



# AUCKLAND A-BUZZ

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## SPARK RENAMED

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## GOVERNOR-GENERAL VISITS

During a full day spent at the University last month the Governor General of New Zealand, Lt. Gen. The Hon Sir Jerry Mataparae, had the opportunity to learn first-hand from our academics about some of the University's most important research. He also enjoyed the chance to talk informally over lunch to a diverse range of young researchers from across the University about their experiences and their interests, their current projects and their aspirations.

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## VALUING IDENTITY

Thirty years on from Homosexual Law Reform a large number of students in this country still face an education that denies, or at best does not support, a key aspect of their identity. Dr John Fenaughty from the School of Counselling, Human Services and Social Work in the Faculty of Education and Social Work writes of what we, in our roles of parents, caregivers and whānau, can do to recognise and support all students of all genders and all sexual orientations.

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## TO RANGITOTO THEN ON TO HAWAI'I

University teams will be taking off from Takapuna beach on 12 March for the Great Waka Ama Race out to Rangitoto Island and back, with a run to the summit included, making the race even more demanding. The teams are competing for the chance to go to Hawai'i for the Queen Lili'uokalani Long Distance Outrigger Canoe Race to be held on the island of Kona in September. Last year the Māori Students Association team won the Auckland event and placed second in the "mixed" category at Hawai'i.



## POWHIRI FOR NEW LECTURER

Former AUT Professional Teaching Fellow Dr Margaret Dudley was welcomed to her new role as a lecturer in Psychology at the University of Auckland with a powhiri at Waipapa Marae on 19 February. Professor William Hayward, Head of Psychology, said the staff were "really excited to have Margaret join our team in Clinical Psychology. Margaret's research programme in Neuropsychology within Māori clinical populations is extremely important [since] the profession is still struggling to develop effective assessment and treatment procedures."



## UNIVERSITY MARCHES IN PRIDE

The University took a toga party to the street to celebrate the University's LGBTI community at the Pride Parade in Ponsonby on 20 February. This year's parade theme was "Stories, myths and legends" and University of Auckland participants were encouraged to honour the legacy of the ancient Greek academy by dressing as a Greek scholar or deity, or to make a strong visual statement by dressing in blue. The instruction was: We'll bring the laurel wreaths: Bring your own toga.



## CHIC AND CHICK FOR CHILDHOOD OBESITY

Vintage couture, mid-century furniture and the chance to name a kiwi chick and release it into the wild will be auctioned to raise funds for vital research into childhood obesity. The organisers of the Liggins Institute Trust Charity Auction have sourced an array of vintage clothes, hats, bags, shoes, jewellery and furniture. Also on offer will be "escape" packages to luxury resorts in New Zealand and Vomo Island, Fiji, as well as two weeks' use of a Manhattan apartment. The auction will be at Webb's auction house, 23-25 Falcon Street, Parnell, Tuesday 8 March, 6.30pm



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COVER PHOTO: A honeybee at work in the University gardens.

Photo by Godfrey Boehnke

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## A BETTER START



Professor Wayne Cutfield

**A new National Science Challenge to be hosted at the University aims to reduce obesity and improve learning skills and mental health in New Zealand children.**

“A Better Start: E Tipu e Rea” – launched by Science and Innovation Minister Steven Joyce on 19 February at Tāmaki College Marae in Glenn Innes, is one of the National Science Challenges designed to find solutions to large, complex issues facing New Zealanders. The Māori name of “A Better Start – E Tipu e Rea” – means “grow and branch forth”.

Director of “A Better Start”, Professor Wayne Cutfield (Liggins Institute), says a healthy weight, good learning skills and sound mental health are the keys to a child’s health and success.

“A Better Start”’s research strategy is new for New Zealand,” he says, “because it will target the children most in need as early as possible in life, engage their families and communities, and draw together experts from different disciplines and institutions. The science leadership team will take a holistic view of obesity, learning and mental health, which are usually studied in isolation.”

The Challenge will use state-of-the-art big data tools to understand problems, identify risk factors, test solutions and quantify their costs and benefits over a child’s lifetime. It will also work with international researchers on data from studies on large groups of children around the world.

“Scientists specialising in paediatrics, education, psychiatry and psychology will collaborate with health and education experts, epidemiologists, big data analysts, software designers and economists,” says Wayne. “We will have over 75 researchers from institutions across New Zealand.”

Challenge Co-director, Professor Barry Taylor from the University of Otago, says the big data team will offer scientists, policy-makers and community groups a new depth of information and understanding: “The tools we are developing will also tell us when our solutions are working.”

Challenge Co-director Professor Gail Gillon of the University of Canterbury says Māori scientists and communities are integral to the research strategy.

“Our research will be designed in line with kaupapa Māori principles, to braid together indigenous and Western scientific understandings and processes.”

## SPARK RENAMED VELOCITY

**The University’s entrepreneurship programme is changing its name from Spark to Velocity, reflecting a new era in a rapidly changing world.**

Created in 2003, Spark has helped to launch more than 120 start-up ventures that have attracted \$200 million in investment, created more than 460 jobs and selling products and services in more than 35 countries.

By empowering students and staff to create commercial ventures from their research, studies and creative ideas, the programme is making a global impact. Alumni are also working in start-ups, SMEs, corporate firms, not-for-profit organisations and government departments.

The world has changed greatly since 2003 – vast changes in technology are happening alongside changes in students’ aspirations.

The ideas entered into the \$100k Challenge, the programme’s annual business planning competition, are seen by the organisers to be more mature and investable than ever before.

Last year’s winners, from the Department of Civil and Environmental Engineering, created a device that absorbs seismic energy to make buildings earthquake safe. The team who placed second used research conducted in the School of Biological Sciences to create a low-calorie apple flour with the potential to replace wheat.

The programme allows students and staff to create successful ventures quickly – and the new name reflects this.

The Velocity innovation and entrepreneurship programme aims to unleash the potential of the University’s aspiring innovators and entrepreneurs.

The official launch of Velocity will take place on Wednesday 16 March at the Business School, featuring keynote speaker Linda Bulk, General Manager and Director at Aeronavics, a company revolutionising drone manufacturing in New Zealand.

For more information see [www.velocity.auckland.ac.nz](http://www.velocity.auckland.ac.nz)



James Rankin, CEO of Velocity

## DEAN OF LAW



**Professor Andrew Stockley was recently re-appointed Dean of the University's Faculty of Law following the Vice-Chancellor's consultation with faculty leaders.**

"The comments I received were overwhelmingly supportive of Andrew's performance as dean and of his reappointment," says Vice-Chancellor Professor Stuart McCutcheon.

"On the basis of an holistic assessment of Andrew's contributions during his University career to teaching, research and leadership,

and the advice of the out-of-rounds promotion committee, I decided his re-appointment would be at the level of professor. I am sure staff will join me in congratulating Andrew on an outstanding first term as dean, his reappointment for a further term, and his well-deserved promotion."

Andrew has degrees in History, Politics and Law. He spent the first part of his academic career as a member of the Law Faculty at the University of Canterbury, where he served a term as Head of the Law School. While there he published widely on constitutional law issues.

From 2006 to 2011 he was a senior tutor and a Fellow of Brasenose College, Oxford, where he was also a member of the Law Faculty.

Andrew joined the University of Auckland in 2011. He is a member of the New Zealand Council of Legal Education, a member of the Executive Council of the Legal Research Foundation and a trustee of the New Zealand Universities Law Review. His most recent book is *The New Zealand Supreme Court: The First Ten Years*.

## GOVERNOR-GENERAL VISITS

**During a full day spent at the University on 11 February, the Governor-General of New Zealand, Lt Gen, the Rt. Hon. Sir Jerry Mateparae, had the opportunity to learn first-hand from our academics about some of the University's most important research.**

He also enjoyed the chance to talk to a diverse range of young researchers about their experiences at the University, their current projects and their aspirations.

In the morning the Governor-General attended a talk and discussion led by Associate Professor Tracey McIntosh and her colleagues from Ngā Pae o te Māramatanga. He then attended a presentation and discussion at the Liggins Institute on nutrition and maternal and infant health, led by Professor Frank Bloomfield (the institute's director), Distinguished Professor Jane Harding and Professor David Cameron-Smith (Director of the High Value Nutrition National Science Challenge).

After a lunch in the ClockTower with a group of postgraduate students and postdoctoral fellows from across the University, the Governor-General was escorted by Professor Grant Covic and Emeritus Distinguished Professor John Boys to the Inductive Power Transfer lab, where he was able to learn more about this new technology, which is likely to become the new gold standard for wireless charging of electrical vehicles and appliances.

His Excellency's last engagement of the day was a meeting about commercialisation of research and a presentation by Andy Shenk and Will Charles from Auckland UniServices Ltd and Distinguished Professor Bill Denny from the Auckland Cancer Society Research Centre.

One of the PhD students who attended the lunch described it as "an extremely special and unique experience, possibly a once-in-a-lifetime opportunity" – to meet the Governor General "in such a relaxed environment over lunch". The student remarked on "how comfortable His Excellency made us feel with his manner and calm personality", and expressed pleasure in seeing "how interested he was in our research and experience at the University of Auckland".



## LEADERSHIP FOSTERED

A programme that develops clear-thinking, nimble, innovative Māori leaders and empowers Māori business development is returning to the Te Tai Tokerau campus.

Te Tohu Huanga Māori Business Development Programme, which includes a two-year, part-time Postgraduate Diploma in Business in Māori Development, is offered by the Graduate School of Management at the Business School. The programme has run out of both Northland and Auckland in the past, but has been available only in Auckland for the past few years. Local demand prompted its return to Northland.

Designed for Māori leaders, executives, entrepreneurs and managers, and others wishing to work more effectively within the Māori economy, it nurtures a leadership style grounded in whanaungatanga (nurturing of communities), kaitiakitanga (guardianship of the environment), wairuatanga (spiritual dimensions) and manaakitanga (caring for others), that is responsive to today's fast-changing business world. Te Taitokerau iwi Te Rawara, Ngāpuhi and Ngātiwai have encouraged many of their current and future leaders to apply, and have many alumni in senior iwi leadership roles.

## CONCESSION PRICES

The University is delighted to offer staff the opportunity to attend Auckland Arts Festival performances and events at the concession prices. Just use this link (<http://www.ticketmaster.co.nz/promo/w7gpo7>) or call Ticketmaster on 0800 111 999 and use the promo code "uni". When you go in to book, using the link, you will find a list of the shows. For the show you want to book for, go straight to "Find tickets". This will bring up a window showing the words "Exclusive offer" and "University of Auckland". From there, after registering the number of tickets you want, click "Find tickets" again and follow the instructions to complete your purchase. You will automatically be given the concession price on the tickets you book.

## STUDENT PORTAL

An exciting new mobile-optimised student portal has just been launched on the University website. For more information click on the green MyAucklandUni button on the right-hand side of the University's home page.

## UNIVERSITY A-BUZZ

The University has a total of 12 honeybee hives, six of which are on campus: three in the gardens and three on the roof of the Thomas Building (School of Biological Sciences).

It also has two hives of bumblebees, bought in each year by Stanley Jones, the University's Grounds and Precincts Manager.

The purpose of introducing the honeybees nearly a decade ago was to enable cutting-edge research on the effects of anaesthesia, which has earned a great deal of international attention and is now in a new phase, just as promising.

### HOW IT BEGAN

The honeybees were brought to the University by a team of researchers conducting a Marsden-Funded study on the effects of anaesthesia on the Circadian clock.

The research, commenced in 2007 by Dr Guy Warman and Dr James Cheeseman from the Department of Anaesthesia in the School of Medicine and Associate-Professor Craig Millar from the School of Biological Sciences, has yielded a number of high-level publications.

The study, in which bees were anaesthetised to shift their circadian clocks and then fitted with transponders to enable them to be radar-tracked, formed part of a larger study to learn how anaesthesia shifts the biological clock in humans and induces symptoms that are similar to jetlag. The purpose is to understand more about the impact of anaesthesia on humans.

In 2014, again in collaboration with neurobiologist Dr Randolph Menzel from the Free University of Berlin, the team authored a paper - one of two of theirs to be published that year in the *Proceedings of the National Sciences of America (PNAS)* - which resolved a long-standing biological question about how bees navigate, showing that they don't just use the position of the sun for navigation - as was previously thought - but are also capable of building mental maps of familiar terrain and guiding themselves by means of these maps.

The reason for using bees for the research on anaesthesia, says James Cheeseman, is that they share a large number of genetic similarities in their clock machinery with humans in that particular area of the genome.

After building on the research with bees to carry out further investigations with *Drosophila* (fruit flies) and with a rodent model, the team is now conducting clinical trials with human kidney donor patients.

"The research with bees led to the work with *Drosophila*," says James, "then to the rodent model, and finally to clinical trials. It all stemmed

from that original study with bees."

Ultimately it is hoped that the new knowledge being gained will decrease time in hospital and speed up recovery for patients suffering from post-operative fatigue and whose Circadian rhythms have been disrupted.

Meantime, the University's bees are the subject of a new research project being conducted by a student seeking new knowledge of how anaesthesia affects learning and memory.

### BONUS FOR THE GARDENS

Though the honeybees were first introduced for research, they are now seen as essential to the health of the University gardens and to the pollination of plants right across central Auckland - including the Domain and Albert Park.

"When you walk past the International Office," says Stanley Jones [speaking in February], "you'll see a verbena tree covered in flowers. Look closer and you'll discover it's also covered in a cloud of bees. And as the seasons turn you'll see the different types of trees in flower. When you see the flowers, look for the bees."

"In the University gardens," he adds, "we abstain from using poisons that affect the bees. Any insecticide should be avoided (also in home gardens) if bee populations are to be sustained."

Wild bees are now much reduced in number because of their inability to fight the varroa mite without intervention, says James Cheeseman, which is why it's very important to have our own resident bees that are well cared for here.

### A BIGGER BUZZ

Each year two boxes of bumblebees, each comprising around 50 individuals, are brought into the gardens. So how is a bumblebee

different from a honeybee and why do we need both? This seems to be a question that many New Zealanders find difficult to answer.

In fact, bumblebees are not only more diversified and have a different geographical origin (originating in cooler northern climates than the honeybee), they also have a very different way of life. They live in small colonies, perhaps comprising 50 or 100 individuals, at most 200. In contrast a large hive of honeybees might well have a population of 30,000.

A further difference that makes them valuable in any garden is that they can venture out in a wider range of temperatures and conditions than the honey bee (on a windy showery day, for example) and have a particular style of "buzz pollination" that make them very successful in pollinating plants, such as tomatoes, that require vibration to release their pollen.

### A REMARKABLE RESOURCE

"In the University gardens there are plants you can't find anywhere else," says James. Because of the extraordinary range of species, the bees do much better here than on farmland where there is monoculture. Because of the diversity they can find a spread of flowers at any time of year; and in this mild Auckland climate there is no down time. They can forage throughout the winter, which is not possible south of Hamilton.

"These grounds are the envy of gardeners all over New Zealand. There are very few remaining gardens of this type."

*Left to right are Nigel Hall (Grounds and Horticultural Supervisor), Stanley Jones and James Cheeseman with bumblebees in a box behind them.*



# MY STORY

## STAFF QUESTIONS AND ANSWERS



### IVAN WAGSTAFF

Ivan is Associate Director of Business Intelligence and Applications in ITS. He has been at the University since 2013 after assisting the Auckland City Council with its IT needs during the time of transition to the super-city.

#### WHERE WERE YOU BORN AND WHERE DID YOU GROW UP?

I was born in Northampton in the UK. My parents are English but we came here when I was two so I consider myself a Kiwi. I grew up next to the racecourse in Ellerslie, which was almost rural then. There were paddocks all around where people grazed horses and the racecourse was really just a part of our backyard. As a teenager I moved with my family to the Waitakeres and commuted to high school in Auckland from there. When I met my wife, Amy, she was a student from Indiana doing an internship at the University of Auckland. We went to the US together and got married there (in fact, we eloped – though we had another “official” wedding with family and friends the following year). After five years we decided to come back here. We were thinking of having children and thought New Zealand was the place to do that.

#### WHAT DID YOU LOVE DOING WHEN YOU WERE A CHILD?

I was very practical. I loved building things and taking them down again, pulling things apart and putting them together. We (my sister and I) had a lot of freedom as children – to build huts in our big backyard and explore all the nearby parks and playgrounds.

#### WHAT DID YOU ENJOY LEARNING ABOUT AS A CHILD?

I liked all the practical lessons in science. I enjoyed learning about architecture and the way physical objects and structures were put together. I also loved getting out and having adventures: camping, tramping, doing a bit of sailing. Recently I bought a motor boat to begin to introduce the kids to the Hauraki Gulf. Isabel (who is five, going on six) is a very determined young lady. Jackson is a friendly, easy young boy who always wanted to follow his sister, but now he’s becoming aware of his own interests and starting to discover what being a boy is all about.

#### TELL US ABOUT YOUR FIRST JOB EVER?

I had a paper round in Ellerslie that I did on my BMX. We’d go to the dairy, pick up our papers, go on our bike to deliver them, then come back and spend the couple of dollars that we’d earned. I learnt what work was all about. If I wanted to buy things I had to do it.

#### WHO WAS YOUR BEST TEACHER AND WHY?

My science and maths teacher was very good at relating what we were doing to the world around us. It was very practical and that made it interesting. It definitely keeps you engaged when people are blowing things up. We did a lot of experiments with chemicals, building things, and learning things like how to make gun-powder – probably lots of things you wouldn’t do today. What I see in my kids now is just the same - they learn the most when they see it applied in the real world.

#### HOW DID YOU DECIDE WHAT YOUR FUTURE WORK WOULD BE?

I think it was a natural transition for me. Information technology involves building and creating things – being able to take components and bring them together for an output you want. And building IT services is about matching these digital components to the customers’ needs or the business needs. As a director I’m not so hands-on any more but I need to understand what IT capabilities we’ve got and work closely with my staff and colleagues at the University assisting them to achieve great outcomes.

#### IN JUST ONE SENTENCE DESCRIBE THE PURPOSE OF YOUR PRESENT POSITION

Leading a great team who, in partnership with the business, deliver delightful Enterprise Digital services to the University. We tend to focus on the enterprise space, the digital services and underpinnings that support the business processes of running the University.

#### WHAT DO YOU LOVE ABOUT THE JOB?

I think the potential of IT to be an enabler and agent of change in an organisation is exciting. There’s a high expectation placed on IT to enable the digital transformation of the University, and when it all comes together we can achieve great things.

#### DO YOU THINK WHAT YOU DO CHANGES PEOPLE’S LIVES?

I try to have a positive impact on those that I work with by looking for ways to enable them to achieve. The results of an effective team enabling the University definitely contributes to changing people’s lives for the better.

#### WHAT HAVE YOU ACHIEVED THAT YOU FEEL PLEASED OR PROUD ABOUT?

There are two big achievements that I’m proud of. Being given the opportunity to be part of the team involved in a significant programme of work focused on improving the foundation layer of IT services. One of my teams was awarded the Vice

## DID YOU KNOW

Chancellor's achievement award for Excellence in Teamwork for this project. The pride and pleasure came not only from doing the work and improving things but it was also great seeing ITS working alongside Property Services and the great things that were achieved working together. I have also been given the opportunity to support the building of process and structures to support the establishment of a new approach to delivering IT at the University and I am always pleased and proud to see the results of continuous improvements to how we do things.

### WHAT DO YOU ENJOY DOING WHEN YOU ARE NOT WORKING?

I enjoy spending time at home. We're in Wainui, where we have five acres, a couple of sheep and chickens. We moved when the children were getting to school age and we wanted to send them to a small rural school. We spend a lot of time at the beaches around Orewa, Mahurangi and Wenderholm, going out on the harbour, going out adventuring with the family.



... that the University's Director of Environment and Sustainability, Dr Lesley Stone, has just achieved the highest level of professional certification?

Lesley is now among a small group of people worldwide to have completed a new qualification for sustainability professionals. She has become certified under the first-ever international certification programme for her profession, awarded by the International Society of Sustainability Professionals (ISSP).

The qualification requires a combination

of education and experience, as well as examination. Lesley has successfully demonstrated sustainability-related work experience, formal education and recommendations from her peers, and has passed two ISSP exams.

She says the international certification signals a coming of age for the profession. "It's great that it not only validates the knowledge and experience of seasoned practitioners, but also gives clear direction to newcomers wanting to build their careers."

## WHAT'S ON CAMPUS

### LUNCHTIME LEARNING

4 MARCH, 12.40pm

Flagship Education Hub  
Wynyard Quarter

There's just time to catch the last of a series of stimulating and thought-provoking lunchtime talks. On 4 March Associate Professor Niki Harre (Psychology) Associate Dean, Susatustainability, Faculty of Science, will present on a values-based approach to sustainability. (If you receive this *Uninews* on 3 March, you may even be in time to hear Dr Mary Sewell on "Oceans on acid – what ocean acidification means for you".) Contact is Fletcher Sunde: [fletcher@sustainablecoastlines.org](mailto:fletcher@sustainablecoastlines.org)

### READY FOR THE TEMPEST

1-13 March. Times vary: 1pm, 7pm or 8pm.

Pop-up Globe Theatre, Bard's Yard, 38 Greys Avenue, Auckland CBD

Directed by award-winning Auckland director, Benjamin Henson, and starring internationally acclaimed actress Lisa Harrow as Prospero, AUSA Outdoor Summer Shakespeare presents an exhilarating take on Shakespeare's *The Tempest* at the Pop-up Globe Theatre, a working replica of the second Globe Theatre, built in 1614. Performed by a full cast and live musicians, this production marks a new departure in Outdoor Summer Shakespeare's 50+ year history.

### WHITE NIGHT

12 March, 6pm-12am

Auckland Central City Library

Elam School of Fine Arts is to showcase a multi-artist exhibition as part of White Night 2016 for the Auckland Arts Festival. White Night (Nuit Blanche) was conceived in Paris in 2002 to make art and culture accessible to large audiences within public spaces. Aotearoa's version is once again a free, six-hour cultural extravaganza throughout Auckland with showcases of visual art, illuminations, theatre, film, design and performances. For more information and for the programme see [creative@auckland.ac.nz](mailto:creative@auckland.ac.nz)

# RESEARCH

## WHAT AM I DISCOVERING?



## KNOWLEDGE EXCHANGE IN AOTEAROA AND ABAYA YALA

**In recent years indigenous people have transformed not only their own communities but the countries in which they live and, in many ways, the planet.**

**By Dr Kathryn Lehman, Centre for Latin American Studies**

I clearly recall the Zapatista uprising of 1994 in Mexico against the North American Free Trade Agreement (NAFTA), because it was the first time many became aware of the public leadership Indigenous peoples were assuming in major transformations taking place in Abya Yala - the Americas.

Other remarkable changes are new legal concepts in the 1999 constitution of Venezuela, the 2007 constitution of Ecuador, and Bolivia's 2008 constitution, which have introduced legal principles such as Suma Qamaña (wellbeing), political innovations in plurinational states, and new legal rights, as in the right of mother nature to regenerate.

Particularly striking is the more equitable redistribution of wealth brought about by coalitions between Indigenous groups and civil society, responsible for achieving the longest period of stability and peaceful government in the last 500 years since the conquest. And this has happened amidst multiple crises in most of the world, under militarised globalisation.

I began to participate in these changes in 2004, when I accompanied Tūhoe documentary filmmaker Robert Pouwhare to the Latin

American Indigenous Film Festival (CLACPI) in Santiago, Chile, the first to be totally curated by Indigenous peoples. Robert discussed the Māori struggle for the right to communication and the new Māori Television Channel, introduced that year. The following year, the first Mapuche documentary filmmaker, Jeannette Paillan, visited Aotearoa, and sold her films to the Māori Channel, in which she explained the Mapuche struggle for their right to communicate.

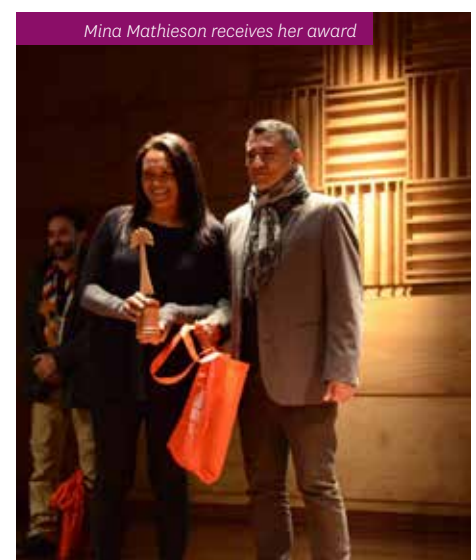
By 2006, I was well aware that work by Indigenous peoples was transforming not only their own communities, but the entire region and in some ways, the planet. My research question has been to ask why the major transnational media have remained silent about these achievements, undervalued the contribution made by Indigenous peoples, and continued to portray the entire region and its peoples as victimised, impoverished and oppressed, or worse. I co-produced a documentary entitled *People's Media Venezuela*, (2012) in which new media producers, among them Wayuu filmmaker David Hernández Palmar (Venezuela), explain the excitement involved when they take control of their media. (See [mediacentre.maramatanga.ac.nz/content/peoples-media-venezuela](http://mediacentre.maramatanga.ac.nz/content/peoples-media-venezuela)).

As interpreter for Associate Professor Nin Tomas at the 2006 conference on Globalisation and Indigenous Peoples Rights held at the UN Economic Commission of Latin America in Santiago, Chile, I was able to observe the role Māori were playing in international law, and she and I brought back knowledge to share here from that conference. We had met James Anaya, who would become the Special Rapporteur for Indigenous Peoples the following year and Nin's

contact with James would continue through her teaching and research over the next years. She returned to Rapa Nui to write a report on human rights violations by their government in 2010.

In working with Māori colleagues in different fields I have begun to find answers to these questions in terms of the way that knowledge production is validated or challenged. The media and many academic sectors find their privileged status as knowledge producers challenged by Indigenous leadership and they continue to exclude Indigenous people from controlling their own media and university research. To address this problem, highly talented media producers have asserted their right to communicate in innovative ways, particularly through the Coordinator for Latin American Indigenous Peoples Film and Communication (CLACPI), a media network that organises a biennial workshop and film festival showcasing Indigenous media with the participation of Indigenous producers and researchers to discuss their work with each other and with audiences. I have learned a great deal in my work with them, and was pleased that *The Pā Boys*, produced by Mina Mathieson, received the Best Fiction Award in November of last year.

I am currently studying how the long history of knowledge production and experience in maintaining autonomous forms of good government has enabled Indigenous communities to survive and transfer their knowledge. For this reason, I have supervised the translation into English of several articles in Spanish about the Trans-Pacific Partnership Agreement (TPPA), written by those working with Mexican and Peruvian Indigenous and Canadians and US environmentalists who have experienced NAFTA and other trade agreements for several years. This knowledge can help us know what the TPPA might mean for the sovereignty of Aotearoa.





## SAFETY IN NUMBERS



**Scientists at the University have proved that fish communicate to keep safe from predators in the same way animals such as chimpanzees and elephants do.**

The research, from the Institute of Marine Science, led by masters student Lucy van Oosterom and including Dr Craig Radford and Professors John Montgomery and Andrew Jeffs, is the first direct evidence that fish communicate to maintain group cohesion.

While scientists have known fish send messages to each other for mating purposes or to defend territory, this is the first time research has proved they also use contact calls to keep together.

The research team used captive wild Bigeyes (*Pomatomus saltatrix*) in the study, a species commonly found along New Zealand's north-east coast. Bigeyes are generally nocturnal, retreating to caves during the day and foraging at night in loosely-knit shoals.

Previous work by Craig Radford has shown Bigeyes have a distinctive "pop" call with an estimated maximum range of 31.6 metres. This vocal behaviour, coupled with relatively sensitive hearing organs, led researchers to assume

Bigeyes communicated in groups but up to now the evidence has been anecdotal.

Using underwater hydrophones, a GoPro camera and an MP3 player, the researchers collected almost 100 fish from the Leigh coast north of Auckland and put them in saltwater tanks at Leigh Marine Laboratory.

In experiments carried out over five months, they played two types of sound to the captive fish: one of the normal reef environment at Leigh where the fish live, and another recording of Bigeye vocalisations.

When the sound recordings were played, the Bigeyes increased their own calling rates by more than five times in order to maintain contact over and above the background noise. They also swam closer together. When there were no sound, the fish swam further apart.

"This study means that fish are now the oldest vertebrate group in which this behaviour has been observed and that has interesting implications for our understanding of evolutionary behaviour among vertebrates," Lucy van Oosterom says.

*UNINEWS* highlights some of the University research milestones that have hit the headlines in the past couple of months.

### STUDENT DEBT

Comments from Professor Alan France (Sociology) on soaring student debt and its knock-on social and financial effects, including delaying adulthood for young people, attracted strong attention from the daily print media across the North Island and in the South.

### MIND AND BODY

Research showing much greater connections between brain function and various other parts of the body was the subject of an article in *North and South*, with comments from Associate Professor Roger Booth (Immunology and Health Psychology). The same article featured input from Professor Keith Petrie, whose research also focuses on the powerful links between mind and body.

### DROWNING TOLL

Our death toll from drownings in 2015 was up by 23 from the year before. Senior lecturer Dr Kevin Moran (Curriculum and Pedagogy) was interviewed on radio and in the *NZ Herald* about the "many reasons" for these drownings, which he explained were "preventable". He advised on the importance of backing up swimming lessons with extra water safety education.

### TPP AND SOVEREIGNTY

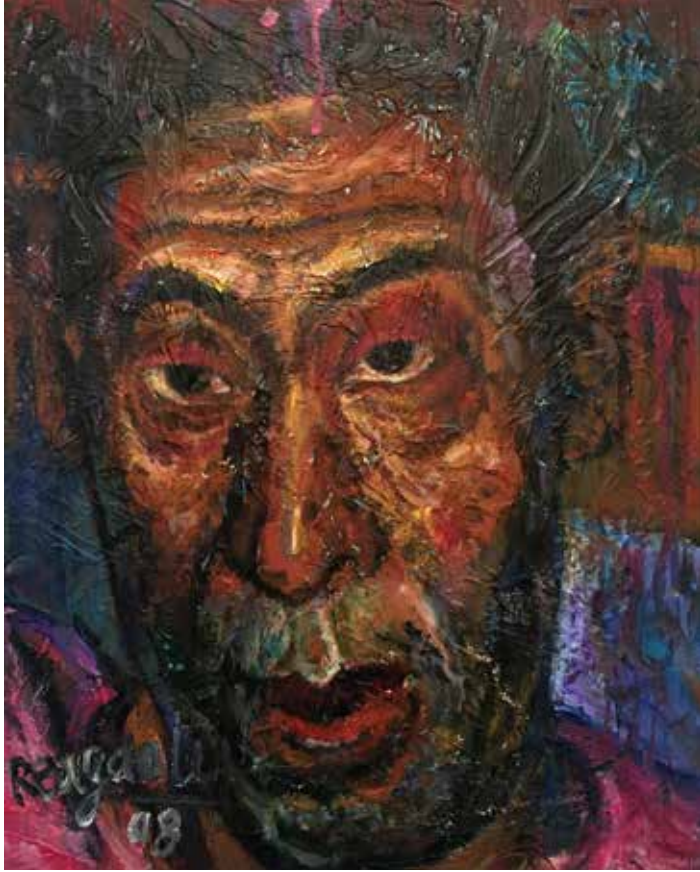
Professor Jane Kelsey (Law) has, throughout the last couple of months of intensive discussion around the TPP signing, been a consistent commentator in the media on the issues arising from it. Her comments that the Government's 277-page assessment of the TPPA as "a predictable cheerleading exercise that talks up the supposed gains and largely ignores the huge downsides of the TPPA" were reported in at least ten newspapers across New Zealand.

### FEEDING HABITS

Much attention, particularly on the online media, was given to research by Dr Peter Johnston (Anatomy and Medical Imaging) on using MRI imaging to scan moa remains and digitally reconstruct the muscles that would have been present to assess the feeding behaviours of the different moa species.

# FROM THE COLLECTION

## ART COLLECTION



Reagen Lee, *Self-portrait* 2008, oil on canvas, 500mm x 390mm

In the European tradition, it wasn't until the early Renaissance with the advent of better and cheaper mirrors, that artists began depicting themselves as the main subject for their work.

This tradition has continued, so that when a figurative painter picks a subject for a new work, the most accessible option is often his or her own face. Chinese painting, however, is characterised by mastery of the landscape genre, and self-portraiture never developed to any considerable significance in Chinese painting. Instead, images of the artists were represented symbolically through calligraphy and nature painting, often through landscapes instead. This was in keeping with Chinese aesthetic principles related to a philosophy of integration with nature which preferred the spiritual evocation of representing the self in nature.

Since the early twentieth century, Chinese artists have been aware of the Western tradition of expressionism in painting, and of expressionist self-portraiture where the artist represents a combination of his or her outer and inner image of self, observed at close quarters. This offers the viewer the opportunity for looking at the artist through his or her own eyes in a way which would never have been possible previously in a culture which nurtures a self-effacement of the individual and which advocates the integration of self with nature.

The artist of this self-portrait is Chinese-born New Zealand artist Reagen Lee (Li Nanfeng). He graduated in 1990 from the Printmaking Department of China's most prestigious and renowned art academy, the Central Academy of Fine Arts in Beijing, with a comprehensive education in both Chinese and Western art practices. The following year he moved to the Seychelles, an archipelago of 115 islands in the Indian Ocean off East Africa, known for its beaches, coral reefs, diving, nature reserves and rare wildlife. There he worked as an artist for France-Albert René, President of the Republic of Seychelles, and also the vice-president (now current president), James Alix Michel.

Lee's style of expressionism was out of favour in China for a long time

## WHAT'S COMING OUT

### MAHANA

Just released in Auckland is a superb, recent feature film based on the novel *Bulibasha* by Witi Ihimaera, a former professor of English at the University of Auckland. Directed by Lee Tamahori and starring Temuera Morrison, Nancy Brunning and young newcomer Akuhata Keefe, it tells the story of a feud between two shearing families the Mahanas and the Poatas. At least three of those who worked on the film were alumni of Auckland: Robin Scholes, a graduate in Arts and Mahuia Bridgman-Cooper and Tama Waipara, both graduates in Music.



### LISTENING TO CHINA'S CULTURAL REVOLUTION

The first of its kind in English to explore the musical culture of China's Cultural Revolution, this book is edited by Professor Paul Clark from the School of Cultures, Languages and Linguistics, with Laikwann Pang and Tsan-Huang Tsai and is published by Palgrave Macmillan. It discusses the history, politics and aesthetics of a full range of music and performances during this rich yet complicated time in Chinese history.

Says Nancy Guy, Associate Professor of Music from the University of California, San Diego: "This stimulating and thought-provoking essay collection deepens our knowledge of one of the most important periods in contemporary Chinese history. The music and soundscapes of the Cultural Revolution continue to exert influence in creative arenas from contemporary art and film music composition to pop songs and advertising jingles.

Says Emily Wilcox, Assistant Professor of Modern Chinese Studies, University of Michigan: "By attending to the form of Cultural Revolution music production, rather than simply their political messages, the authors of this volume identify new ways for thinking about Cultural Revolution culture, linking this period with broader artistic questions as well as historical precedents and legacies."



### FRONTIERS IN THE ACQUISITION OF LITERACY

Edited by Associate Professor Claire Fletcher-Flinn (Psychology) this a comprehensive collection of research reports and opinion articles from international and New Zealand researchers that contribute to new

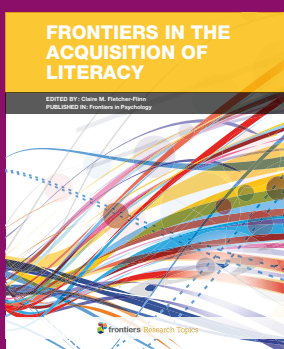
# CLASSIFIEDS

when the country was dominated by realism and traditional Chinese painting. However by the early 1980s, when China began to open up to the west, the expressionist style, with its roots in early twentieth-century European painting, began to be seen as a force for change.

A decade later, by 2003, he had settled with his family in Auckland, New Zealand, returning periodically to China to work towards exhibitions. This self-portrait dating from 2008 shows a combination of influences from the artistic traditions of Asia, Africa and Oceania and shows a determination towards constant renewal as an expression of his mortality. For Lee, with his keen powers of observation, the mission of his work as a painter has been to make the invisible visible and his self-examination is evident in his vigorous brushwork around the eyes and mouth of this self-portrait. A kind of memento mori, the painting is a marker of the artist's 40th birthday, and a reminder of mortality.

An exhibition of over a dozen scroll paintings of figurative subjects is on display at Gus Fisher Gallery until Saturday 7 March and, to mark the occasion, the artist has gifted this self-portrait to the University of Auckland Art Collection.

perspectives on how children learn to read and write. It is a reflection of the continuous growth of cognitive inquiry into these fundamentally important cultural skills, and contains original articles covering topics of early reading, reading instruction, dyslexia, and spelling. These articles, at the frontiers of literacy research, present challenges to current reading theories, and provide useful insights for practical application in teaching. The e-book is available free for download: <http://journal.frontiersin.org/researchtopic/2170/frontiers-in-the-acquisition-of-literacy>



## ACCOMMODATION AVAILABLE

**FEMALE FLATMATE WANTED.** \$290 pw all-inclusive on Vincent Street, convenient to University and city centre. Available mid-March. Apartment: 2 bedrooms, 1 bathroom, 60sqm, north-facing with balcony, bright and secure. Room for rent: fully-furnished ensuite without window. Ideal for graduate student, University staff, working professional, long-term preferred. Email [greenleaves@earth.email.ne.jp](mailto:greenleaves@earth.email.ne.jp)

**FULLY FURNISHED MT ALBERT BUNGALOW,** four bedrooms, available for between 3 and 6 months from July 2016. Spacious fenced backyard. Train/bus stops and good schools all within 10 minutes walk. Reasonable rent - suit academic sabbatical visitors. Contact: [r.kearns@auckland.ac.nz](mailto:r.kearns@auckland.ac.nz)

**PARNELL ROOM TO LET:** Monday-Thursday nights only (not weekends). Seeking quiet, clean, tidy person. Large dble furnished bdrm and own bthrm in large fully furnished top-floor apartment, with spectacular sea views. To share with one single professional house-proud working mother. Short walk to hospital, universities, public transport, and in-zone for Auckland & Epsom Girls Grammar Schools. Good on-street parking. No pets or smokers. Available immediately. Email [macythomson@gmail.com](mailto:macythomson@gmail.com)

**PONSONBY.** Fully-furnished villa, three bdrm, central heating etc, on Inner Link Bus route, 30 minutes walk to University. Available 13 May - 22 August, \$350 pw + utilities. Just right for a visiting academic or a senior graduate student. Contact 378-6091 or [a.poletti@xtra.co.nz](mailto:a.poletti@xtra.co.nz)

## ACCOMMODATION REQUIRED

**SHORT-TERM RENTAL REQUIRED FOR VISITING ACADEMIC.** Three-four bedroom furnished house required for October - December 2016 for visiting academic and family. We would prefer to be in Central-West Auckland: Mt Albert, Avondale, New Lynn, Blockhouse Bay etc. Willing to pay market rent. Please contact [jessica.palmer@otago.ac.nz](mailto:jessica.palmer@otago.ac.nz)

## HOLIDAY ACCOMMODATION

**SOUTH OF FRANCE** - between Provence and the Cevennes. Ancient chateau offers b&b. Historic area, vibrant, colourful markets, pretty villages, great walking and canoeing. Reasonable rates. Visit [www.chateaudavejan.com](http://www.chateaudavejan.com) or phone (021) 0409 499.

## PROPERTY FOR SALE

**AT OCKHAM RESIDENTIAL** we believe Auckland is one of the most beautiful cities in the world and a wonderful place to live. Founded by alumni of the University of Auckland, Ockham is committed to ensuring urban regeneration in this beautiful city is world class. See our stunning new project in Grafton, Hypatia, at [www.ockham.co.nz](http://www.ockham.co.nz)

## CONSERVATION SHAREHOLDING FOR SALE.

Share in 423ha covenanted Brynderwyns bush property, 10 minutes from Mangawhai Heads. Sunny building site. Enjoy joint ownership, privacy, sparkling streams, walking tracks. Kiwi live here so no dogs or cats. Active conservationists wanted. Unique opportunity for special people. POA. Phone 09 376 4069 or email [marunui.share@gmail.com](mailto:marunui.share@gmail.com)

## MISCELLANEOUS

**CITY LEGAL SERVICES.** Rainey Collins Wright is a small law firm centrally located at L1 Princes Court, 2 Princes Street. We are near the University, with good parking. We can assist with property transactions, trusts, wills, administration of estates, enduring powers of attorney and relationship property matters. Please phone our senior solicitor Nichola Christie on 600 0256 to discuss your needs, or email [nchristie@rainey.co.nz](mailto:nchristie@rainey.co.nz)

Visit [www.rainey.co.nz](http://www.rainey.co.nz)

**COUNSELLING.** Low-cost counselling (\$30/hr) offered by experienced narrative therapist completing practicum hours. I hold a BA in psychology; all issues and challenges are welcomed. Please phone or email me for a confidential, no-obligation discussion: Sarah, phone 445 1833 or email [sarahlin@ihug.co.nz](mailto:sarahlin@ihug.co.nz)

**SPEECHWRITER.** Memorable speeches written for you, for any professional or social occasion. Award-winning broadcaster and journalist for BBC and other public radio, now NZ resident, offers expertise in writing for the spoken word. Coaching in delivery also available in person (Auckland) or via Skype. Absolute confidentiality assured. Inquire: [lohman.olsen@gmail.com](mailto:lohman.olsen@gmail.com)

**TRAVEL.** I have 12 years experience in booking all aspects of personal travel for university staff and lecturers. I pride myself in ensuring that your travel plans are sourced at the lowest possible costs and are tailor-made to your requirements. Contact Karen at [Karen.embleton@mondotravel.co.nz](mailto:Karen.embleton@mondotravel.co.nz) or 940 0064 (wk) or (021) 188 7781.

In the December issue of Uninews we featured the book *Ethics and Climate Change: A study of national commitments*. However unfortunately the names of the editors were omitted. So to set the record straight, the editors of this book, published by ICUN, are Donald A Brown and Prue Taylor from Architecture and Planning.





## VALUING IDENTITY

### Hardly a week goes by where bullying does not make national headlines.

Recently, a prominent college was under the spotlight for insisting that it had no gender- or sexually-diverse students. Despite having a roll in the thousands, senior leadership contended that there were no “rainbow” youth at the school, effectively silencing any rainbow-identifying students and obscuring any related homophobic and transphobic bullying. However, brave students and staff allies spoke up, and are working to help the school fulfil its legal obligation to ensure that all students have a learning environment that is safe and supportive.

However, against this victory, there are other schools that continue to argue against the need to support sex, gender, and sexually diverse students. We face a situation, 30 years on from Homosexual Law Reform, where a large number of students in this country still face an education that denies, or at best does not support, a key aspect of their identity. A recent report that explored the bullying policies of 60 randomly-selected schools found that only a third addressed homophobic bullying in their policy documents, and less than one in ten demonstrated any awareness of transgender and/or gender-diverse students. These schools will not deliver these students a fair go.

At the time of the University’s last Adolescent Health Research Group survey in 2012, more than one in ten of the 8,500 randomly-selected secondary students reported that they did not feel safe at school all or most of the time, and more than one in 20 report being bullied at least weekly. The situation is even worse for same- and both-sex attracted students, who were nearly three times more likely to report weekly bullying than the other students. Appallingly, transgender and gender-questioning young people were 4.5 times more likely to report weekly bullying than

the other students. And, the survey helpfully revealed that at least one in ten of all students are likely to be sex-, gender-, or sexually diverse. This means, we are talking about hundreds of students in larger secondary schools like the one highlighted above. It means that most schools will have sex, gender and sexually diverse students. It also means we are talking about a few thousand students at the University of Auckland.

The question then is what do we do about this, and also what does this mean in our own work with students who may be sex-, gender- and/or sexually-diverse? For me, I think much of this bullying comes from the beliefs and practices that situate exclusive heterosexuality (and the gender binary that this requires) as normal, natural, and desirable. The resulting homophobia and transphobia makes those who sit outside of these norms vulnerable to derision, disdain, discrimination, and increased likelihood of bullying. The question then becomes what can we do to deconstruct and disrupt norms that situate sex, gender, and sexually-diverse students and staff as unnatural, undesirable, and abnormal.

In our roles as parents, caregivers, and whānau, this is about advocating that our schools recognise and support all students, regardless of their gender and sexual identity. In our roles as University staff this means exploring the unintentional ways in which we may inadvertently communicate that particular groups of people are not seen or valued in the University. There are countless things we can do, including:

- Using language that welcomes students of a variety of genders and does not presume a student’s gender, sexual orientation, or that everyone in a class identifies as either man or woman, or male or female

- Soliciting and using appropriate pronouns for all students, especially trans or non-binary gender students
- Producing course content and examples that include sex, gender, and sexually diverse people and experiences where appropriate
- Recognising, addressing, and preventing discrimination in teaching and learning situations, as well as on campus in general.

I recognise that this may seem daunting for us, and for schools, and for this reason I have been involved in the “Inside Out - We all Belong” project, which Rainbow Youth hosts at [www.insideout.ry.org.nz](http://www.insideout.ry.org.nz). This set of videos and lesson resources supports students and educators of all levels to deconstruct these norms and produce positive learning environments. I invite you to explore these resources as a jumping off point to see how we might help schools and universities to be welcoming, inclusive, equitable, and free from bullying and harassment.

**Dr John Fenaughty is a lecturer in the School of Counselling, Human Services and Social Work. His research is on youth development, digital citizenship, and sex, gender, and sexually diverse young people. He founded and co-led the “Inside Out - We All Belong Project”, funded by the Te Punanga Haumaruru fund from the Ministry of Social Development.**

*If you are affected by issues in this article and want to find out more about the support groups for LGBTI persons at the University go to: [www.auckland.ac.nz/lgbti](http://www.auckland.ac.nz/lgbti)*