



## Faculty Focus: Engineering

Creating a diverse engineering environment



The Faculty of Engineering has recently launched the Women in Engineering 33% project, which is committed to creating a more diverse learning environment.

With the help of Fisher & Paykel Healthcare, Mercury, and Tonkin & Taylor, we are focused on increasing the proportion of first-year female enrolments. Our aim is at least 33% in the near term and eventually parity. Representatives from these key partners joined us at a recent launch event. They reiterated how a project such as this impacts the world's future as these students graduate and find careers in engineering.

We are excited to announce that this year's cohort of first-year students is already 29% female. Although the Dean of Engineering, Professor Nic Smith, would like the number to be even higher. "We have a really vibrant, energetic and talented cohort of female students, and have seen significant growth in the previous five years."

"We run an annual Dean's Leadership Programme for 40 undergraduate students, based on academic ability, contribution outside the faculty and their potential as future leaders. Last year, 55% of participants were female."



One of our main initiatives is outreach to high school students. There are several programmes where our current female students are engaging with secondary school students. For instance, there's a tutoring programme to assist with the maths and physics grades needed for admission to the faculty.

"Working with these young women gives school students the opportunity to identify with talented engineers and see the success and fun they're having.

"It gives groups of students the chance to connect with the faculty, and the confidence to apply for a Bachelor of Engineering."

Our Women in Engineering Adviser, Naomi Fleming, is also working with staff and students to expand the scope of our in-house programmes. This year there will be two Enginuity Day events, and two Engineer her Future information evenings, both of which are aimed at female high-school students. Enginuity Day has been running since 1998 and remains an important opportunity for prospective students to try Engineering hands-on.

As technology continues to change, there's a broader view of what engineering is, and a greater understanding of its impact. "There's potential for exciting technology, combined with the challenge of determining how it can best change people's lives. That seems to be appealing to more women." Environmental and Biomedical Engineering for example are relevant to everyone's lives. Both of these areas bring a realisation that technology, when it comes to climate change or health, is part of the solution but also part of the problem.

With our industry sponsors and a growing list of outreach efforts aimed at young women, we're confident we can continue to create a student cohort – and consequently an industry – that's balanced and diverse.

## Faculty of Engineering events

Building on the success of last year's Engineering Future's Evenings, we're now expanding the scope and bringing these events to other regions around New Zealand. These join a growing list of events created to introduce high school students to what an Engineering degree can offer. Here are some to look out for:

- Engineer Her Future – 12 September
- Enginuity Day – 4 and 5 July
- Engineering Futures Evening Auckland – 31 July and 6 August
- Engineering Futures Evening Wellington – 1 August
- Engineering Futures Evening Hamilton and Tauranga – July/August (exact dates tbc)
- University Open Day – 31 August

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# Meet the Team

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## Dennis Matene

Director

Phone: +64 9 923 4465

Email: d.matene@auckland.ac.nz



## Cheryl Martin

Student Recruitment Manager

Phone: +64 9 923 7991

Email: c.martin@auckland.ac.nz



## Simon Crook

Senior Schools Adviser

Schools in Auckland and Hawke's Bay

Phone: +64 9 923 4292

027 443 3559

Email: s.crook@auckland.ac.nz



## Penelope Elliot

Schools Adviser

Schools in Auckland, Wellington and Wairarapa

Phone: +64 9 923 5211

021 810 412

Email: p.ireland@auckland.ac.nz



## Mere Mansell

Schools Adviser

Schools in Auckland, Canterbury, Otago, West Coast and Southland

Phone: +64 9 923 4167

027 557 5539

Email: m.mansell@auckland.ac.nz



## Sela Pole

Schools Adviser Pacific

Schools in Auckland and Wellington

Phone: +64 9 923 7991

027 801 2422

Email: s.pole@auckland.ac.nz



## Te Amorangi Rikirangi-Thomas

Kaitakawaenga Māori

Schools in Auckland, Bay of Plenty and Waikato

Phone: 027 497 2651

Email: teamorangi.rikirangi-thomas@auckland.ac.nz



## Lynn Su'a

Pacific Equity Adviser

Schools in Auckland

Phone: +64 9 923 4309

027 653 2270

Email: lynn.sua@auckland.ac.nz



## Mereana Toki

Māori Schools Adviser

Schools in Auckland, Far North, Gisborne and Rotorua

Phone: +64 9 923 2263

021 753 140

Email: m.toki@auckland.ac.nz



## Kory Wirihana

Schools Adviser

Schools in Auckland, Taranaki, Whanganui and Manawatu

Phone: +64 9 923 3071

027 571 5558

Email: k.wirihana@auckland.ac.nz



## Teri Fong

Schools Adviser

Schools in Auckland, Coromandel and Waikato

Phone: +64 9 373 7599 ext 87730

021 565 501

Email: teri.fong@auckland.ac.nz

# From the Schools Partnership Office



## Tēnā koutou katoa

I would like to take this moment to remember the tragic events of Christchurch and to pass on my team's heartfelt thoughts and prayers to all those who lost their lives, for the injured recovering in hospital and to the families of everyone affected by this terrible event. We also are thinking of our schools, staff and students in Christchurch at this time.

I would like to acknowledge Will Moffatt's recent departure for a new position.

Thank you for hosting my team throughout term one. We look forward to term two with renewed enthusiasm and the opportunity to work with you and your students.

Ngā mate haere ki te pō  
Haere ki ngā tūpuna

Dennis Matene  
Director of SPO  
University of Auckland

## Future Student Evenings 2019

The Schools Partnership Office's Future Student Evenings are an excellent opportunity for secondary school students and their parents to hear about what the University of Auckland has to offer. We will be holding these evenings across the country between the months of May and August.

To find out where and when your region's closest Future Student Evening is, visit: [www.auckland.ac.nz/futurestudentevenings](http://www.auckland.ac.nz/futurestudentevenings)

## Information for careers advisors

Our online hub of information for careers advisors compiles useful resources and links for you and your students. Access our subject guide for school students, order 2020 Undergraduate Prospectuses, find our team's contact details and access past editions of *Link News*.

[www.auckland.ac.nz/careersadvisors](http://www.auckland.ac.nz/careersadvisors)

## OPEN DAY 2019



## Experience campus for yourself at our annual Open Day!

Open Day is all about discovering the qualifications that are right for your students. They'll learn what they need to get accepted into the University, what it's like to be a student here, and where their study could lead them. There's a lot on, so encourage your students to make the most of the opportunity

to attend lectures, meet our staff and students, experience our social culture and explore the City Campus. The full programme will be available online and from your school in July. For more information you can visit [www.openday.ac.nz](http://www.openday.ac.nz)

We look forward to welcoming you to the University on **31 August 2019!**



## Key dates to remember

School-leaver and first-year scholarship applications open	17 May
Accommodation applications open	1 August
School leaver and first-year scholarship applications close	20 August
Open Day	31 August
Applications close for Bachelor of Education (Teaching); Bachelor of Social Work; and Bachelor of Sport, Health and Physical Education	1 December
Applications close for most other programmes	8 December



# University updates

## Building 405

The Faculty of Engineering is excited to share a progress update on Building 405. The brand new facility will be ready for undergraduates joining us in 2020.

It's purpose-built for the faculty's needs, offering 25 multi-disciplinary learning spaces, over 50 specialist research laboratories and a range of student spaces designed to encourage collaboration. Larger areas with comfortable furniture for relaxing and socialising will be complemented by smaller breakout spaces, where our students can study solo or with a group.

The 11-storey building will be home to over 10,000 existing pieces of equipment that will be moved in from the other campuses. A further \$5 million has been spent on more than 700 new pieces of equipment to support the new labs and teaching spaces.



## Scholarships update

The University of Auckland offers several hundred scholarships and awards every year to new students embarking on undergraduate study. These scholarships may be provided by the University, individual faculties or generous donors. They aim to support students from a wide range of backgrounds and circumstances.

Many of our scholarships and awards for new students focus on criteria other than academic achievement. We therefore encourage students to apply for any scholarship or award they believe they are eligible for.

In order to apply for a scholarship or award at the University of Auckland, students will need to have made an Application for Admission to the University. This will give the student an ID and password, which they can use to access the online scholarship application system.

Online applications contain a series of sections, which include questions on the academic programmes the student is applying for, details of their personal circumstances, ethnicity declarations and, in some cases, an endorsement or referee section. The online form will be live, the sections can be progressively filled out. Once all sections are complete, and any references, endorsements or certifications have been provided, the student will be able to submit their application.

Applications for the **University of Auckland Top Achiever Scholarship**, the **University of Auckland Māori Academic Excellence Scholarship**,

the **University of Auckland Pacific Academic Excellence Scholarship** and the **University of Auckland Academic Potential Scholarship** will open on Friday 17 May and will close at 5pm on Tuesday 20 August.

For more information on these scholarships and further details on the application form visit [www.auckland.ac.nz/scholarships](http://www.auckland.ac.nz/scholarships)

In addition to these four scholarships, there are many faculty- and subject-specific scholarships on offer to new undergraduate students. These scholarships include:

The **Taurus Charitable Trust Entry-Level Scholarships in Music**, which support two first-year Bachelor of Music or conjoint degree students to a value of \$4,000 each.

Students enrolling in a Bachelor of Architectural Studies are encouraged to apply for the **Murray Wren Undergraduate Scholarship in Architecture**, which is awarded for up to three years and has a value of \$15,000 per annum.

The **Canterbury Architects' Scholarship** assists students from Canterbury who are enrolling in a Bachelor of Architectural Studies.

The Faculty of Engineering offers several awards of \$2,000 each to new Bachelor of Engineering (Honours) students including the **Kick Start Merit Award**, the **Kick Start Māori and Pacific Award** and the **Kick Start City of Sails Award** to assist with the set up costs of tertiary study.

# O Week wrap up



Throughout the first two weeks of Semester One 2019, new students enjoyed a range of events to welcome them to Campus. The events throughout O Week are a perfect opportunity for new students to socialise, make new friends, and engage with likeminded individuals through clubs and sport. Events included:

## Halls move in

24 February: 1400 students moved into our four first-year halls from all around Auckland and New Zealand.

## Faculty Orientation

25 February – 1 March: Formal meet and greet with key faculty staff and other students enrolled in the same degree. Students were officially welcomed with a Powhiri at Waipapa Marae.

## Toga Party

1 March: Rite of passage event on the final day of O Week at the Auckland Town Hall. It's exclusive to first year students.

## Beach Day Out

Sunday 3 March: Halls of Residence students concluded their week of welcome activities by taking a trip to Wenderholm Regional Park to relax at the beach and enjoy the Auckland sunshine!

## Clubs Expo

4–8 March: This was a great chance to sample some of the University's 200+ clubs, associations and societies – new students found out that across our campuses there's something for everyone!

## Party in the Park

7 March: Our O Week concert took over Albert Park. It was a sell-out event this year, and a real highlight of the Auckland University Students Association O Week calendar. There was both an international headline act, RÜFÜS DU SOL, and support from local talent.

## University of Auckland and AUT O Week challenge

8 March: Students came to the gym to watch sportspeople from AUT take on the University of Auckland in Basketball, Volleyball and Futsal. Spectators were treated to a free hot dog while they cheered on the University of Auckland teams, who were the overall winners. Great atmosphere!

# Student profiles

## Drive to succeed: High performance Māori and Pacific Engineering student athletes

Casey Smith and Brad Leuila have a lot in common. Both played First XV rugby for Westlake Boys High school and both are balancing study in Engineering with budding sporting careers.

The big difference between the two is the respective sports they've ended up committing to. Brad has stayed with Rugby Union, and now plays for North Harbour and the Auckland Blues A Side. Casey played a Rugby League tournament a couple of years ago, which led to a place in the Vodafone Warriors Juniors.

Brad is a quarter Samoan, a quarter Tongan, half Kiwi, and is in the fifth year of his degree. He chose Engineering because it suited his "creative and

problem-solving nature". He picked Electrical and Electronic Engineering as his specialisation after connecting with it in his first year of study.

Casey's iwi is Ngati Porou. He's just started the second year of his degree. He came to Engineering because he was good at maths and enjoyed geography. He's chosen to specialise in Civil Engineering as he likes the environmental component of it.

Brad and Casey are aware that there will be challenges in balancing study with growing sporting careers. The demands include multiple training sessions each week and games on weekends. So far, both have had to make sacrifices to ensure they're dedicating enough time and effort to both their sport and their study.

"There are challenges if you're passionate about anything that takes up time," Brad explains. "With rugby and study it takes a lot of time management and general organisation."

"Last year I still did full-time study, and we were training four or five times a week. So yeah, it was quite tough to grasp at the start, but it worked out alright," Casey said.

"This year I'll have a bigger role in the team, so it will be harder than last year."

As they go through their degrees, they're both realising the value of support networks, here at the university and in their personal lives. With the Warriors, Casey benefits from a wellbeing system run by former players to ensure new recruits are supported. His grandfather and older brother are also engineers who are able to offer guidance as he makes his way through the degree.

"I've got a support system around me – both on and off the field – from family, North Harbour and then just recently with the Blues," says Brad. "I think the one thing they've taught me is just to be open with people."

Networks like the Tuākana Engineering Programme and the South Pacific Indigenous Engineering Students (SPIES) have added to these support structures, particularly for Brad who is now five years into his study. "The good thing about them is the connections you make with people, and it's another support system off the field," he says. "You definitely connect with your roots and your heritage and then also you're making progress for your people as well."

In his first year, Casey made use of the extra academic support that the Tuākana programme offers. He's looking at joining SPIES this year to add another element to his student life.

Brad and Casey are proving that with a bit of sacrifice and a solid support network it's possible to balance an Engineering degree with other passions. Both students say the key to their ongoing success is the ability to manage their time and to communicate effectively. By using their days to the fullest and taking all the opportunities on offer, Brad and Casey are proving it's possible to succeed in multiple high-performance areas at once.

The Faculty of Engineering supports a range of extracurricular activities for students, encouraging travel through programmes like 360 International and offering course advice and assistance from our student engagement team.

Casey (left) and Brad

## Why study Communication at the University of Auckland?

In both the public and private sectors, communications professionals are in demand. They play an important role in helping organisations achieve their goals.

The key skills developed through studying Communication include public speaking and presentation, critical and creative thinking, project management, writing, research and intercultural communication. There are great career destinations in broadcast and digital media, sports media, content production, marketing, advertising, public relations, digital communication, and technology. Graduates find themselves working everywhere: from the creative industries to government agencies.

We offer two pathways for studying Communication within the Bachelor of Arts (BA): the BA specialisation in Communication,

where students focus most of their learning in Communication courses; and the BA major in Communication, where courses are evenly split between Communication and a second major. Students can combine any other BA major with Communication. Anthropology, Criminology, English, Media, Film and Television, Politics and International Relations, or Sociology would be particularly useful.

Another option is to combine a BA in Communication with another degree as part of a conjoint programme. For example, students could take a BA alongside a Bachelor of Commerce in Marketing to enrich their skills for future careers.

View the video below, and find out lots more at: [www.arts.auckland.ac.nz/communication](http://www.arts.auckland.ac.nz/communication)

### A day in the life of a BA in Communication student





## Anzel's entrepreneurial journey in Science

Anzel Singh is a fourth-year Bachelor of Science student. Over the summer break he took part in Summer Lab, a free six-week idea accelerator programme open to all students at the University of Auckland. His team came up with the idea of utilising Virtual Reality (VR) technologies for people with autism to practice non-verbal communication in different simulated social settings.

"Throughout the six weeks of workshops and teamwork, we were taught to use business tools and models. We also focused on negotiation skills, and learnt how to raise capital, validate the market, and so many other things that were foreign concepts to me not so long ago. Each team was also given industry mentors. The continued relationships we have with these people make me believe I have a place to keep exploring the innovation landscape and community in New Zealand.

"It was also amazing to meet all the other Summer Lab participants. They're so inspiring and humble considering how talented they all are. I got to meet people who care about innovation just as much as I do and who were motivated, focused and passionate about working on a startup.

"What I wanted to get out of Summer Lab was confidence, and becoming the Co-Founder of Socius VR has given me that. I couldn't even imagine this all happening at the start of this year! Currently, our team's goal is to progress to making a VR simulation that can assist people with autism to practice social interaction. We're organising meetings with various autism organisations, clinicians, and parents. Most importantly we're engaging with people who have autism. We need to ensure we can accurately pinpoint difficult social situations for them and make a simulation that could help them overcome it.

"An amazing outcome of forming my team during Summer Lab is that we dared to apply for the Schools SDG Challenge. This is an international competition for students to design innovative digital-technology solutions that meet the United Nations' Sustainable Development Goals. We put a huge effort into the application and were delighted to be selected as finalists in the competition. We were flown out to Barcelona and got the chance to pitch our idea at the most influential tech startup event, 4YFN. I even got to attend the even bigger Mobile World Congress on its final day. We talked to a number of VR startups and well-known companies. This ultimately opened my eyes to how big the world is and what opportunities are out there."

[www.auckland.ac.nz/summerlab](http://www.auckland.ac.nz/summerlab)





Taiyo Serge (left) with Jasmine Anderson-Baldwin in an undergraduate Physics lab

# Taiyo Serge, going places with Physics and Mathematics

One of Taiyo Serge's favourite parts of studying at university has been getting to know the people around him.

"I really enjoy the comradery between students in my courses. My classmates are great people to hang out with, and being surrounded by people who are interested in similar things creates an engaging learning environment.

"Living at a hall in my first year also allowed me to create strong social bonds with many people, which I will carry through into the future."

Taiyo chose to major in Physics and Mathematics because he enjoyed both subjects at high school – and because he had the opportunity to enrol in MATHS 153 while in Year 13, which gave him a window into the world of university Mathematics.

"This course challenged me academically, which I really enjoyed."

He enrolled at the University of Auckland because it is New Zealand's leading university in his area of study.

Taiyo has been fortunate to receive three scholarships to assist with his university

expenses: the University of Auckland Academic Potential Scholarship, the Presbyterian Methodist Congregational Grafton Scholarship and the Faculty of Science Summer Research Scholarship.

Now in his third year, Taiyo loves how Physics gives him the ability to describe and predict what will happen in the world around him. He also appreciates the passion with which the lecturers present their material.

"By utilising the tools taught in Mathematics, I can develop greater understanding of the concepts taught in Physics.

"It's very different to high school Physics because there is a distinct split between theoretical lectures and self-guided study, where the new theoretical knowledge is applied."

Taiyo hopes his qualification will lead him into a research career in astrophysics.

"I intend to continue my studies at the University of Auckland with an honours year in Physics to bring myself closer to this goal."



# Graduate profiles

## Cara Berghan

**Career:** Graduate Electrical Engineer at WSP Opus

**Programme:** Bachelor of Engineering (Honours) specialising in Electrical Engineering

"My usual day-to-day role is as a Graduate Electrical Engineer for WSP Opus, but recently I've been doing Systems Engineering as part of an alliance for the City Rail Link project. At the moment my day is built around dealing with design leads to try and understand all the aspects of their work and what they will be delivering at each stage of the project. I make sure that the designers are aware of the minimum requirements set by the client, and develop a list of system requirements applicable to the design packages for teams to work towards.

"In my role as a Graduate Electrical Engineer, I was involved with the Whangarei V Category LED retrofit. Essentially that was redesigning Whangarei's whole street lighting network with LEDs, which was a massive body of work and took almost a year.

"In Engineering, you learn to work with large groups of people from different backgrounds. They have different perspectives and different understanding of the brief. It's very interesting in that you learn a lot from other people as you explore the problem itself. Your idea of what you've been sent in there to learn is completely different to what you end up learning.

"I would love to see more women in Engineering. In such a rapidly developing world, and particularly being involved in engineering projects that have the power to influence the way we live in the future. It's important that we have a diverse range of voices, because the right people can help you open up and tap into your skillset better."



## Emily Badley

**Career:** Graduate Environmental Engineer at WSP Opus

**Programme:** Bachelor of Engineering (Honours) specialising in Chemical and Materials Engineering

"I work in the Water and Wastewater Team in the Water and Environmental Engineering side of WSP Opus. Our team deals mainly with conveyance, transporting water from one place to another. It's generally office based, but we do sometimes have to get out on site and have a look at where we're going to be working. I mainly do lots of drawings, research and reports. What I like about consulting is that every day can be different.

"The main appeal in studying Engineering is that it is really diverse. You don't have to narrow yourself to one option early on; you can try a few different things. It's not something where you do a degree and you're set on a single path. You do have flexibility to go into different areas and try different things.

"They really push us to work in teams, especially with someone we might not know. You're just put into a group and it's up to you to enhance your interpersonal skills throughout the four years. Even though it's not a technical engineering skill, this kind of thing is so important because when you come into industry, you're always going to be

in a team or talking to clients or talking to other engineers.

"I was lucky to have the Women in Engineering Network too. Their mentoring was really useful. Someone who is just a year or two above you in your discipline meets up with you every few weeks

to give tips and advice on courses and how to get internships. That was a big help for me, especially in second year, which is quite a step up from first year, and where you transition to your specialisation. It was really useful to have advice from someone who was just one year older than me."



## Michael Rasmussen

Career: Electronics Engineer at Motorsport Electronics, Technical Manager at Australian GT Championship

Programme: Bachelor of Engineering (Honours) specialising in Mechatronics

"I have always been fascinated by technology and how things function, whether it be the mechanical workings behind a car, the electrons running around in a computer, or the magic of WiFi. When I couldn't pick between Mechanical and Electrical Engineering, Mechatronics was the perfect compromise.

"I work for Motorsport Electronics, a company that develops and maintains electronics for the automotive and motorsport industries. I am involved with trackside support, monitoring the performance and operation of a wide range of vehicles, from open wheel formula cars through to GT supercars such as Audis and McLarens. The other side to my work is the preparation and development of the electronic systems for the cars. This includes hardware fitment and programming, and also a bit of our own product development.

"Formula SAE is a student design competition organised by SAE International. It became one of the highlights of my time at University. I joined in my first year and continued doing it for the whole of my degree. Not only did I make some great friends, but I made invaluable connections with the motorsport industry. I also got first-hand experience with high-quality motorsport electronics that I couldn't have had anywhere else in New Zealand. Not everybody can say they helped make four race cars whilst at university!

"What I loved about studying at Auckland was the process of becoming a highly employable graduate. My specialised academic knowledge and niche practical experience enabled me to gain entry to the motorsport industry, which was my dream."





# Career Development and Employability Services (CDES) student profile: Marcus Leong



"I'm an international student and have recently completed a Bachelor of Science, majoring in Computer Science, at the University of Auckland. I took science subjects since middle school and thought this study

area would help give me more flexibility in choosing what I would study in the future. I didn't have a set idea about exactly where I would end up in my career. I'm pretty open to opportunities.

"I grew up in Malaysia and because my older brother was living in Auckland, I decided to follow suit and move over to New Zealand. Why not give it a shot? So after high school I moved to New Zealand and completed the Taylors Auckland Foundation Year course at Taylors College, before

moving on to the University of Auckland the following year.

"For me, studying internationally has really grown me as a person, especially because I've been away from more or less any form of parental supervision. Having this independence has helped me learn how to manage my time better. My greatest challenge so far has been applying for my student visa each year! Somehow I always manage to leave something out, or a random problem appears. This year was the first year I managed to complete it successfully. Phew!

"For other students considering studying abroad, I'd recommend meeting as many new people as you can. You just never know where your connections will take you. It's not what you know, right?"

"During my first semester at university, I received an email inviting me to join the Workplace Insights Programme. The CDES team created it to help international students transition into New Zealand

work life. Over eight weeks, students attend networking events and get paired with mentors – international alumni who are working or have worked in Auckland.

"I thought it would be a good way for me to learn how Kiwi workplaces operate and at the same time form connections through the mentors I'd be assigned. I had two mentors; one was a retired man who worked in the manufacturing business as a manager. I discovered how he worked his way up the ladder. My second mentor was a researcher from the University of Auckland. Although their career areas weren't similar to mine, I appreciate the time my mentors took to help students out.

"CDES have been very helpful. Earlier on in my time here I went to an immigration talk hosted by CDES, which I found extremely informative. I'm actually thinking of meeting up with CDES staff next week to discuss my employment opportunities as I know how helpful their support is."

# From the Equity Office



## Kia ora, Talofa and warm Pacific Greetings from the Equity Office | Te Ara Tautika

We hope that you and your students have had a successful and enjoyable start to the year.

At the University of Auckland, we are committed to helping Māori and our Equity groups achieve their academic goals and grow as individuals.

Our Equity Groups include:

- Pacific Students
- Students with Disabilities
- Students from Refugee Backgrounds
- Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) students
- Students from Low Socio-Economic Backgrounds

We support each group in a variety of practical and pastoral ways. For more information about how we support Māori and Equity Groups visit

[www.auckland.ac.nz/personalsupport](http://www.auckland.ac.nz/personalsupport)

## Equity Student Profile

Hiraia Haami-Wells

**Te Aitanga a Mahaki, Te Ātihaunui-a-Papārangī, Ngāti Tūwharetoa**

**Second year, Bachelor of Engineering (Hons)**

"I was very fortunate to attend St Joseph's Māori Girls' College, Napier, where I was encouraged to further my education and attend University. I chose to study Engineering at the University of Auckland, because it is one of the best Engineering schools in the world.

"While adjusting from a small town to a large diverse city, it was very hard to make Auckland my new home. Ngā Tauira Māori (NTM) and South Pacific Indigenous Engineering Students (SPIES) have made the biggest difference to my success. These two associations have become my home away from home, the place where I can be myself, where I can be Māori. Being a part of these associations has allowed me to meet many wonderful people who encourage me to stay true to my culture and to myself. Both associations have social and educational events that benefit you.

I have experienced times where they have gone above and beyond to ensure that they can provide what I need to be successful in my studies.

"I credit my success to my whānau, friends and past/present teachers. My whānau have been so supportive by helping me through these past years, and they have shaped me into the young woman I am today. Therefore, it is important to give back to my whānau and marae.

"As a Māori woman at this University I have been given many opportunities to give back to my whānau and wider community by encouraging them to further their education. Through NTM I have attended haerenga, where we visit schools around Aotearoa and encourage students to follow their dreams and earn a tertiary qualification.

"About 30% of Māori learners don't make it to the end of high school. This is the harsh reality and it is not because they are not smart enough, but simply because they are not encouraged and have not been given the chance to succeed in their learning. I hope that my degree and time at this University will not only benefit my career but also encourage my wider whānau, friends and rangatahi Māori to break this statistic and follow their dreams."

*Kia hora te marino, kia whakapapa pounamu te moana, kia tere te kārohirohi i mua i tōu huarahi.*

*May the calm be widespread, may the ocean glisten as greenstone, may the shimmer of light ever dance across your pathway.*



THE UNIVERSITY OF  
**AUCKLAND**  
Te Whare Wānanga o Tāmaki Makaurau  
NEW ZEALAND

## Schools Partnership Office

The University of Auckland  
Private Bag 92019  
Auckland 1142, New Zealand  
Email: [spo@auckland.ac.nz](mailto:spo@auckland.ac.nz)

[www.auckland.ac.nz](http://www.auckland.ac.nz)