has a doctorate in sociology and social policy, and worked for the Human Rights Commission for ten years, before taking on his current role.

His work has included significant programmes to support Māori, Pacific, refugee-background, low socioeconomic, Rainbow students and equity-group students. He worked with the AUSA to set up Queer Space and the LGBTQI Takatāpui+ Staff and Students' Network, as well as University participation in Pride parades and Big Gay Out.

Another achievement is the development of the Disability Programme, which this year will transition to the University's Disability Action Plan.

While he would like to be remembered for his "small part" in many initiatives, Terry thinks he will probably be remembered for something more practical: "Having all those red button automatic door openers around campus installed!"

Terry's contribution will also be remembered in a physical form after the University's main facility for students with disabilities was renamed in recognition of his achievements. The Todd Foundation Centre has been renamed the Terence O'Neill Centre, following a decision by the University's Naming Committee. And, as you might expect, there's a big red button right outside the door.

■ Full stories about all three are on the staff intranet as well as a photo gallery from John Morrow's farewell.

GOOD TO KNOW

HIGH-ACHIEVING GIRLS DO IT TOUGH

Approval on social media has a disproportionate impact on the self-esteem of high-achieving girls, a study done as part of a doctorate has found.

Eunice Price recently completed her PhD (Faculty of Education and Social Work) on gender, success, girlhood and social media and her research revealed the significant effect of pop culture on whether girls identified as successful and intelligent.

Part of the research involved interviews with female Year 13 students, aged 16 and over, from four Auckland schools of various deciles and types. To be included, students had to have achieved excellence endorsements at NCEA Level 2 the previous year.

“Attributes such as beauty and popularity continue to be favoured over others, like intelligence and academic achievement ... despite a strong societal emphasis on female empowerment,” Eunice says.

Eunice wrote collective stories based on their experiences for feedback and further discussion, with the final phase being a ‘dialogue circle’ a year later when participants were in their first year of university.

The pressure put on high-achieving girls to do consistently well, with little leeway to fail, the pressure to be a role model and the difficulties of balancing academic and extra-curricular life all emerged as common themes. The pervasive role of social media and the need for validation it feeds was a key concern.

“The girls talked about the portrayal of intelligence in popular culture, where you can only be smart if you’re pretty ... they also felt that while the focus on external recognition, like awards, fuelled their internal drive, it also created more pressure, with negative impacts for their well-being, sleep and general health.”

She discovered Māori and Pacific high academic achievers also have to cope with defying low expectations from teachers and society.

■ Full story: auckland.ac.nz/eunice-price-research



HEALTH RESEARCH GAINS A BOOST

New devices and drugs to prevent organ failure in critically ill patients are targeted with \$5 million in the latest round of funding from the Health Research Council (HRC).

Professor John Windsor (School of Medicine) and Professor Anthony Phillips (Biological Sciences) are working on treatments targeting the lymphatic system.

Two more projects in the Faculty of Medical and Health Sciences each receive \$5 million over five years. Professor Rod Jackson leads a team creating an anonymised register of cardiovascular and related risks to help combat the likes of diabetes, gout, obesity and heart failure.

Professor Michael Dragunow and his team will study donated human brain tissue to explore inflammation associated with disorders such as Alzheimer’s, Parkinson’s and Huntington’s.

Pacific research funding is boosted, with Dr Malakai Ofanoa gaining three years’ funding to look at Pacific people’s uptake of urate-lowering therapy for gout, and Associate Dean Collin Tukuitonga will research Pacific people’s



Cervantée Wild is heading to Oxford.

knowledge, attitudes and practices of Covid-19.

Dr Nikki Turner receives \$896,000 to develop a vaccine barrier assessment tool in collaboration with Australian colleagues and the World Health Organisation. Associate Professor Natalie Walker received \$1.4m for two projects, one on alcohol warning labels and the other a randomised trial in smoking cessation. Dr Annika Winbo received almost \$1.2m to research the heart condition Long QT Syndrome for three years.

Meanwhile, Medical and Health Sciences student Cervantée Wild is off to Oxford to study Covid-19’s impact on children and their families. Cervantée will undertake a two-year postdoctoral research fellowship through the Green Templeton College for New Zealand health science researchers. It is funded by the Girdlers’ Company in the UK and the Health Research Council.

■ Full list of recent projects funded by the Health Research Council, see tinyurl.com/HRC-funding

PROVOST WELDS CONNECTIONS

Professor Valerie Linton has taken up the new role of Provost at the University.

Most recently, Valerie, who is a New Zealand citizen, was the executive dean of the Faculty of Engineering and Information Sciences at the University of Wollongong in Australia and a key member of the Vice-Chancellor’s senior leadership team there.

Her distinguished academic career includes a PhD in metallurgy from the University of Cambridge and an MBA (technology management) from La Trobe University. She is a fellow of Engineers Australia and a chartered engineer and certified materials professional.

“Having worked at the interface between industry and tertiary institutions I know how important focused research is and the contribution it can make through outcomes in the community,” she says.

“The University of Auckland has a strong sense of where it sits locally, across Aotearoa New Zealand, and in a global sense. Its commitment to this demonstrates to me that it’s a modern and highly relevant university – not an ivory tower disconnected from the practical concerns of everyday life.



Provost Valerie Linton

“With eight faculties and significant research institutes, we can achieve great things working together. Part of the role of Provost is to help facilitate cross-functional and integrated outcomes – to help join the dots.”

Valerie’s research background is welding, and she says she will maintain a little activity in that area to ensure she keeps relevant.

“Our front-line people are those who teach, research and support our students. I like to keep connected to these activities because that is what the University is about – my role is to support our academics to achieve excellence.”

SILENCE AT NEW DEPTHS

We know it was quieter on land in lockdown, but what about underwater?

A new study on the reduction in noise during Covid-19 lockdowns has revealed how quiet the Hauraki Gulf became.

Marine scientist Associate Professor Craig Radford and a research team at Leigh Marine Laboratory have studied the acoustic data they collected from February to May 2020 using seafloor mounted acoustic recording stations at five sites in the Hauraki Gulf. Recorders captured two minutes of sound every ten minutes, which equated to 144 samples a day. The samples were then split into pre-lockdown and during lockdown.

“That first lockdown gave us an unprecedented opportunity to measure the effects of human activity on marine life,” says Craig. “We decided to take a look at the response of our marine organisms in this new, relatively calm world.”

Noise pollution is known to affect marine life which use sound to communicate a variety of critical behaviours such as predator alarms or



Bigeye fish communicated over much longer distances during the underwater quiet of lockdown.

mate selection. Rising underwater sound has become a significant concern to marine scientists.

Two species commonly found in the Gulf were the focus of this study, bottlenose dolphins (*Tursiops truncatus*) and bigeye fish (*Pempheris adspersa*). Both maintain social groups via acoustic communication and have well-documented hearing thresholds enabling scientists to accurately calculate their communication range.

Communication range is the maximum distance from a vocalising animal at which a second animal of the same species can detect sound. Without small boats, the Gulf became much quieter at all five acoustic monitoring sites, particularly at frequencies below 1 kHz. Median sound pressure levels were down by eight decibels and ten decibels on the first day and vessel noise levels

dropped by almost half, before dropping even further – to 8 percent of normal levels.

The calculated communication range for dolphins and bigeyes significantly increased as a result, particularly the further from the city the monitoring site was. The maximum median range which dolphins were able to hear each other in the Rangitoto Channel for example was calculated at 400m prior to lockdown but rose to 565m once lockdown began.

Further from the city, off the northern coast of Waiheke Island, dolphin communication ranges increased from 2.9km to nearly 4km and for bigeye fish from 4m to 70m.

The study showed overall that the ability of dolphins and bigeyes to clearly hear each other more than doubled during lockdown.

■ Full story: auckland.ac.nz/quiet-ocean-research

TAKE A BREAK IN THE NAME OF RESEARCH

Fancy all meals, snacks and accommodation being paid for, for a fortnight?

The Human Nutrition Unit (HNU) needs Pākehā and Chinese participants for a residential study to investigate whether a ‘Kiwi-terranean’ diet alters the circulating blood markers found to be associated with the risk of type 2 diabetes.

Those who take part need to have a BMI between 24 and 40 and will have to stay at the Human Nutrition Unit in Mt Eden for two weeks. You can still go to work, attend classes at the University or go for a walk around the area but you must avoid vigorous exercise (e.g. power walking, running, cycling). All meals and snacks will be provided and that’s all you must eat.

The Human Nutrition Unit is a University of Auckland research facility that’s a collaboration between the School of Biological Sciences and the Department of Medicine.

■ Details at: hnu.auckland.ac.nz/current-trials

SUSANNA TRNKA TO EDIT TOP JOURNAL

Associate Professor Susanna Trnka, a social anthropologist in the Faculty of Arts, will become the next editor-in-chief of renowned journal *American Ethnologist*.

Susanna will hold the role from 1 March 2022 until 31 December 2026. She will lead the magazine’s first editorial team based in the Southern Hemisphere.

“I’m delighted to be at the helm of a journal that has shaped anthropological scholarship for nearly 50 years, and I hope to continue to promote its voice in articulating issues of global concern,” Susanna says.

Past editors have been based at institutions such as the University of Amsterdam, Harvard University, City University of New York, and University of California at Davis.

The journal has a particular focus on ethnography, a method that involves the researcher embedding themselves in the culture or situation they’re researching for a period of time.



Dr Susanna Trnka

Dr Jesse Hession Grayman, a senior lecturer in Development Studies, will act as associate editor with a colleague at Macquarie University in Sydney. Susanna says she will use the editorial team’s physical location in Aotearoa New Zealand and Australia to foster the journal’s international focus and readership.

■ Full story: auckland.ac.nz/susanna-trnka-editor

OPPORTUNITIES TO FLOURISH: TE KAWEHAU'S KEY MESSAGES

Ihonuku Te Kawehau Hoskins says people shouldn't stress about not knowing enough te reo Māori, but be open-minded to learning more and to Māori ways of thinking.

Despite being ensconced in the physical epitome of the ivory tower – the Clock Tower – the last thing Associate Professor Te Kawehau Hoskins plans to do is cut herself off from people.

The Ihonuku Pro Vice-Chancellor Māori is still coming to terms with her large white-walled office, brought to life with a Goldie portrait *Planning Revenge: Portrait of Hori Pokai* glaring out from the wall. But revenge is far from her mind – she's all about building enduring relationships between staff, students and local iwi.

"Māori see the past in front of us. It's not behind us or out of view," explains Te Kawehau (Ngāti Hau, Ngāpuhi).

"We walk into the future with our eyes on the past, taking the knowledge, wisdom, relationships and everything that's gone before with us. All those social relationships determine the present and will, in ways, determine the future.

"But if you don't have any knowledge of the past it's hard to move forward. It's quite a profound idea for some people."

For example, it's important to know how the University of Auckland came to be where it is.

"Do many of us know how the University came to be on this piece of land, and the complex and conflicting histories woven into that? It's important to have a sense of the University's place in relation to Tāmaki and the knowledge that emerges from that history."

The University has recently been gifted a new Māori name by Ngāti Whātua Ōrākei that reflects the history – Waipapa Taumata Rau. The name is replacing Te Whare Wānanga o Tāmaki Makaurau. (See box, page 7.)

Te Kawehau says there are Indigenous ways of understanding our connections to past, present and future.

"Mātauranga a whenua' is the idea that knowledge emerges from 'place' itself, and also relationships with people, which is captured in the term 'mātauranga a iwi.'"

Te Kawehau is also reflecting on how her own past experiences have prepared her for the job of Ihonuku.

In 2004, she started lecturing in the small Māori education unit Te Aratiatia, without a PhD. It was full-on time for about a decade – lecturing, supervising postgraduate students, raising two girls and working on that PhD.

"It was a massive six or seven years. But it prepared me as best it could for leadership. I think a lot of women, and of course Māori women, have quite significant imposter syndrome despite the work we have put in."

She says her parents have always seen the value in education. "But I wasn't exactly on the rails at all times," says Te Kawehau, who is the only female of five children. "So my route through to where I am has been circuitous."

She speaks fondly of her childhood – with a Pākehā mother and Māori father – living in Whangārei and experiencing what she describes as a unique upbringing.

"We were pretty alternative – health food and literature mixed in with Māori politics, marae development and whenua. We spent time at the marae and at family land at Whangaruru (southern Bay of Islands). My parents were deeply involved in the 1975 Māori land march and in marae and hapū development."

At school there wasn't a lot of te reo taught though some girls from the Ngāti Hine area spoke Māori fluently.

"At Whangārei Girls High School we could choose te reo as an elective, but it was more about kapa haka and learning tikanga – we weren't learning a lot of language. My te reo learning has been lifelong."

Te Kawehau's first name is Clea, which is the title of one of the *Alexandria Quartet* books by British author Lawrence Durrell. "My parents just liked the name."

"I never had a middle name and in my early teens Dad gave me 'Te Kawehau'. Te Kawehau is the mother of the Ngāti Hao rangatira, Patuone, from whom we descend. Over time I became known as Te Kawehau and eventually had to make a decision about my signature, passport and so on. I asked Mum and Dad if they were happy that I swap the order of my names and they said, 'yes, that's great.'"

While doing a Māori language course at AUT, she was part of a group of students who formed a voluntary trust called Te Wānanga Reo Rūmaki, to provide total immersion learning opportunities for adult learners of Māori.

"For ten years we organised, funded, catered and staffed week-long total-immersion wānanga at marae all around the country. We did this three times a year and that's how my reo developed.

"You'd go there and speak Māori for a week. It's very good for your brain, to switch over to Māori. There was nothing like that at the time because it was before all the wānanga had taken off."

The group ran for ten years until about 2000.

"It was exhausting but because we were studying and poor anyway we just did it for the kaupapa."

Te Kawehau has spent 20 years in Māori medium education settings in central Auckland, from kōhanga reo through to secondary.

"We worked to establish units, to develop whānau as collectives and as educators, and we worked on Tiriti-based co-governance relationships in these settings. It's clear to me these aspects are central to Māori success in schooling."

Which brings us to the question of learning Māori. The University of Auckland's language revitalisation strategy has set a goal of 50 percent of staff having the ability and confidence to demonstrate a basic level of competency in te reo, by 2040. How realistic is that?

"We can do this. When we've got trust, then actually we can do anything." – Associate Professor Te Kawehau Hoskins



Te Kawehau Hoskins at the dawn ceremony marking the new Māori name for the University. Photo: Billy Wong



“Indigenising isn’t just assimilating bits of Māori stuff into the University. It’s about making it a place where Māori students and communities feel they can come.”

**– Associate Professor Te Kawehau Hoskins,
Pro Vice-Chancellor Māori**

Te Kawehau Hoskins says relationships are important for improving the University’s culture. Photo: Elise Manahan

“I think that’s possible. That’s being able to listen to people speaking in Māori and getting the gist because you’ve got familiarity, and maybe have some basic short conversations, do a short mihi, and be able to self identify. It’s also an understanding of concepts, like manaakitanga.”

She offers up a tip on that particular concept, given it is central to the University’s Strategic Plan, *Taumata Teitei*.

“The base of that word – manaaki – is two things, mana and aki. So we know the word mana, and aki is to encourage. So manaaki is to encourage or uplift the mana of others. For example, I do that by feeding you and honouring you and my mana is lifted by lifting your mana. My mana is diminished if I invite you to my house and I don’t offer you any food.”

Which is why for Te Kawehau’s pōwhiri, welcoming her into the role of Ihonuku, most of her concern was around ensuring there was enough kai!

“Whānau and hapū were coming from the north and from the school communities in which I serve. We made a day of it with our leading Māori speakers, so people could get a feel for what researchers do at the University and how our work is relevant to iwi futures. It ended up being an event for the University.”

In one of Te Kawehau’s earliest interviews in her new role, she talked about indigenising the University. So what does she mean by that?

“I have always been drawn to positive, grassroots Māori community ways of working. Mostly it’s not about opposition or resistance, though that is called for at times. It says ‘we can do this, when we’ve got trust, then actually we can do anything’. So even though ‘decolonising’ the University is part of our

project, my feeling is that indigenising is much more a Māori approach.”

She says indigenising the University also means improving all levels of engagement and experience for students and staff. That includes the built environment – spaces that are cultural and inviting.

“Indigenising isn’t just assimilating bits of Māori stuff into the University. It’s about making it a place where Māori students and communities feel they can come.

“Cultural change across the whole University is required because a lot of Māori kids from the north, for example, will bypass Auckland and go to Waikato because there’s a perception that Waikato is the ‘Māori university’. Well there’s nothing more Māori there than there is here. We need to challenge that perception and work on communicating and shifting our identity a little bit. Then we’ll see those communities thinking ‘oh maybe Auckland is for me’.

She says if that happens, the benefits could be an increase in Māori staff and students.

The recent Equity Review shows that the 2020 KPIs for Māori undergraduate and postgraduate students weren’t quite met, nor were the number of Māori staff in academic and professional positions.

“Māori students said in their feedback to the Student Services Function Review that relationships are important. Moving everything online, even if people are savvy online, it’s not the same as like, ‘Oh, I met this great woman on campus and she kept me on track’.

Staff cultural competence is part of the

University’s plan but it’s not just a matter of staff being able to pump out a pepeha.

“One of my main messages is that it’s not about how much Māori you know, although being inquiring is absolutely the orientation. It’s about an enduring and positive orientation to the Māori world.

“The dominant culture can have all sorts of fears, such as ‘Māori want to be separate’. You know, we don’t. We do want a celebration of diversity and unity – that’s quite fundamental. We need to embrace the idea of how much richer our worlds are with two cultures.

“Māori don’t want you to be Māori, they want you to think positively about how you can have productive relationships with Māori. What sort of University and world do we want? Do we want a place where the Māori world flourishes and we all move in a positive direction? Of course we do.

“It’s about relationships. Let’s all just work on that.”

■ Denise Montgomery

GIFT OF A NEW NAME

Local iwi Ngāti Whātua Ōrākei has gifted the University a new Māori name. Waipapa Taumata Rau has been added to the University of Auckland’s name, replacing the former more literal translation used in the University’s brand – Te Whare Wānanga o Tāmaki Makaurau.

Read more and see the full video of the gifting ceremony at auckland.ac.nz/waipapa-taumata-rau

LET'S HAVE A CONVERSATION ABOUT CHILD DEVELOPMENT

Jin Russell is working at the coalface of children's health and says the impact of poverty goes further than contributing to childhood illness: it affects their development too.

Dr Jin Russell's lightning-bolt moment came during a night shift as a paediatric registrar in the emergency department (ED) at Middlemore Hospital.

"I was working with a public health physician and she said to me, 'Come here and look at the whiteboard. This is the list of all the children in the emergency department. For every single one of these children here, the underlying diagnosis is poverty'.

"That really hit me. I read a lot of material that confirmed the international evidence around the impacts of poverty and disadvantage on children's development. Around the same time, I had heard a seminar by Professor Susan Morton about the longitudinal *Growing Up in New Zealand* (GUINZ) study, so I latched onto that because children's development is so important."

Jin completed her medical degree in 2007 and entered specialty training in paediatrics. She graduated as a developmental paediatrician in May, becoming a Fellow of the Royal Australasian College of Physicians.

"Working at the hospital, I was seeing children coming in and out of ED. I realised that it was like a revolving door. We would fix them up and send them home, and they would come back again with the same illnesses. I thought, what's happening here?"

Answering that question has now become important to her as a physician, academic and a member of society.

Two days a week she works as a consultant developmental paediatrician at Starship Children's Health and two days she writes her PhD. In 2020 she was the Starship Foundation Fellow and that research is incorporated into her PhD research with GUINZ. Seven days a week she's mum to two boys aged four and six, and wife to Dr Matheson Russell (from Philosophy) whom she met at church around 12 years ago.

She also keeps busy on Twitter @drjinrussell where she regularly raises issues of health inequity and Covid-19 misinformation.

"I like communicating, I like writing. When I was a kid, I did more writing than anything else."

That includes creative writing but she has to make do with Twitter and writing op-ed pieces while she's this busy with work, study and parenting. She admires Dr Renee Liang who is a poet and playwright as well as a paediatrician.

Jin's thesis looks at health inequities that lead to some children being behind in their development before they head to school. It's being supervised by Professor Susan Morton along with Professor Cameron Grant who, as well as being part of the Faculty of Medical and Health Sciences, is a general paediatrician at Starship.

"During 2020, my research for the Starship Foundation and clinical work at Starship was a full-time job – there was little time for my PhD. But I'm nearly there, it should all be finished next year."

Covid-19 was also an interrupting factor.

"I had to pause my PhD work. There were plans for my team to be redeployed to work in acute wards if needed in 2020. I went back and did advanced cardiac life-support training and that sort of thing, just preparing to be of use on any ward. Fortunately, in the end, I wasn't needed. But Covid was still disruptive for routine hospital care. I spent all of last year trying to just keep up with my hospital work."

Jin wasn't too worried about the thought of being on the front line during a pandemic but was concerned for her mother who is a GP in her 70s.

"I asked her to retire but they were really short of doctors at that time so she decided to continue working once there was plenty of PPE.

"Mum speaks three languages, Mandarin is one of them, and just before the government closed its borders to China, she had seen a string of visitors from China, people who'd managed to get out of there, even one from Wuhan so I was really worried for her."

Both of Jin's Malaysian Chinese parents have medical degrees.

"Dad graduated from Singapore University. And mum was a graduate of the first medical class of the University of Malaya when only a handful of women were in the class."

Her parents moved to Christchurch in the 1970s, then to Wellington. Jin won scholarships and did her schooling in Wellington, before moving to Auckland to study medicine.

Although her life is hectic, she loves research and working in a field that's important to her.

"Society is talking a lot about how poverty affects children's physical health. Poverty means kids get more skin infections, or are at greater risk of pneumonia or being hospitalised with respiratory infections, which we've seen a lot of this winter.

"But we don't seem to be having a national conversation about how poverty affects children's development, and this is just as important as their physical health."

Jin says as much as she enjoys the hospital environment, there is something special about academic life.

"At heart, I'm a learner. I love that you have space to look at the big picture and to set aside time to learn and think about complex questions. I like the way that the academic community grows and learns together."

Although she's immersing herself in academia, she admits to missing being 'on call' a bit.

"One of the things I found really hard back in the university environment was that I'd been working in ED doing shifts in neonatal intensive care and that sort of thing. I was used to being on call constantly, and I found it hard not to be on call."

But there are certainly advantages – sleep being one of them.

"The mental load of poverty means it's harder to give children your best attention."

– Dr Jin Russell, consultant developmental paediatrician at Starship

"Doing a PhD has meant I get to think about abstract problems and about the health of the whole population, rather than just the one child in front of me. I've found my PhD uses a different part of my brain and I've loved that."

From reading to writing, swimming and baking, Jin is undoubtedly one of those people who uses every part of her brain.

"I enjoy being a part-time academic and don't think I could give up my clinical work. I just love seeing children in the clinic and the two facets really complement each other. That's why there are a lot of academic-clinicians because you stay in touch with the real-life issues.

"There's nothing quite like child epidemiology – you can look at outcomes across a whole population which is so interesting. It also grounds me when I'm doing Starship work."



Child poverty is a red-hot poker issue to Dr Jin Russell who says it impacts children's development. Photo: Elise Manahan

Jin had been working at Starship for two and a half years before she began a contract as a permanent consultant in Starship's developmental paediatric service, working with children with developmental difficulties and disabilities.

There's a strong sense of social justice and political opinion running through Jin's veins. But is there any frustration about whether we can enact change to address inequities in health?

"I'm actually really hopeful. I don't mean about enacting change as a single agent. I mean that I'm working in highly networked areas where child well-being is at the centre of lots of different organisations. There's a strong child advocacy theme to New Zealand life and how we think of ourselves as a fair society.

"We've seen a massive rise in acceptance of talking about child poverty, for a start, and a lot of progress as a result. We now have the measuring and monitoring framework necessary to make more progress. New Zealand is actually a great place to do advocacy and research, because it's a community in which you make multidisciplinary connections. I think this is why we have a history of being very progressive. Obviously there's a huge amount of work to be done, but I do feel hopeful."

She says the biggest change she would make if she were in power – that would directly affect child health and development outcomes – is to introduce a liveable income.

"Poverty is a massive determinant of many outcomes for children. Not being able to afford

"I was seeing children coming in and out of ED like a revolving door. We would fix them up and send them home and they would come back with the same illnesses. I thought, what's happening here?" – Dr Jin Russell

fresh fruit or vegetables, or trips to see the doctor, poor housing – these factors have such an effect on children's health and well-being and on their development.

"Parents who are under financial stress can struggle at home, and the mental load of poverty means it's harder to give children your best attention.

"Fixing poverty is a lever to pull that has multiple positive effects."

She says research coming out of GUINZ shows that children's development and health outcomes are on a gradient. Incremental gains in children's health and development help by lifting children from the lowest end of the gradient towards the middle. She says there's not a dollar figure that solves everything.

"We need to tilt that gradient back so it's not so steep and so there's not such a big gap between children who have and the children who don't. We may not be able to eliminate the gaps completely. But we can definitely reduce them."

She says trying to reduce inequities in health and development has measurable outcomes.

"It comes down to declustering disadvantage. Social disadvantage has multiple facets. There's not one thing you can do that's going to fix everything. But if you can decluster disadvantage, people can do a lot better.

"As an example, maybe a family will have better housing than they did last year. That's a start."

Her Christian beliefs drive her determination to help.

"I try to do things that I find really meaningful, and I'm pursuing a career that makes the best use out of my skills and my passions.

"Faith is a major driver behind a lot of the advocacy work I do. The central tenet of the Christian gospel is to love your neighbour as yourself. That's a pretty tall order but at a population level it's about what's fair and what's not fair. I've never shied away from thinking about those things."

■ Denise Montgomery



Korean student Thomas Oh was part of a group who helped with translations of important Covid-19 messages. Photo: Billy Wong

NOTHING LOST IN TRANSLATION

Thomas Oh and a group of Korean students at the University are grateful to the 2020 lockdowns for strengthening their community connections.

Culture is a cohesive force for migrant communities at any time – but the Covid-19 lockdowns of 2020 encouraged a local group of Korean students to strengthen that connection further.

The Auckland University Korean Students' Association (AKSA) wanted to help out their compatriots in New Zealand, to ensure they were receiving accurate information about what was happening with Covid-19 every day.

"Around 15 of us from the Korean Students' Association, led by last year's AKSA president Eunsol Choi, met with other Korean groups to find out what we, as students, could do to help our community," says Thomas Oh, the 2021 president of AKSA. "They recommended translations of the government's Covid-19 messages as the best thing we could do while we were stuck at home. It was a great opportunity for us."

And so, during the Level 4 lockdown, the students' translation services kicked into action.

"We broke into different teams and each day when the government came out with their 1pm briefing, two people listened to it live. They'd write it down and then we'd try to find the best way to say it in Korean because there might be words that aren't exact translations. We had to get the right

information ... even concepts like 'bubble' and 'lockdown' were tricky at first. Considering Kiwis didn't even know of these concepts before!"

The group convened afterwards to check the translation and create an online version of the stand-up briefings. They aimed to have it all done within four hours each day, with two people working on each translation.

"Then one more person would make sure it flowed and then we gave it to the people who organise all the news in the Korean community on the different websites and platforms Koreans use to get accurate information, such as *Korea Post*."

The translations were posted to those sites and often disseminated into other sites in news stories.

"When they wrote their own articles, they mentioned our names, so that was really nice."

Thomas, who is doing a Bachelor of Communications, said it was time well spent and they repeated it during each lockdown, including at the beginning of Semester One.

"There was a definite need for it in the older Korean community and also for international students here whose English might not be as good. The government couldn't really be expected to be able to translate into Korean as fast and as well as we could."

Thomas has lived in New Zealand since he was eight. His sister also attended the University of Auckland and has recently taken a job in Hamilton in audiology. The pair were brought to New Zealand by their parents, both also educators, for a better way of life.

"There are two places Korean families look at for education and a healthy environment – Canada and New Zealand. My parents came to visit and liked it.

"In Korea, it's routine for students to study from 8am until 11pm. There's so much competition and pressure to get good grades and go to a good

Concepts like 'bubble' and 'lockdown' were tricky at first. Considering Kiwis also didn't even know of these concepts before.

–Student Thomas Oh

university. I'm not dissing that way but my parents wanted us to grow up another way."

Thomas went to boarding school in Whanganui and loved the Kiwi cultural experience he had there.

"It's just the vibe. It's amazing. Definitely there's a difference between Korean culture and Kiwi culture but they're both amazing. I believe it's extremely important for internationals to experience the New Zealand culture as best as they can, not just hang out with Korean students."

AKSA is extremely supportive of its members on campus. During exam times, it hands out sustenance food packs for the students who register, and during the semester break holds a social camp involving a sleepover and perhaps a little soju.

There are almost 1,400 students who identify as Korean on campus. Around 500 people signed up to AKSA in Semester One, made up of 300 Koreans and 200 interested in Korean culture.

"We also have separate groups of Korean students broken into faculties, such as third-year engineering students helping out second- and first-years, one for law, and biomedical science. It's a good way to build our friendships too, especially not being able to visit our families if they're overseas."

Thomas says AKSA would like to have a Korean festival on campus for a day too.

"We're in the process of working that out. We have a day called Duruje which just means 'get

together and have a festival'. It used to happen every year and we're trying to revive it so people can get to know what Korean culture is like – Korean clothes, Korean food and of course K-Pop. We'd love to have a music stage during semester when everyone is here but not everyone might want to hear it, so we're working through that."

He says there are many Korean students still on campus who haven't seen their families for a long time so it's important to stay connected and upbeat.

"They have to choose to stay here and not see their families, or go back and not be able to return to see their friends."

Not seeing your family means not eating your family's Korean food too. But Thomas has a workaround for that – he works part-time in a Korean restaurant called Nuna on Queen Street but admits he's partial to takeaways too. He also recommends a restaurant called BannSang for students and HanSik (which means Korean food) if you're feeling fancy.

He says he hasn't really experienced any level of racism, perhaps down to the fact that he's very Kiwi. "Identity plays a big role in feeling we belong: there is a word for Korean Kiwis – it's 'Kowi'.

"But all countries are a bit racist. If it's just people saying something as you're walking past, it's best to ignore it. It's not a problem for me."

If you're walking past Thomas however, you might need to look a long way up to have your voice heard. At 1.90 metres tall, he's about 10cm taller than the average Korean. He wouldn't go astray on a basketball court and used to play but he keeps busy now with his study and social life.

He'll celebrate his Kiwi 21st on 20 October although in Korean time he's actually 22.

"Korean ages are different," he explains. "We are born as one year old, because we've already had one year inside our mother's tummy. We get our age every year so anyone born in 2000 turns the same age at the same time in 2021. It's complicated, I know."

Before then, he will join other Koreans in celebrating one of their main national days, on 15 August. "That's the day that we mark our freedom and is one of our most memorable days. It's pretty much just a day to be thankful."

Like the young Koreans who worked on the translation project, it's also a chance for them to connect with the local Korean community.

"The Korean community helps us out so much. If we need donations or sponsors or Korean food for our students to enjoy, they always help us out so it's definitely important for us to give back. That's just what we do.

"That's why, as students, it was important to join with other Koreans to help our community during lockdowns. We're just really thankful for the Korean community here."

■ Denise Montgomery



A curious gadget, the anti-wrinkle kit.



Neurology has come a long way since this device.



Arts alumna Melanie Mirfin works in the library.

MEDICINE'S CURIOSITIES ON SHOW

The Auckland Medical History Society is keen for visitors to explore its library collection.

Tucked away in a corner building at Auckland Hospital is a little-known library housing fascinating medical, nursing and dental artefacts, and even artworks.

The Ernest and Marion Davis Memorial Library has everything from beautiful apothecary jars to gruesome-looking stainless steel catheters and cupping devices, along with 5,000 books.

It's the home of the Auckland Medical History Society (AMHS) founded in 1964, the brainchild

of Dr Laurie Gluckman, father of Sir Peter. The society holds regular health-related talks and presentations and hopes to run tours of the museum in the near future. To encourage new members, it's free for students to join. Each year the society runs a medical humanities essay competition for students and the 2021 winners will be announced on 2 September.

The library itself was founded in 1961 so is celebrating its 60th birthday this year and Judith Murphy, an honorary academic in the Faculty of Medical and Health Sciences who is on the executive of the AMHS, says it's a good time to let people know about the library and the society.

"I've seen many medical museums around the world but this one is unique and has one of the most interesting collections of apothecary jars," says Judith. "And many objects have been donated by Auckland alumni or their families."

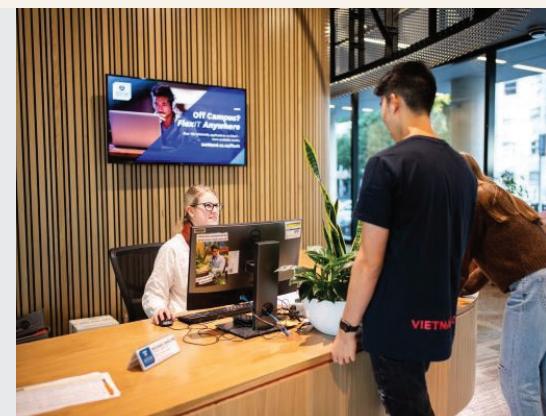
■ Auckland Medical History Society: amhs.co.nz
Info about library: tinyurl.com/EM-library-pdf

BOOK NOW FOR SUMMER STAYS

The University's accommodation halls are once again open for 'Summer Stays'.

If you're looking for accommodation between 20 November and 14 February, the Summer Stays team can help out. Maybe you have a large family visiting Auckland but you have a small house. We have solutions. The University has self-contained apartments at Symonds Street and Carlaw Park, with amenities such as meeting spaces, games rooms and communal lounges. The accommodation is also ideal for conferences, workshops and camps, catering from 20 to 200. Discounts for alumni.

■ For more info see summerstays.auckland.ac.nz or email: summerstays@auckland.ac.nz



Auckland's student accommodation is award-winning and available in summer.



“The goals of the University are to teach students and carry out research. No manager can tell us, the shop-floor academics, how to do that.”

Professor Tim Hazledine. Photo: Billy Wong



MANAGERIALISM IS EVERYWHERE

Professor Tim Hazledine offers reflections on academia ahead of his retirement.

The development of the modern large public research university has been termed North America’s greatest contribution to Western civilisation.

Personally, I’d put it up there but just behind music – blues, jazz, rock, soul, hip-hop etc as well as the Great American Songbook – and Hollywood movies.

Before I returned to Aotearoa New Zealand in 1992, I taught for nearly ten years at one of the best of those public universities: the University of British Columbia (UBC) in Vancouver. It was an impressive place.

All academic staff were simply lower-case-p professors, with just three ranks: assistant, associate and full. That means that there are just two major career moves: the up-or-out tenure decision after six years, and the possible later promotion from associate to full professor.

Importantly, these decisions were quite independent of pay. Indeed, when I was promoted to full professor, my disposable income actually dropped slightly: salary was unchanged, but Faculty Club dues went up.

Administration was on a strictly amateur basis: a professor could expect to take a four-year tour of duty as department chair or dean before returning with relief to their real job. Some rules were quite firm: you never hired your own PhD students to their first job, and no academic could even be enrolled for a UBC PhD. It all worked very well, I thought.

So, when I got to the University of Auckland in 1992, it was quite a culture shock. The place was run on what I call Brit-colonial lines. Departments were still headed by “God-Professors” – just 85 of them (four women), often research-inactive, and holding their position for life.

I was startled that Auckland’s only world-renowned public intellectual – the Nabokov biographer Brian Boyd – was just a senior lecturer.

The situation with respect to PhDs was, shall we say, relaxed. And rank and pay were tortuously intertwined in a series of steps and bars on a ‘ladder’ – a ladder that ended at a firmly closed door labelled: “Professors’ Club: No Entry”.

Twenty-nine years later, this situation has not fundamentally changed. The student roll has more than doubled (too many?), and the number of professors has increased somewhat more than this, to 231 (104 women, thank goodness), but we still haven’t plucked what seems to me to be the invitingly low-hanging fruit of moving to the North American rank system – as most leading British universities have done.

But whether I am right or wrong about this, the situation of all the universities in the English-speaking world has been drastically endangered by a force majeure inflicted on all of them, and indeed on all other large institutions.

This may be our last “elephant in the room”, now that the climate-change elephant has been outed. And it is an elephant that gets labelled differently depending from which side you look at it. From the left, it looks like ‘neo-liberalism’; from the right: ‘creeping socialism’.

What it is, is one thing: managerialism. It’s everywhere, but it is especially concerning on campus because it is so inappropriate here.

In the big public and private sector bureaucracies, managers at least have a clear role: to guide their underlings to meet the goals of the organisation.

But the goals of the University are to teach students and carry out research. No manager can tell us, the shop-floor academics, how to do that. So why are they increasingly trying to do so?

Some figures. I have calculated that, in just the 20 years since 2000, the number of front-line academics plus direct support staff at the University has grown at a bit less than the rate of students, which increased by 49 percent. But the number in other professional and managerial roles nearly doubled and now comfortably exceeds front-line numbers.

In financial terms, the excess is around \$100 million a year that otherwise could go to lowering student fees, funding scholarships or hiring young academics. And there’s more. The essence of managerialism is mistrust of the workers. There’s a growing feeling that managers don’t trust us to evaluate promotions, to run our exams and, even, increasingly, to design our courses and our research agendas. Year by year they whittle away our autonomy in these matters, and impose rules and regulations that take us away from our core job.

It may not be overstatement to worry that Western civilisation is now at threat here. If academic freedom is compromised, then so too is freedom of thought everywhere.

But I will close positively. I’ve been a university academic for more than 40 years, and I have loved it. If you are a self-starter, able to take the stress, and with a few ideas in your head, there is – still! – no better job. Battle on, dear colleagues.

■ Tim Hazledine is a Professor of Economics in the University of Auckland Business School. He retires from the University this month.

The views in this article reflect personal opinion and are not necessarily those of the University of Auckland.