

UC Pasifika Strategy 2019–2023



Our ancestors have spoken
Awake! Lead our people,
Come alive!
Search for knowledge,
Truth and justice...
– Takiara Ingram

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Vice-Chancellor's Foreword

Talofa lava, Malo e lelei, Kia orana, Ni sa bula vinaka, Halo olaketa, Namaste, Kam na mauri, Fakaalofa lahi atu, Ia orana, Aloha, Malo ni, Kia ora, Warm Pacific Greetings

According to the New Zealand Educational Institute (NZEI) *Educating Pasifika for Success -2012 Report* “students develop the ability, confidence and motivation to succeed academically when they participate competently as a result of having developed a secure sense of identity, and knowledge that their voice will be heard and respected within their learning environment’...

It is therefore with great pleasure that I am able to present the second University of Canterbury's Pasifika Strategy 2019–2023. This is the fourth document to highlight Pasifika aspirations beginning with the Pasifika Plan in 2006, followed by the Pacific Plan 2010–2012 and the first UC Pasifika Strategy in 2014. This current Pasifika strategy (2019-2023) builds on these earlier documents, demonstrating UC's continued commitment to Pasifika success. The strategy content has been developed in consultation with all our internal and external Pasifika advisory groups as well as Pasifika staff and is fully supported by the University Council.

I am pleased to be able to report that we have made some positive changes in progressing the 2008-2014 Strategy with a number of pivotal positions and initiatives in place that assist the university in undertaking a more culturally responsive approach, as you will read for yourself throughout this document.

However we still have much work to undertake to maintain and further the goals and targets we have set in relation to Pasifika success at UC. Moreover we have Tertiary Education Commission (TEC) targets to meet in terms of their goals of increasing Pasifika Success within all tertiary institutions. Additionally the current enhancement theme of the Academic Quality Agency for NZ Universities Cycle 6 audit, focuses on enhancing access, outcomes and opportunity for Māori students and Pasifika students. This indicates the urgency of addressing these issues effectively and the commitment required if targets are to be met.

The University of Canterbury's goal is to ensure that we provide a learning environment that encourages the participation and educational success of all students in all areas of study.

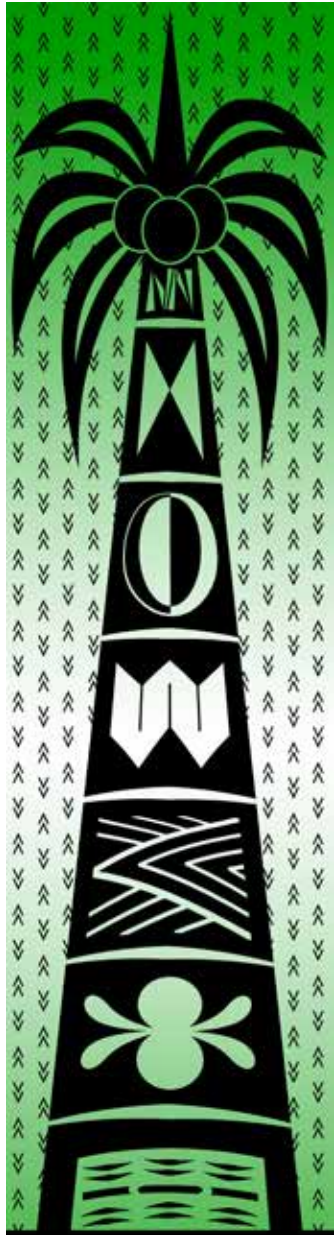
Providing them with the skills to fully contribute to the social and economic wellbeing of their communities, we also want all our graduates to be culturally competent and globally aware with the potential and the ability to be leaders in their fields of expertise.

The UC Pasifika Strategy cements our commitment to supporting and graduating the next generation of leaders of Pasifika descent. It also reinforces our vision of a campus community that is culturally inclusive and responsive, and in which students and staff value diversity.

We all have a part to play in raising Pasifika success at the University of Canterbury. Through our teaching, learning and research practices, we can ensure the continued and increased involvement of Pasifika learners in creating, transferring and applying knowledge to all aspects of society.

I encourage you all to support the objectives of this document and think about how you or your department can make a difference.

Dr Rod Carr, Vice-Chancellor
2018



Director Pasifika Development

Building on the inaugural Pasifika Strategy in 2014, we have focused on simple but pragmatic approaches to ensure the momentum is maintained. We believe strategies explored and suggested within this document must result in improved outcomes for Pasifika students and this will be carefully monitored over the next five years.

Change can be challenging but change is necessary if we want to see improved results. We are therefore grateful for the willingness of UC staff to take up this challenge and be open to explore more innovative ways in which UC can teach, deliver and serve the needs of all its student cohorts including that of Pasifika.

It is well known that Education is seen as a gateway to many other possibilities, including social and economic mobility, however education should never be at the cost of one's identity, and/or their cultural values.

The world is also in need of Pacific/Pasifika perspectives and ways of 'knowing and doing'. Collectively Pacific cultures have much to offer.

Values of compassion and commitment, service and responsibility, respect and dignity, that Pasifika communities prioritise, have too often been at the bottom of a long list of priorities within our education systems, yet it is these values that make students more attractive to prospective employers and great assets to workplaces and society at large. UC Graduate profiles are a growing acknowledgement of this notion.

It is with this sense of responsibility that we do all we can to 'grow' UC's cultural responsiveness by cultivating a deeper understanding of Pacific cultural values, and perspectives through various strategies as outlined in this document, knowing that this will be enriching for all.

Pauline Luafutu-Simpson, 2018

Director Macmillan Brown Centre for Pacific Studies

The strategy provides a great opportunity to reflect on the potential, achievements and visions of the Pacific educational community at Canterbury. It should provide windows for educational enrichment, social empowerment and cultural innovation, as well as provide the basis for framing the contributions of the Pacific communities to the university and the wider society. The document has to be seen as a living narrative for educational inspiration for new and innovative ideas for the advancement of Pacific education.

The Pacific Development Team has worked hard to put the strategy together. It is testament to the mutual collaborative efforts of those in the university associated directly or indirectly with Pacific education, its hopes, aspirations and challenges.

The visions and aspirations the strategy champions should provide the bridge between the past, present and the future. Framing these in the context of Pacific worldviews makes them more culturally relevant and accommodating. How these are applied to enhance Pacific educational performance is an interesting challenge that, despite the setbacks, can be achieved through our collective endeavour.

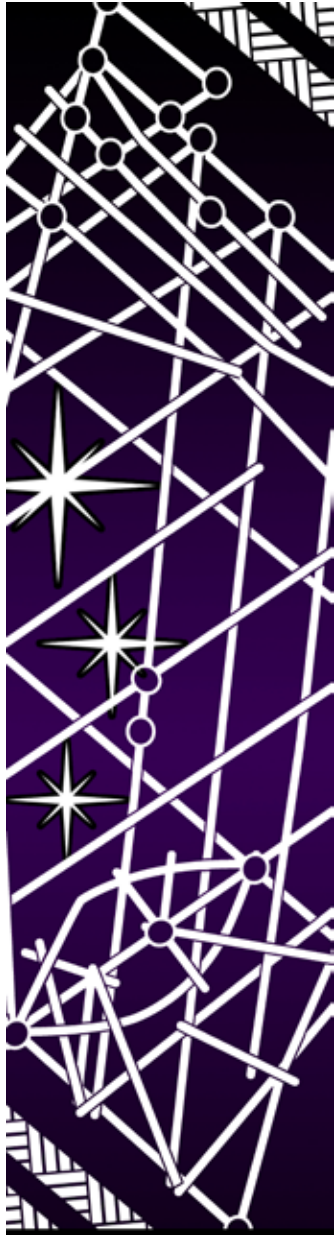
The aims are achievable and the means of achieving these are within our grasp. In the broader scheme of things, the principles underpinning the strategy provides an enriching contribution to diversity and gives multiculturalism the breath of life that it deserves.

Professor Steven Ratuva, 2018

Our VISION, Our ASPIRATIONS

- ✧ The University of Canterbury (UC) will be the tertiary provider of first choice for Pasifika students in Canterbury and beyond.
- ✧ UC's strategic development will ensure Pasifika students realize a strong sense of belonging and are supported to develop academic skills to achieve their individual goals of success with the richness of their cultural heritage enhanced, valued and nurtured.
- ✧ UC will be known as a University where Pasifika research, teaching and learning take place in ways that are inspirational, relational, innovative and culturally inclusive. Where Pasifika indigenous knowledge is valued, critiqued and disseminated.
- ✧ UC being informed by research and Pasifika student, Pasifika staff and Pasifika community voice will rise to the challenge of meeting achievable goals across all colleges and service units to ensure successful and fulfilling student experiences.
- ✧ Fostering Pasifika values, alongside graduate attributes, our mission is to provide leadership in identifying and meeting the learning needs of Pasifika students that can in turn transfer graduate skills in the fulfilment of Pasifika community aspirations.





Our JOURNEY

Aotearoa New Zealand today, stands proud as a country in the Pacific. Recognition of our Pacific context and the unique contribution Pasifika communities and Pacific Island nations have made to the demographic pattern, political, social and cultural fabric of New Zealand society, signals a rising awareness of our identity as a Pacific nation.

The Pacific population in New Zealand is projected to grow from the current 7% to 10% by 2026, and 18% by 2050. Growth projections for the Pacific youth population are even higher, and Pacific peoples will comprise an increasing proportion of our nation's youth and its future student body, workforce, taxpayer base, voters and consumers.

Approximately 25,000 Pacific people live in the South Island, of whom 63% live in the Canterbury region. Pacific people have lived in the Canterbury region since 1894. Christchurch's post-World War Two Pacific population increased in the 1950's and by the 1960's, there were enough Pacific people living in Christchurch to form church communities. These communities continued to flourish as new and targeted employment opportunities attracted another wave of Pacific people to the city in the 1990's and, again, following the 2010 and 2011 earthquakes to assist with the Christchurch rebuild.

The unique relationship between Māori and Pasifika people acknowledges the common ancestry, shared indigenous journeys and knowledge construction systems that connect Pacific people to Māori. Pasifika recognizes the inherent rights of Māori under Te Tiriti o Waitangi, as tangata whenua. Recognition of these relationships, both in New Zealand and in the Pacific region, is based on a multi-layered history of connection and has been recognized by the New Zealand Government in its responses to the disparities in education and in other government sectors.

The role Pasifika New Zealanders will play in the future will be significant and warrants the need for tertiary providers to take specific action to increase Pasifika success in education. New Zealand's on-going social development and economic success will depend on that of its young people, who will increasingly be of Māori and Pasifika descent.

The University of Canterbury has a proud history of producing successful Pacific leaders across a number of fields and many have returned home to Island nations taking up important roles in the running of their countries. The prestigious Macmillan Brown Centre for Pacific Studies is one of the earliest Pacific studies centres to be established in New Zealand. Established to promote and advance the scholarship and understandings of Pacific Peoples, the Centre has often acted as a catalyst for engagement and dialogue between the University, local Pasifika communities and hosted VIP visits from Pacific nations. The Centre has developed deep connections and maintains links with many of its successful graduates and associates. Many remain in close contact with the Centre and return often as guest lecturers and presenters to mentor and inspire some of our emerging Pacific artists and leaders.



Our commitment to growing and graduating the next generation of global leaders of Pacific descent is linked to New Zealand's long-standing relationship with its Pacific neighbours and the commitment to Pasifika New Zealanders. The Tertiary Education Commission Pasifika Operational Strategy 2017-2020: outlines the role tertiary providers must play to raise

Pasifika success at all levels to ensure Pasifika people are involved in creating knowledge, transferring knowledge and applying that knowledge through all parts of the economy and society. The University of Canterbury's response

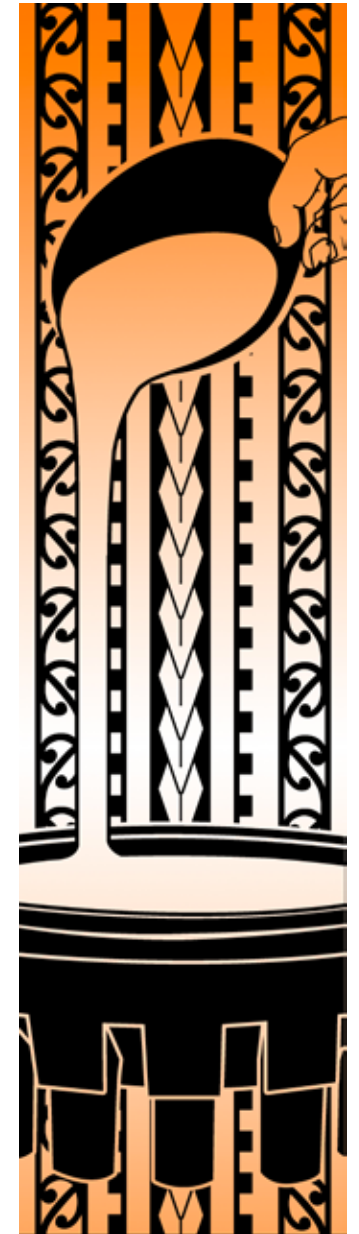
to the government's vision and goals for Pasifika is outlined in the UC Investment Plan 2018-2020 and Statement of Strategic Intent.

Terminology

Pacific people have been labelled various terms within literature such as Pacific Islanders, Polynesians, Pacific Islands people, Pacific Nations, Pacific Peoples, Pacificans, Pasefika, and Pasifika.

With an increasing number of Pacific migrating here and not relating to the term 'Pasifika' the desire is to be as inclusive as possible. However many NZ born relate well to the term Pasifika. These issues are a good example of how complex Pasifika are and highlight difficulties in reaching an overall consensus.

For the purposes of this document we have chosen to use the term Pasifika and Pacific interchangeably, adopting Pasifika to identify and describe Pacific Peoples currently living in New Zealand and using the term Pacific to identify a more broader and regional aspect.





Status and Opportunities – Celebrations of success from 2014–2018 Pasifika Strategy

Growing Pasifika Academics at UC

In 2017, we had four of our seasoned Pasifika staff awarded with their postgraduate qualifications. Two with Doctorates – Dr Yvonne Crichton-Hill in Social Work and Dr Tara Ross in Media and Communication, and two with Masters of Education (Distinction) Leali'ie'e Tufulasi Taleni and Joena Togiaso from the College of Education. Furthermore Leali'ie'e was awarded the 2017 NZARE Rae Munro Award for excellence.

We are especially proud of their achievements particularly in the face of heavy teaching workloads and the usual family and community responsibilities that for Pasifika peoples are not so 'usual' in size and complexities. We celebrate and look forward to many more higher education success in the future with currently 17 Pasifika PhD candidates, and 90 Pasifika postgraduate students. We also wish to acknowledge Professor Steven Ratuva's highly successful Fulbright fellowship for 3 months in the United States at the beginning of 2018.

Ako project – Pasifika Success Indicators

Emerging from this research project, the working group collated the findings and developed a Pasifika Resource Kit that included exemplars of current best practice from the three institutions. The team designed and developed new tools to help facilitate ways in which staff would be more informed and ably assisted in how they could engage more effectively with Pasifika students.

Pasifika Success Indicators (PSI's) were identified and highlighted in the form of a turtle resource for use by staff. The turtle was a preferred symbol, being an iconic and sacred animal featuring prominently in many traditions and cultures of Pacific Nations. Symbolizing longevity, stamina, tranquillity and strength, the turtle is also a pertinent reminder that transformation of academic learning and teaching spaces is more likely to be at a consistent and steady pace. In embracing cultural knowledge, ideology, and best practice pedagogy from Pasifika communities here and from the wider Pacific region, we add value and cultural vitality to all other learners as well.

Cultural Responsiveness Training – Pasifika Talanoa Workshops

Development of tailored Pasifika professional development for UC staff are now part of Human Resources Learning and Development offerings that staff can choose from. This all day PD has been designed, developed, and delivered by a Pasifika staff collective across campus. This highlights collaborative practice between general Pasifika staff and academic Pasifika staff, identifying an example of professional unity and valuing diverse Pasifika expertise on offer at UC. Within these professional development sessions, participants are enabled to deepen their knowledge around Pasifika perspectives through the use of Pasifika models. Staff are also able to examine and explore effective pedagogical practices that engage Pasifika students more effectively.

Engagement with Pasifika Advisory Groups

We have had full membership and participation of our Pasifika advisory groups, both external and internal groups, giving rise to more robust and full discussions around Pasifika strategic development and leading to more innovative ideas. These separate meetings culminate with a final combined meeting with the Vice Chancellor at the end of the year. UC is grateful for the participation and commitment of these groups to the work of the Pacific Development Team and the progress of the UC Pasifika Strategies.

PDT Recognised as an effective Service provider

(U-Count)

The 2018 U-Count survey (Student views on service delivery) has continued to highlight high levels of student satisfaction (highest level of all service units) with the services PDT deliver to students that engage with the team. The Dec 2016 Count survey found that PDT builds a strong sense

of belonging for 80% of Pasifika students through creating a sense of community, ensuring students feel acknowledged and accepted, and providing a place of cultural connection and safety.

Challenges and Opportunities

Attrition reports

The attrition report undertaken last year found, that the earlier First year Pasifika students connected with other Pasifika students – through PDT events at the beginning of the year, such as the Get Fresh orientation programme, are more likely to feel connected and quickly develop a sense of belonging. More proactive strategies are needed to ensure we promote and attract more Pasifika student's families and community to these early events. We acknowledge that regular reporting and analysis on data will be helpful in identifying trends and patterns.

Academic Review

Too many Pasifika students (10-12%) often find themselves under academic review. Strategies to lift achievement levels are needed to be fore fronted within transition programmes. Too many students arrive at University ill prepared for University. This will need to include a broader but in-depth understanding of the issues at hand. A more targeted approach is currently being explored with some planned new initiatives being piloted over the next year. (E.g. Supplementary instruction, enhanced tutoring with potential high school applicants, increased involvement with community led programs and other initiatives).

Lower completion and qualification rates

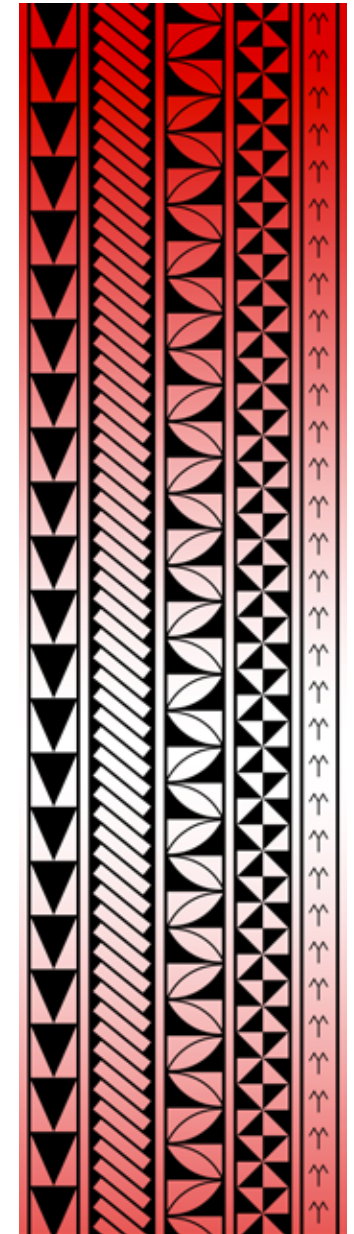
Course completion and qualification completion rates for Pasifika continue to be significantly lower when compared to others (see KPI 5 table) This is despite the encouraging and proactive work in UC's engagement with Pasifika via services UC deliver specifically for Pasifika. The issues are multifaceted and this challenge is felt by all universities throughout NZ, indicating a systemic underlying issue. This then will need to be addressed at a higher level by government policies and resourcing, as well as universities as a whole to improve these rates.

Prioritising key high impact interventions

UC will need to maintain its new initiatives within academic spaces such as opportunities to grow cultural responsiveness for staff with full day Pasifika PD workshops. Contextualizing content within degree papers and programs to meet the needs of Pasifika learners is increasingly in demand. This is currently being carried out by a newly created fixed term part-time position – Kaiārahi Pasifika (Academic Advisor) over four Colleges. With four Colleges to cover and an increased demand for Kaiārahi services, it is proposed that a continuing full time Kaiārahi Pasifika, or another .6 Kaiārahi Pasifika will be warranted.

Align Pasifika interventions with university-wide priorities

Collaboration is the fundamental way of making the best use of skills and resources within a number of other services available at UC. There is a need to leverage current opportunities to work within university wide priorities ensuring best practice and effective engagement is maintained. For example the 'Student First' project, the renewal of a more comprehensive 'International strategy' as well as a focus on 'First in family' will also capture the needs of Pasifika that fall into these categories. The current UNZ audit with the focus on enhancing Maori and Pasifika achievement will also provide opportunities and impetus to encourage these initiatives further.





Continuing the Journey 2019 onwards...

The 2019–2023 UC Pasifika Strategy builds on the aspirations of Pasifika peoples and their communities articulated in the 2014–2018 Pasifika Strategy.

We clearly identify the Pasifika values by way of a Samoan frame, which although ethnic specific, articulates common values prioritized by most Pacific cultures. These values guide our Pacific Development Teams thinking and delivery of programmes and service. We also seek to amplify the Pasifika student voice, leveraging their perspectives of what defines success for them.

Emerging from current local research, a self-review resource shaped in the form of a turtle highlights Pasifika Success Indicators (PSI's) and these PSI's will be used as a guide for strategic action points in the implementation plan.

This strategy proposes we actively improve transition programmes, maintain and enhance quality pastoral care for effective engagement with students, and to innovate and transform teaching and learning spaces, making them relevant and engaging for Pasifika students. Transforming academic experiences will include strategies to increase the capacity of Pasifika research led by Pasifika, increasing Pasifika academic staff and building leadership capacity of current Pasifika staff both within academic and general staff. Additionally having more Pasifika input into papers, courses and programmes, thereby contextualizing the content for Pasifika learners, will require a commitment from the University to resource these changes effectively. The outcome of these measures can only lead to increased numbers of Pasifika students experiencing a more positive student journey at UC and achieving success as Pasifika.

NOTE Action points in the current implementation plan, (see separate document), should not necessarily be seen as prescriptive or a 'tick box' exercise, but should be seen as suggested guides to progress the UC Pasifika Strategy 2019-2023 intent forward.

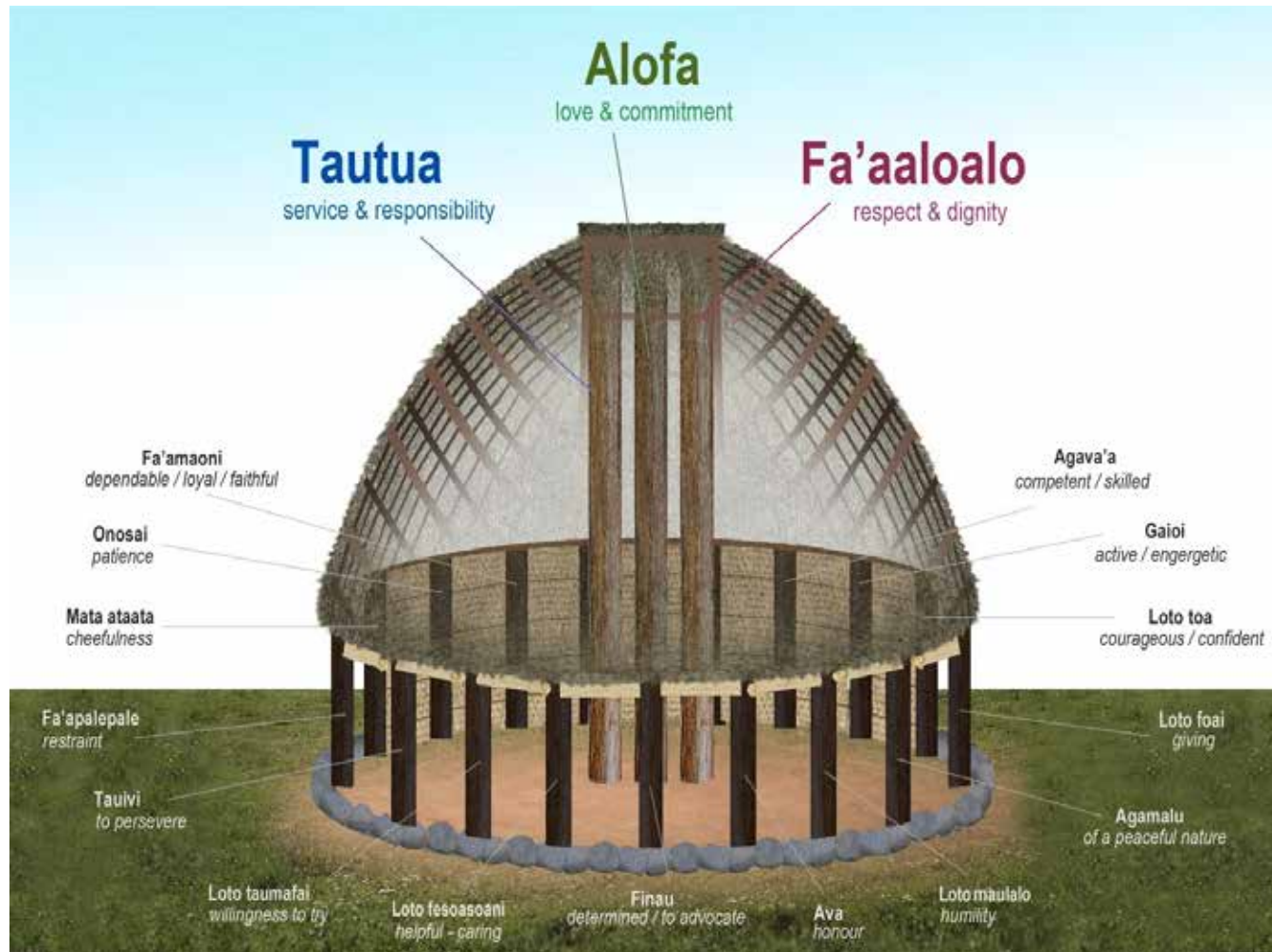
High-level position placeholders have been identified as responsible for the progress of identified action points negotiated as achievable action points within their area of influence. This is to ensure the UC Pasifika strategy is the responsibility of all.

'...collectivity, relationships, identity and togetherness are beneficial in enhancing the Pacific students' journey to success.'

Chu et al; 2013: 93

Our VALUES

Identified in the Fausiga o le Faletete frame



Alofa – Care for others
(Motive for why we do what we do)

Tautua – Service to others (Demonstrated action of the motive – alofa)

Fa'aaloalo – Respect (Method or approach used in the demonstrated action)

Encompassing these 3 main values is the notion of 'Teu le Va'. This cultural concept speaks to the centrality and significance of building and maintaining good relationships.

Luafutu-Simpson (2011:54)

The Strategic Intent



Improved Transitions



Maintain culturally responsive practice across campus



Active transformation of teaching and learning spaces



Achievement

Effective Engagement



Underpinned by Cultural Values



Informed by Pasifika Staff, Student and community



Evidenced by data and robust research

Three Strategic Goals

1. Improve Transitions

- 1.1 To review, enhance and extend outreach programmes to Pasifika High-school students.
- 1.2 To review enhance and extend orientation programme.
- 1.3 To review enhance and extend postgraduate capability.
- 1.4 To focus on specific learning needs of Pasifika students.
- 1.5 Collaborate with Careers to offer customised Pasifika career pathways.
- 1.6 Collaborate with appropriate UC staff to grow Pasifika academic capability and capacity.

2. Maintain quality culturally responsive practice

- 2.1 Collaborate with Colleges on improved 'Early Alert' systems.
- 2.2 Improve clear and consistent data collection.
- 2.3 Increase proactive engagement with students.
- 2.4 Explore other online support for efficiencies.
- 2.5 Maintain and enhance tutoring and mentoring programs.
- 2.6 Maintain and enhance culturally responsive practice monitored by Kaiārahi (Pasifika).

3. Active transformation of teaching and learning spaces

- 3.1 Cultural contextualisation of teaching and learning.
- 3.2 Building capacity of non Pasifika staff through PD.
- 3.3 Build Pasifika research capacity.
- 3.4 Proactive recruitment, and support of Pasifika academic staff.
- 3.5 Build and continue to support Pasifika leadership.
- 3.6 Grow Pasifika presence.

Outcomes: Increased Achievement

- Increased Pasifika staff
- Increased research capability and capacity
- Increased sense of belonging
- Increased Pasifika student enrolments
- Increased retention rates
- Increased completion rates
- Increased qualification rates

Key Performance Indicators

KPI 1: Increase Domestic Pasifika student enrolments

Priority Learner Group – Domestic Pasifika ¹		Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Impact	Input commitments	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
An increase in Pasifika Domestic student EFTS	Total full-time equivalent students	285	304	336	357	379	412	443	474		
	Percentage of all Domestic EFTS	2.6%	2.7%	3.0%	3.1%	3.10%	3.20%	3.30%	3.40%		

KPI 2: Increase first-year Domestic Pasifika student enrolments

Pacific pathways ²		Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Impact	Input commitments	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Enhanced Pacific pathways into tertiary study	First-year Pacific enrolments as a proportion of first-year domestic enrolments in first year of tertiary study. ³	2.0%	1.7%	1.9%	2.4%	2.40%	2.40%	2.50%	2.60%		
	First-year Pacific enrolments as a proportion of first-year domestic enrolments	2.6%	2.7%	3.0%	3.2%	3.20%	3.20%	3.30%	3.40%		
	First-year domestic undergraduate Pasifika EFTS ⁴	86	85	100	118	154	158	164	173		

KPI 3: Increase Domestic Pasifika Graduate student enrolments

Graduate Qualification enrolments ⁵		Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Impact	Input commitments	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Increased graduate enrolments on the part of key priority learner groups	Graduate EFTS	37	38	39	34	34	37	40	43		

KPI 4: Increase International Pasifika student enrolments

International (Full Fee) Participation		Actual	Actual	Actual	Actual	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
Impact	Input commitments	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
An Increase in Pasifika international enrolments	Pasifika Full fee enrolments	76	62	48	35	35	40	45	50		

¹ The actuals are based on Domestic enrolments as at 31st of December and may differ slightly to the SDR enrolments subsequently submitted.

² First year is defined as a student's first enrolled year at UC for undergraduates or first year in a qualification for graduates

³ First year Tertiary is self-declared field by the student, UC does not forecast this field so the dominator is UC's New to UC definition

⁴ Undergraduate is defined by the level of the Qualification

⁵ Graduate Qualification is the level of the qualification. Qualification Award code 21 (GradDips) has been included in the level

⁶ Last two years not forecasted. A planned UC Pasifika Strategy review Nov 2020 will assess progress and set targets for the last two years with more accuracy.

KPI 5: Improve the educational performance of priority learner groups

Education Performance Indicators (EPis)

		2015	2016	2017	2018	2019	2020	2021
Course Completion	UC Pacific completion rates	72%	71%	71%	72%	74%	77%	80%
	UC Non Maori, Non Pasifika	87%	87%	87%	87%	87%	87%	88%
	National Pasifika Average	71%	72%	72%	72%	n/a	n/a	n/a
Qualification completion	UC Pacific completion rates	34%	47%	47%	47%	48%	48%	50%
	UC Non Maori, Non Pasifika	60%	66%	66%	67%	68%	68%	69%
	National Pasifika Average	42%	45%	48%	48%	n/a	n/a	n/a
First year Retention	UC Pacific retention rates	75%	78%	69%	73%	75%	78%	79%
	UC Non Maori, Non Pasifika	76%	78%	77%	78%	79%	80%	81%
	National Pasifika Average	69%	71%	73%	71%	n/a	n/a	n/a

KPI 6: Increase Pasifika staff numbers

Equity & Diversity

Pasifika Staff (Annualised FTEs)		DEC-13	DEC-14	DEC-15	DEC-16	DEC-17	JUL-18	Dec 19	Dec 20	Dec 21	Dec 22	Dec23
Pasifika Academic FTE	Continuing	3.0	2.1	2.0	2.0	2.0	2.6	3	3	3.5		
	Temporary	1.2	1.2	1.1	1.2	1.1	1.2	1.2	1.5	1.5		
	Total	4.2	3.3	3.1	3.2	3.2	3.8	4.2	4.5	5		
<i>Pasifika % of all UC academic staff</i>		0.57%	0.45%	0.44%	0.45%	0.42%	0.50%	0.53	0.54%	0.59%		
Pasifika General & Technical FTE	Continuing	12.2	12.0	13.8	14.7	15.6	16.7	17.7	18.7	18.7		
	Temporary	4.1	4.2	4.1	5.0	6.0	4.6	6	6	6.3		
	Total	16.3	16.2	17.9	19.7	21.6	21.3	23.7	24.7	25		
<i>Pasifika % of all UC general & technical staff</i>		1.40%	1.40%	1.55%	1.69%	1.85%	1.85%	2.10%	2.17%	2.16%		
Pasifika Total FTE	Continuing	15.2	14.1	15.8	16.7	17.6	19.3	20.7	21.7	22.2		
	Temporary	5.3	5.4	5.2	6.3	7.2	5.8	7.2	7.5	7.8		
	Total	20.5	19.5	21.0	22.9	24.8	25.1	27.9	28.2	30		
<i>Pasifika % of all UC staff</i>		1.07%	1.03%	1.13%	1.22%	1.29%	1.32%	1.45%	1.43%	1.49%		

KPI 7: Increase UC staff attending Pasifika Professional Development Workshops

Impact	Input commitments	Actual 2017	Target 2018	Target 2019	Target 2020	Target 2021	Target 2022	Target 2023
An increase in UC staff growing cultural responsiveness through participating in these workshops	UC staff numbers	35	50	70	80	90		
	TOTAL UC staff attending Pasifika PD	35	85	155	235	325		

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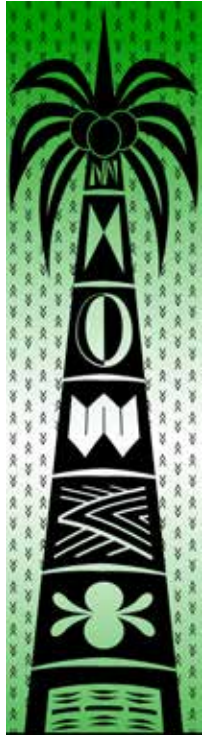
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ACRONYMS	Full title	Acronyms	Full title
VC	Vice Chancellor	PPAC (External)	Pacific Peoples Advisory Committee
DVC	Deputy Vice Chancellor	PaSAG (Internal)	Pasifika Strategy Advisory Group
AVC	Assistant Vice Chancellor	PDT	Pacific Development Team
PVC	Pro Vice Chancellor	UCMEXL	Pasifika Outreach programme to High schools
SSAC	Student Services and Communication Unit	MPP	Ministry of Pacific Peoples

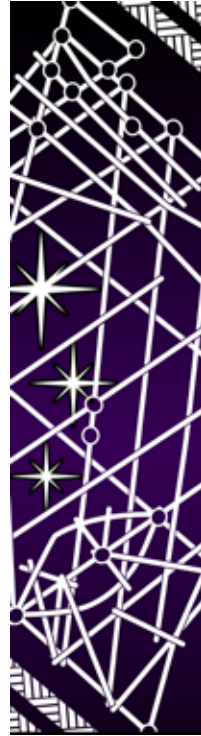
The seven Pacific Flags depicting our Pacific journey



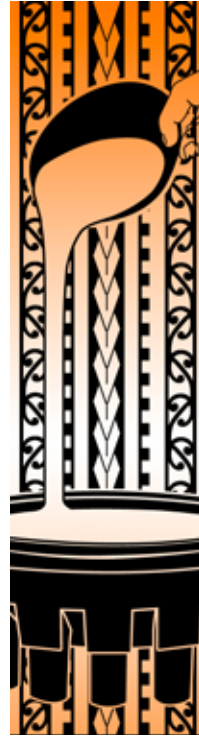
From lush green Islands, our ancestors ventured forth to seek out new lands, and new opportunities.



They sailed on vaka, traversing the vast Moana nui a kiwa- Pacific Ocean, trading, conquering, being conquered, inter married and visited kin.



Master mariners they navigated by stick maps and stars some travelled further still and reached the land of the long white cloud.



More recent arrivals were welcomed under immigration policies which changed with capricious political needs and at the fancy of NZ governments. Families in turn welcomed others.



Pacific families started to settle in Christchurch in greater numbers after World War 2. The first Pacific church was established in the early 1960's, not too far from Cathedral square.



Pacific students began to increase in numbers at UC by the 1980's and Pasifika leaders requested that UC address the needs of Pasifika students more explicitly. First Pacific Liaison person appointed in 2001.



We have seen an increase of Pasifika students from 301 Efts in 2010 to 469 Efts in 2018. The headcount topping 500 for the first time.

Contact

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