

CURRICULUM VITAE

Professor Airini

**Provost and Vice President Academic
University of Saskatchewan
Saskatchewan, Canada**

Citizenships: Canada and New Zealand

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ACADEMIC QUALIFICATIONS

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|------------|---|
| 1981-85 | B.A., University of Canterbury, Christchurch, New Zealand. |
| 1985-86 | Dip. Tchg, Christchurch College of Education, New Zealand |
| 1989-90 | M.Ed. (Distinction), University of Canterbury, Christchurch, New Zealand |
| 1994-1997 | PhD - Curriculum and Instruction, University of British Columbia, Vancouver, BC, Canada |
| 2000- 2002 | MBA - Massey University, Palmerston North, New Zealand |
| 2011-2012 | Te Ara Reo (Māori Language), Level 4 Certificate – Te Wānanga o Aotearoa, New Zealand |

Titles of Theses Presented

- | | |
|------|---|
| 1997 | <i>Dreams of woken souls: The relationship between culture and curriculum.</i> Unpublished doctoral thesis. University of British Columbia. |
| 2002 | <i>Ua soona mitamita le manu o le tava'e o ona fulu: Pasifika management perspectives on strategy implementation in education and health.</i> Unpublished dissertation. Master of Business Administration. Massey University. |

ADMINISTRATIVE LEADERSHIP AND EMPLOYMENT EXPERIENCE

Prof Airini has more than 20 years of experience in senior academic administration. She has been at two world-class universities internationally (University of Auckland (ranked in the top 1% of universities globally); and the University of Canterbury (ranked in the top 1-2% of universities globally), both proudly defined by their stature in working with their local regions and commitment to social and health equity, Indigenous advancement, innovation, and economic diversification in their communities. A PhD graduate of the University of British Columbia, Prof Airini returned to Canada following international leadership roles, in pursuit of innovation in Higher Education teaching, equity, and sustainability. Her third university (Thompson Rivers University) was a leader in online learning (half of all 30,000 students are off-campus learners), and the world's first comprehensive university to be awarded the sustainability rank of Platinum Stars. Prof Airini commenced as Provost and Vice President Academic at her fourth university, the research-intensive medical university of the University of Saskatchewan in February 2021.

University Administrative Leadership Experience

- 2021- present Provost and Vice President Academic, [University of Saskatchewan](#), Canada.
- USask is one of the top research-intensive, medical doctoral universities in Canada, and is home to world-leading teaching and research in areas of global importance, such as agriculture, energy and mineral resources, Indigenous peoples, synchrotron sciences, and health solutions at the animal-human-environment interface, and water security: 25,700 students, \$1 billion annual budget.
 - The role provides institution-level leadership for the university's academic strategy, budgetary, and planning processes. The role also involves overseeing USask's academic programs and support functions, resource allocation alignment, and people leadership. This includes a diverse academic community of deans and executive directors of 17 colleges and schools, 60 Department Heads, 1,000 faculty members, and professional and administrative staff in the colleges and reporting units across the University.
- 2014 - 2021 Dean, Faculty of Education and Social Work (EDSW), [Thompson Rivers University](#), British Columbia, Canada. Renewed in 2019 for a further 5-year term.
- Celebrating its 50th anniversary in 2020, and beginning from a College history, TRU was established as a university in 2005. TRU is a member of [Research Universities Council of British Columbia](#) and delivers as both research- and teaching-intensive. About 30,000 students study at TRU's campuses in Kamloops and Williams Lake, and through Open Learning. 200 programs. 2000+ faculty, support staff and administration.
- 2008-2013 Head of School, Critical Studies in Education, Faculty of Education, [The University of Auckland](#), New Zealand.
- A Medical/Doctoral university, The University of Auckland is ranked within the top 100 of the QS World University Rankings (81st equal in 2020). First for Higher Education University Impact (Times Higher Education World University Rankings). In 2014 UoA rose to rank #23 for Education (QS World University Rankings) and is currently 27th in the world. Approx. 33,805 fulltime equivalent students and 5,556 fulltime equivalent academic and professional staff.
- 2004 - 2007 Associate Dean, Equity, Faculty of Education, The University of Auckland.
- 2001-2004 General Manager, Pasifika Development, Auckland College of Education: Academic leader of up to 32 staff delivering Indigenous (Pacific)-focused courses and support.

Experience as an Academic

- 2021-present Professor of Education, College of Education, University of Saskatchewan.
- 2014-2021 Professor of Education, Thompson Rivers University.
- 2014 Associate Professor, School of Critical Studies in Education (CRSTIE), Faculty of Education, The University of Auckland.
- 2008-2013 Principal Lecturer, CRSTIE, Faculty of Education, The University of Auckland.
- 2004 - 2007 Principal Lecturer, School of Teaching, Learning and Development, Faculty of Education, The University of Auckland.
- 1997-1999 Lecturer (fulltime), Christchurch College of Education, Christchurch, New Zealand.
- 1998- 1999 Lecturer (part-time), University of Canterbury, Christchurch: 'Imperialism and Māori education: Pākeha perspectives' lecture series, Education Department.
- 1994-1995 Research Assistant: Centre for the Study of Curriculum and Instruction, Faculty of Education, University of British Columbia (UBC), Vancouver, Canada.
- 1992-1994 Lecturer (fulltime), Christchurch College of Education, Christchurch: Social Studies curriculum, Education Curriculum Centre, Professional Studies.
- 1990-1991 Lecturer (part-time), University of Canterbury, Christchurch: Fundamentalism in Christianity lecture series, Religious Studies Department.

Experience in Government Leadership (see also Consultancies, below)

- 2011-2012 Principal Advisor, Pasifika, Tertiary Education Commission (Dec 2011- July 2012)
- 2004-2005 Project Director (part-time), Cook Islands Ministry of Education 15-Year Education Strategy (2006-2020) development. Government budget value: \$98.2 million. Created the first fully-costed suite of policies for all levels of education: early years, elementary, secondary, and post-secondary. Outcomes include the establishment of the first Early Childhood Education centres, Indigenous language learning in schools, and employment focused studies in post-secondary education.
- Project Director (part-time), review of Tonga Teacher Education (2005-2015). Government budget value: \$8 million.
- 2000-2001 Senior Policy Analyst (fulltime), New Zealand Ministry of Education: Secured inter-agency & Cabinet support for education initiatives to the value of \$60 million, predominantly in literacy and numeracy education, achievement by all, and curriculum (particularly The Arts). She secured government support for policy initiatives including national distribution of \$16 million per annum of Reading Recovery expertise with six-year-olds (1,500 staff, 13,500 students, 1,500 schools); the creation of the first ever national network of Resource Teachers: Literacy (RTLit) to provide specialised literacy assistance to learners in years 1 to 8 (5-13 year olds) who are experiencing difficulties with literacy learning; and the establishment of culturally relevant literacy expertise in Māori medium education (Resource Teachers: Literacy (Māori)). Key literacy goal: That every child should be able to read, write and do maths for success by age 9.

Other Education Experience

- 1996 Substitute teacher (Art), Breens Road Intermediate School, Christchurch, New Zealand.
- 1995 Outdoor education instructor (part-time):
- Paparoa Men's Prison Group, Rolleston, New Zealand.
 - Women's Prison Group, Department of Justice, Canterbury, New Zealand.
- 1987-1991 Teacher (fulltime), Manning Intermediate School, Christchurch: Taught all elementary curriculum areas with students aged 10-12 years old.

AWARDS AND DISTINCTIONS

- 2019 Teaching: Canada's premier national teaching excellence awards: *The Allan Blizzard Collaborative Teaching Award* (2019) for the Knowledge Makers Indigenous Research Mentoring program. Awarded every two years by the Society for Teaching and Learning in Higher Education.
- 2019 Leadership: Indigenous Women in Leadership, Outstanding Alumni recognition, UBC.
- 2014 Research: Fulbright Senior Scholar Award: How to convert higher education policy into better results for underserved students. Howard University, Washington DC, USA.
- 2013 Teaching: Commendation for Excellence in Teaching, Faculty of Education, The University of Auckland.
- 2013 Research: Invited Visiting Scholar, University of Victoria, Melbourne, Australia, Institute for Education, Diversity and Lifelong Learning.
- 2012 Research: New Zealand Association of Research in Education National Award: Group Research (<http://www.nzare.org.nz/awards/citations/2012-group-award-citation.pdf>). Interdisciplinary research focus: *How university teaching helps/hinders Indigenous student success*.
- 2011 Leadership: Selected participant: Inaugural Pacific Senior Manager Leadership Development programme (Ministry of Pacific Island Affairs, and State Services Commission).
- 2010 Equity/ Research: Excellence in Equity Award, The University of Auckland: Outstanding achievements in supporting the organisation's equity objectives, and innovation in implementing equity. Awarded every two years.
- 2007 Equity/ Research: Excellence in Equal Opportunities Award Special Commendation. The University of Auckland.
- 2007 Leadership: New Zealand Women in Leadership Award. New Zealand Vice-Chancellors' Committee.
- 2006 Research: Pasifika Excellence Award: Research in Education. The University of Auckland, Faculty of Education.
- 1995-1997 Research: Social Science and Humanities Research Council Award, Canada (full fees & bursary scholarship for PhD studies at UBC).
- 1996-1997 Research: Selected member of Green College, a centre for interdisciplinary scholarship and graduate education at the University of British Columbia; for academic distinction.
- 1993 Research: Invited Visiting Scholar, Växjö University, Department of Teacher Education, Växjö, Sweden: Global education lecture series; Quality Teacher Education lecture series.
- 1993-94 Research: Visiting Lecturer, Sonoda Gakuen College, Japan, at Christchurch College of Education, Christchurch.

HONORARY ACADEMIC APPOINTMENTS

- 2017-2020 Adjunct Professor, Auckland University of Technology, Auckland, New Zealand**
- Honorary appointment to Te Ara Poutama (Māori and Indigenous Studies) and the Office of Pacific Advancement (<http://www.aut.ac.nz>).
 - AUT is in the top 1% of universities worldwide, 23rd in the world for social and economic impact, and 27th for International Outlook (Times Higher Education World University rankings, 2020). In 2017, Times Higher Education ranked AUT as one of the world's top 150 young universities.
- 2014-2016 Adjunct Professor, Auckland University of Technology, Auckland, New Zealand**
- Honorary appointment to the Centre for Person Centred Research, Faculty of Health and Environmental Sciences (<http://www.pcrc.aut.ac.nz>).
- 2013-present Adjunct Professor, Victoria University, Melbourne, Australia**
- Honorary appointment to the Victoria Institute (<http://www.vu.edu.au>).

INTERNATIONAL CONSULTANCIES

- 2015-2018** **New Zealand Performance Based Research Fund Chair: Pacific Research Panel**
- Appointed as the Chair for New Zealand's first ever Pacific Research Panel, focused on quality Indigenous (Pacific) research. The Performance Based Research Fund (PBRF) assigns \$240 million per annum (as at 2018/19) in research grants to universities and other research institutions, based on an audit of researchers using criteria from the PBRF Disciplinary Panels. The PBRF is the largest single source of research funding for the New Zealand tertiary education sector. Established Panel, recruited interdisciplinary Panel members, created definition of Pacific research and quality indicators for Pacific research across disciplines, and ensured quality assurance measures applied consistently.
- 2011-2012** **Principal Advisor, Pasifika, Tertiary Education Commission (Dec 2011- July 2012)**
- Government agency responsible for post-secondary education across New Zealand. The TEC is focused on the economic productivity of New Zealand by supporting tertiary education and managing the Government's investment in the sector. I played a key leadership role in the establishment of the Government's new approach to tertiary investment (\$2.7 billion annually), setting the expectation that providers ensure that Indigenous Pasifika and Māori students participate and achieve at least on a par with other learners by 2018; led the establishment of New Zealand's first TEC *Pasifika Framework* to guide TEC decision-making and resourcing for better Pasifika outcomes; and wrote and led the approval for the tertiary education section of the Ministry of Education's *Pasifika Education Plan*.
 - Secondment (part-time) as New Zealand's lead advisor on Indigenous (Pacific) investment focused on lifting student outcomes in post-secondary education across New Zealand. First academic to be seconded to TEC as Principal Advisor.
- 2007-2009** **United Nations Educational, Scientific and Cultural Organisation: Advisor and editor**
- Consulting advisor and lead editor to UNESCO (Paris) on education resource materials on Indigenous navigation methods; for distribution across the Pacific region and globally: *The Canoe is the People: Indigenous navigation in the Pacific* (<https://en.unesco.org/links/transmission/canoe>).
- 2004-2005** **Pacific Consultancies Director, NZAID, Ministry of Foreign Affairs and Trade**
- Project Director (part-time), Cook Islands Ministry of Education: 15-Year Education Strategy (2006-2020) development. Government budget value: \$85.2 million.
 - Project Director (part-time), review of Tonga Teacher Education (2005-2015). Government budget value: \$7 million.

GOVERNANCE EXPERIENCE

- 2018-2020 Member, Canada Women Deans of Education: Initiated the Inaugural gathering of Canadian Women Deans of Education, co-sponsored by the Association of Canadian Deans of Education and Senior Women Academic Administrators of Canada.
- 2016-2020 Executive member of the Association of Canadian Deans of Education (2017-2020), Treasurer (Nov 2019-2020).
- 2015-present Member, Green College Advisory Board, University of British Columbia, Canada.
- 2015-present Member, Association of Canadian Deans of Education.
- 2014-present Member, Associations (4) of British Columbia and Canadian Deans: Education, Social Work, Human Services, and Developmental Education.
- 2012-2014 Member, National Council on the Employment of Women (New Zealand): Appointed by the Minister of Women's Affairs (confirmed by Cabinet). NACEW recommends to the Minister of Women's Affairs on employment of women matters. Sole Education specialist.
- 2010-2014 Member, Winston Churchill Memorial Trust Board (New Zealand): Appointed by the Governor-General. The Trust (\$2.5 million) was established as a living memorial to Sir Winston Churchill. The nine-person Trust Board's primary function is to allocate travelling Fellowships to help New Zealanders undertake investigative research projects overseas to benefit New Zealand in some way. Reports to NZ Department of Internal Affairs.

- 2010-2013 Member, Adult and Community Education Professional Development Advisory Board: This invited six-person Board provides governance in support of the \$1.1million professional development initiative. Reports to the NZ Tertiary Education Commission.
- 2007- 2012 Member, UNESCO New Zealand Education Sub-Commission: One of two academics appointed by the Minister of Education to this 8-person sub-commission.
- 2010-2013 Member, 7-person inaugural Tertiary-Secondary School Advisory Board, Manukau Institute of Technology; an innovative alternative approach to transitions from K-12.
- 2005-2010 Member, Best Pacific Training Institute Advisory Board: One of five Board members with responsibility for the quality assurance, and strategic vision of this former Private Training Establishment (three campuses in the Auckland region).
- 2005-2008 Member, Waitakere Pasifica Culture and Arts Trust, Auckland: A member of the five-person Trust Board (with up to eight associate members) to establish a \$10 million Pasifica culture and arts facility in West Auckland for Pasifica culture and arts.
- 2004-2006 Member, New Zealand Association for Research in Education. Elected national research council member. Included oversight of annual NZARE conference, NZJES, monthly education research magazine *Output* and development of education research in NZ.
- 2004-2007 Member, Reading Recovery: New Zealand Advisory Board.
- 2001 Member, National Education Monitoring Project (NEMP) Advisory Group. Literacy focus.

PROFESSIONAL DEVELOPMENT

- 2020 COVID 19-0 related: Canadian Red Cross training: (a) Psychological First Aid: Caring for Others; and (b) Psychological First Aid: Self-Care.
- 2019 Transforming Digital Learning, a FutureLearn MOOC, Deakin University, Australia.
- 2018 Sauder School of Business, UBC, Executive education courses (2).
Senior University Administrators Course, Centre for Higher Education Research and Development, University of Manitoba (June 2018).
- 2014-present Secwépemcstín learning (language of the First People whose unceded lands host TRU).
- 2014 Certificate, University of Arizona. *Rebuilding Native Nations: Strategies for governance and development*.
- 2012 Certificate, The World Bank Institute, The World Bank, Washington DC, USA. Economics of Education for Policymakers, Part 1.

COMMUNITY SERVICE

- 2017-2021 PIT Stop Meals Program volunteer. Preparing meals to guests, including seniors, youth, and families, many being marginalized or street entrenched community members; reducing the impacts of poverty by providing food and support in a caring and safe environment.
- 2014-17 Special Olympics BC Winter Games (Kamloops) volunteer; BC Masters Winter Games (Kamloops) volunteer; and Special Olympics BC Summer Games (Kamloops) volunteer.
- Previous* Prisoner Rehabilitation - Volunteer visitor; Community Choir – volunteer group for those in Eldercare; native forestry rehabilitation – volunteer planter; Kayak instructor (Whitewater, Sea); umpire/volunteer/mentor in Softball, Field Hockey, Canoe Polo, and mountain hiking.

SPORTS DISTINCTIONS

National representative in sports (New Zealand): Softball, Canoe Polo.

Marathons: NZ: Christchurch City Road Marathon 42km; [Kepler Challenge](#) 60km mountain run.

Multisport: [Coast to Coast](#) - New Zealand's iconic multisport event. Bike, white-water kayak & trail run from the west to the east coasts of the South Island (243km). 5th place.

Kayak: (a) Single-kayak crossing of Cook Strait, one of the most dangerous and unpredictable waters in the world, between the North and South Islands, New Zealand; (b) Selected for *The Yukon 1000*, the world's longest kayak race in July 2021 (total of 40 selected).

INDIGENOUS ENGAGEMENT, RECONCILIATION, AND STUDENT SUCCESS

Note: This section includes examples from throughout this CV

LEADERSHIP: Indigenous focus examples

Thompson Rivers University

- 2019-2020 Established Indigenous wellness research centre: *All My Relations* Research Centre ([here](#)). Increased facility to 14 offices (up from seven), with Elders Lounge, and Research Assistants (6) (\$260,000).
- 2017/18-2021/22 Director: *Coyote Brings Food from the Upper World* project: Conceptualised and leading the first pan-TRU project focused on lifting Indigenous outcomes: 10 results in the three areas of lifting Indigenous student participation, retention, and achievement. Includes all 9 Faculties, TRU World, Open Learning and TRU Library. Grant: \$1.04 million over 5 years. See [here](#).
- 2017/18-present Co-Coordinator: Secwépemc Scholars: Inaugural event (November 2019) that brought together Secwépemc PhD and Masters holders for the first time – to honour achievements and to lead the development and launch (March 2021) of the first Secwépemc Research Ethics Guidelines for use by TRU and all researchers.
- 2016-present Co-Director: Knowledge Makers program (2016-present) – National award winning 4-month interdisciplinary program that increases Indigenous students' understanding of Indigenous research and their publications as Indigenous researchers. \$40,000 annually. See [here](#). Outcomes since 2015 include:
- Indigenous students from more than 30 First Nations across Canada, have completed Indigenous interdisciplinary research mentoring and published their first reviewed journal article.
 - 64 Knowledge Makers Journal published articles.
 - Knowledge Makers alumni include: Two national scholarships winners, SSHRC research grant (\$50,000), 15 research assistants, six graduate research scholarships, four continued to masters, one international internship, two post-baccalaureate studies, one awarded a mainstream undergraduate research grant (TRU), and two presented at the International Indigenous Research Conference (November 2018); as of 2020.
 - Knowledge Makers Indigenous researcher mentoring circles established at undergraduate, graduate and doctoral level.
 - Knowledge Makers five-nation international mobility network: Canada, United States, Mexico, New Zealand and Australia.
- 2016-present Leader: Established Indigenous Advancement Committee as standing committee of Faculty Council, Faculty of Education and Social Work, TRU.
- 2015-16 Leader: Aboriginal ACCESS initiative– secured TRU funding to support in-community academic literacy program for Aboriginal students transitioning to university studies.
- 2015-16 Leader: First Nations Language and Community Engagement (2015-2016): \$10,000 grant from the Ministry of Advanced Education to engage with First Nation communities in support of student success and First Nation language acquisition.
- 2014-15 Leader: 20 TRU-funded Aboriginal study awards (\$10,000) in support of First Nation language education.
- 2014-present Lead: Secured Canada Research Chair (Tier II) funding to appoint world's first Chair in Indigenising Higher Education.

British Columbia

- 2019 Leader, secured Ministry of Advanced Education \$495,000 grant for Indigenous and Adult Special Education projects (Faculty of Education and Social Work).

- 2019 Co-proposer, secured Ministry of Advanced Education \$200,000 grant for Indigenous TRC Call to Action #62 project to educate teachers across BC on how to integrate Indigenous knowledge and teaching methods into classrooms. (Association of British Columbia Deans of Education).
- 2017-present Co-designer, Ministry of Education Equity Action Project (Indigenous Education): In response to TRC Call to Action #10, to close education achievement gaps within one generation, for all Indigenous students (K-12) in BC. Pan-BC project piloted with seven school districts, now increased to more than 50 % of all Indigenous students in K-12 public schooling. Projected to close gaps within 2-5 years, not generation period of 25-30 years.

International

- 2015-2018 Indigenous research: Inaugural Chair of the first ever Pacific Research Panel of the New Zealand Performance Based Research Fund (PBRF). The PBRF assigns \$240 million per annum (as at 2018/19) in research grants to universities and other research institutions, based upon an audit of researchers using criteria from the PBRF Disciplinary Panels. PBRF is the largest single source of research funding for the New Zealand tertiary education sector.
- 2011-2012 Government relations: Principal Advisor, Pasifika, Tertiary Education Commission (Dec 2011- July 2012). Reassigned national post-secondary education budget (\$2.7 billion annually) to ensure institutions deliver parity in participation and achievement at all levels by Indigenous Māori and Pacific students.
- 2007-2009 Indigenous curriculum: Advisor and editor to UNESCO for education resource materials on indigenous navigation methods; for distribution across the Pacific region and globally.
- 2004-2005 International Consultancies Director, NZAID, Ministry of Foreign Affairs and Trade.
- Project Director (part-time), Cook Islands nation-wide 15-Year Education Strategy (2006-2020) development. Government budget value: \$98.2 million.
 - Project Director (part-time), review of Tonga Teacher Education (2005-2015). Government budget value: NZ\$8 million.

TEACHING: Indigenous-focus examples

Thompson Rivers University

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc people.

In addition to non-Indigenous-specific teaching, examples of teaching include:

- 2019 Lead: Development of Indigenous Languages degree (Bachelor in Indigenous Language) in response to TRC Call to Action #16.
- 2018-present Lead: Expanded MEd electives to include six Indigenous-specific courses (2018-present)
- 2015-present Lead: Indigenous language courses scheduled (2 languages).
- 2014-present Lead: Secwépemcstin classes offered free for TRU faculty, staff and families, hosted by EDSW (2014-2019).

Results include:

- Indigenous enrolments have grown from 2014 to 18% of EDSW enrolments (10% of TRU enrolments) by 2017/18, and exceeding the regional demographic of 12.9% Indigenous.
- Indigenous success: 18% of Full Time Equivalent students were Indigenous (FY 2017/18). 20% of EDSW credentials awarded in 2017/18 were to indigenous learners.
- Indigenous teaching and research faculty (2017/18): 12.5% of EDSW faculty (4.7% of TRU faculty). The Faculty of Education and Social Work is the academic home for three Indigenous full Professors, and 20 Indigenous faculty in total (2018/19).
- Two Indigenous languages are taught at three levels, offered on main campus and regionally, across three semesters each year (2018-present).
- Average of 18 and 20 enrolments in Secwépemcstin courses (2015-2020). This is noteworthy as there are less than 200 fluent speakers of Secwépemcstin.

The University of Auckland

New Indigenous (Pacific) - focused qualifications (3)

- 2007: BEd(Tchg) ECE-Pasifika specialisation.
- 2004: GradDip Pasifika Bilingual Education.
- 2004: GradDip Pasifika Languages Education.

Improved Indigenous (Pacific) student outcomes:

2004-2007 Led/co-developed successful external funding applications for over \$10.4 million research, development and international consultancies to support education success in Pasifika and indigenous communities.

2002-2005 Achieved 22% increase in Pasifika participation. Pasifika Effective Full Time Students made up over 17% of total fulltime students by 2005.

2001-present Establishment of Pasifika Academic Success Services.

RESEARCH: Indigenous-focus summary

2002-present \$21.3m in research grants for Indigenous research (Canada and international), as Principal or Co-Investigator.

2002-present Authored more than 70 reviewed publications in Indigenous research.

2009-present Supervised 11 theses (PhD-Bachelors) by Indigenous students.

AWARDS: Indigenous-focus examples

2019 Teaching: National teaching excellence award (Canada): *The Alan Blizzard Collaborative Teaching Award* (2019) for the Knowledge Makers Indigenous Research Mentoring program ([here](#)). Awarded every two years by the Society for Teaching and Learning in Higher Education.

2019 Leadership: Indigenous Women in Leadership, Outstanding Alumni recognition, UBC.

2012 Research: New Zealand Association of Research in Education Award: Group Research ([here](#)): *What university teaching practices help or hinder Indigenous (Māori and Pasifika) student success*.

2010 Equity/ Research: Excellence in Equity Award, The University of Auckland: Outstanding achievements in supporting the organisation's equity objectives, and innovation in implementing equity. Awarded every two years.

2007 Equity/ Research: Excellence in Equal Opportunities Award Special Commendation. The University of Auckland.

2006 Research: Pasifika Excellence Award: Research in Education. The University of Auckland, Faculty of Education.

ADMINISTRATIVE AND STRATEGIC LEADERSHIP: Thompson Rivers University, BC, Canada

Responsibilities as Dean, Faculty of Education and Social Work (2014-present)

- Scope: Approx. 12,000 enrolments at undergraduate and graduate levels in interdisciplinary cluster of Education, ESL, Social Work and Human Services, and University and Employment Preparation.
- Budget: Annual budget approximately \$11 million.
- Financial management: Balanced budgets in each fiscal year 2014/15-2019/20.
- Grants (2015-present): \$2.45 million in donor grants; \$3.65 million in external grants for teaching.
- Strategy: 5-year Strategic Academic Plan (2017-2022) approved September 2017.

The Dean of Education and Social Work at Thompson Rivers University is responsible for all aspects of administration of the Faculty of Education and Social Work. The Faculty comprises approximately 120 faculty (full- and part-time), and up to 12,000 enrolments annually. It is composed of four departments/schools, one Research Centre, one endowed Research Chair, one Canada Research Chair, one community education centre, four academic support services centres, along with Student Support Services. Delivery is via two campuses, regionally, plus through online/blended modes. The Dean reports to the Vice-President Academic and Provost, chairs Faculty and Senate committees, and is a voting member of Senate and selected Senate Standing Committees. The Dean articulates an informed vision of higher education and the Faculty and communicates this vision widely and effectively—to the internal Faculty community (students, faculty, staff, and alumni), to government and community agencies, to research funding agencies and potential patrons, and to the general public. In leading, service and advocacy, the Dean serves on a number of committees and boards, some of which are outlined below.

Service

Thompson Rivers University Administrative Responsibilities

University Committees

2020-present	Member, Faculty Consultative Committee: Leadership of TRU and TRUFA meet regularly in support of positive industrial relations. Outcomes include COVID-specific LOUs.
2019-2020	Member, Collective Bargaining: Selected member of TRU team for the bargaining round (2018-19) with TRU Open Learning Faculty Association, which delivers 17,000 enrolments (approximately 50 per cent of TRU's enrolments).
2019	Member, University Taskforce on Equity, Diversity and Inclusion (EDI) for Faculty Recruitment. This special-project committee created the first policy statement for EDI at TRU, with particular attention to research and EDI.
2018-present	Co-Chair, Senate Student Success Committee: Advises Senate on matters related to student support, services, and success. Co-Chair with TRU Student Union representatives. Prof Airini initiated the co-chairing model, which is the first time that any Senate Committee has had students in a Chair role.
2018	Member, <i>Collective Agreement: Workload Allocation Working Party</i> : One of three Deans to work with the TRU Faculty Association to describe pan-University processes for workload allocation (LOU#33 of the TRU-TRUFA CA).
2018-2020	Member, TRU Digital Strategy Taskforce: to actively leverage digital capabilities in support of the university's teaching, research, and service missions.
2016-present	Member, Planning Council of Open Learning: TRU has a tri-cameral governance structure (TRU Board, Senate, Open Learning). PCOL has legislated responsibilities for directing the affairs of the Open Learning Division and setting policies in accordance with the Thompson Rivers University Act.
2016-19	Member, TRU Degree Works Steering Committee: Design and implementation of a comprehensive digitised academic advising, transfer articulation, and degree audit solution to help students graduate on time.
2016-17	Member, Williams Lake Taskforce: Four-member team responsible for enhanced curriculum, teaching, services and systems for regional delivery through TRU-Williams Lake; with a particular focus on serving indigenous and rural communities.
2015	Member, Centre for Innovation in Teaching and Learning Strategic Plan Taskforce: Responsible for outcomes-focused plan for leading high-quality teaching across TRU.
2015-19	Member, Executive Selection Committees (5): Vice President Academic and Provost, TRU-Williams Lake Assoc Dean Search Committee, Assoc Dean, School of Nursing, Dean, School of Trades and Technology, Assoc Vice President Research and Graduate Studies.
2014-present	Member, TRU Leadership: President's Leadership Group, Provost's Council, Council of Deans.

- 2014-present Member, Senate and Senate Committees:
- Teaching and Learning Committee.
 - Academic Programs Committee – Highlights: Introduction of Master of Nursing, BEd streams in Trades and Technology, and in STEM; and course evaluations implementation plan ('Each course evaluated each time').
 - Budget Committee of Senate – Highlights: Implementation of new budget model (moving from historic to activity-based funding); implementation of the inaugural Strategic Initiatives Fund (SIF) (2015-present: approx. \$2 million per annum for projects; contributing to TRU strategic goals). Acting Deputy Chair (2017).
 - Education Planning Committee.
 - Senate Research Committee – Highlights: TRU Strategic Research Strategy (2015-2019); design and allocation of university research awards for undergraduate research.
 - Senate Tenure, Promotion and Academic Standards Committee.
 - Senate Graduate Studies Committee.
 - Senate International Education Committee.

Faculty Committees

- 2017-present Chair, Dean's Advisory Group: Health and Safety.
 2016, 2020 Chair, Associate Dean EDSW Selection Committee; 2020 Evaluation.
 2015-present Chair, Dean's Advisory Group: Finance.
 2015-17 Chair, Faculty Tenure and Promotion Committee.
 2015 Chair, Canada Research Chair (Tier II): Indigenising Higher Education.
 2014-present Chair, Faculty Leadership Team (14 members).

Key results

1. Enrolments

EDSW showed enrolment increases after a five-year decline (2015-2019) in overall enrolments:

Graduate

- 59% increase in enrolments between Summer 2018-Summer 2019.
- 47% increase in enrolments between Winter 2018-Winter 2019.
- 42% increase between Fall 2017-Fall 2018.
- 2017/18: Faculty with highest percentage of graduate enrolments.

Enrolments

- 2015/16-2017/18: 15% increase (second largest increase of all 9 Faculties).
- 2018/19: Student success: 90% successful completion.

Indigenous engagement

- 2018/19: Indigenous enrolments: 18% of EDSW enrolments.
- 2019/20: Indigenous teaching and research faculty: 12.5% of EDSW faculty (4.7% of TRU faculty).

International

- International enrolments (2017/18): 33 per cent of EDSW enrolments (16% of TRU enrolments).

Confirmed Enrolment Increases:

- Double BEd intake (Fall 2019).
- Double ECE intake (Fall 2019).

2. Academic Programming

2a. New Programs/Streams

- BEd (Science, Technology, Engineering, Mathematics): Commenced July 2018.
- BEd: Indigenous cohort stream: Fall 2019.
- BEd (Trades and Technology): Planned start date: Summer 2021.
- ECE Diploma: Early Childhood Assistants stream: Winter 2020.
- Education Skills and Training Certificate – Trades stream: Winter 2020.
- ESL: New ESL program (replacing 25 courses): Planned start date: Fall 2021.
- MSW: Planned start date: Fall 2022.

2b. New courses

Academic access

- English for Academic Purposes: Pre-Graduate (MBA) ESL (5 courses).
- University Preparation (5 courses).

- Employment Skills and Training (3 courses).

Human Services Diploma and Bachelor of Social Work (5 courses).

MEd: Generalist degree:

- MEd Open Learning delivery (19 courses available from 2015).
- Indigenous education electives (6 courses available from 2018).

Indigenisation of courses: ECE Dip, BEd, MEd, ESL, UEPrep, BSW, HUMS Dip.

2c. Academic Review

All EDSW Programs: Created first 7-year plan for regular academic program review (November 2017).
External Academic Reviews completed 2015-2019: BEd, ECE, Adult Special Education, BSW (Accreditation), TESL.

3. Research

3a. New Research Initiatives

- Established *All My Relations Research Centre* (July 2019) focused on Indigenous wellness.
- Secured funding for Canada Research Chair (Tier II): Indigenising Higher Education.

3b. Research Productivity (Academic Year 1 July 2014-20 June 2015):

- Ratio of Tripartite: Research Outputs: 1:2.5
- Ratio of Tripartite: Grants (total): 1: \$102,075
- Ratio of Tripartite: Grants (external): 1: \$98,173

4. Teaching

- 31 programs, 12,000 enrolments per year, across three semesters, six days a week, 8.30am-8.30pm, on-campus, online, regional delivery. 10% growth 2019-2020.
- Pan-TRU delivery of courses in service to other Faculties (52% of EDSW delivery).
- Significant Indigenous profile in Faculty: 12% of Full Time Equivalent students are Indigenous. 14% of EDSW credentials awarded in 2018/19 were to indigenous learners.
- Significant growth in EDSW graduate programming: 125% increase between Summers 2017-18, 47% overall increase 2015-2019.
- 78% increase in enrolments across the Faculty of Education and Social Work (Summers 2017-18)
- New programming includes BEd STEM, and suite of graduate courses (6) in Indigenous education
- Course evaluations: Implementation of every course being evaluated every time of delivery.
- Participation and retention: To increase certainty for students' planning, EDSW is the first Faculty to create three-year delivery plans for graduate courses, First Nation languages, regional campus (EDSW-Williams Lake) and EDSW-Open Learning.

5. Indigenous Advancement

Increased Indigenous faculty recruitment to match, at least, the Indigenous regional demographic.

Increased indigenous curriculum:

- Indigenous languages education: Two languages at three levels, at two campuses. (2015-2020).
- Creation of Indigenous electives (6) in the MEd (2017-present).
- On-going review of all Faculty courses to ensure curriculum is responsive to Indigenous knowledge and peoples (2015-present).

Increased Indigenous student success (2014 - present)

- *Coyote Brings Food from the Upper World* project: 10 results in the three areas of Indigenous participation, retention, and completion (2017/18-2021/22). Includes all 9 Faculties, TRU World, Open Learning and TRU Library.
- *Knowledge Makers* program (2016-present): Increased Indigenous student research activity.
- Aboriginal ACCESS initiative (2015-2016) for successful transition to university.
- 20 TRU-funded Aboriginal study awards (\$10,000) in support of First Nation language education.

6. Student Success

2019-present: All My Relations Research Centre created with study space to support Indigenous students.

2018-present: Graduate Programs in Education (GraPE) Student Success Centre launched providing academic support services to GraPE students.

2017-present: English Language Learning Centre launched to provide English Language academic support services to ESL students.

- 2016-present: Peer Assisted UPrep Learning hub launched to provide academic support services to senior secondary school students and UPrep students.
- 2016-present: Knowledge Makers (Undergraduate, Masters) Indigenous researcher mentoring: Up to 14 \$1000 study awards annually across TRU; up to 5 Masters mentored annually.
- 2015-present: Increased from 33 to 52 EDSW Study Awards awarded to more than 80 students in support of student retention and success. Approximately \$90,000 total value.
- 2015-present: Approximately \$620,000 in Adult Upgrading Grants allocated annually to students meeting criteria for low-income adult basic education support.
- 2015 present: Creation of student peer mentoring spaces in two complexes at TRU campus: UEPrep Learning Space (Old Main building) and The Circle (AE Building).

Agreements: Examples

- 2020- *International:* TRU-Auckland University of Technology International PhD supervision agreement development. Confirmation in November 2020.
- 2020- *Institutional:* School District: TRU-School District No.73 (Kamloops-Thompson) Partnership Charter: Lead writer for TRU.
- 2015-present *Regional:* TRU-Chief Atahm (Secwépemcstin immersion schooling) language courses agreement.
- 2015-present *Annual:* TRU (EDSW) Cariboo Child Care ECE teacher education services agreement.

COVID 19-0: Strategic Leadership: Key Actions

- 1. Strategic Direction:**
 - Identification of first principles for decision-making.
 - Creation of communications plan, and timeline for Faculty.
- 2. Governance:**
 - Implementation of short-term operations structure, including EDSW Leadership team (academic) and support services.
 - Maintenance of ongoing governance, e.g. Faculty Council, Senate Committee memberships.
- 3. Communications**
 - Creation of EDSW COVID communications intranet site, including sharing of good practice, and connection with peer-mentors.
 - Implementation of COVID-response Faculty communications – daily, weekly, monthly to complement regular communications, and to provide mental and cultural support (including learning Secwépemc practices for living and teaching well in times of change).
 - Co-taught MEd course to understand student experience at this time, and teaching modes.
- 4. Resourcing:**
 - Established in-house support services for transition to safety network and net, offsite work and study, online student support, research continuity, and alternate mode delivery.
 - Identification of CUPE positions to be laid off; and implementation.
 - In an austerity-budget context, implemented changed budget parameters, secured budget for necessary support role, sessional contracts, and student advising roles.
 - Enabled staff and faculty to take leave, with coverage in place for continuity of services.
 - Implemented support staff restructure, and retirement incentive program (faculty, staff, exempt positions).

Academic Outcomes: Examples

- 1. Winter 2020:**
 - 263 sections transitioned to alternate mode delivery within 35 hours
 - Student success on par with Winter 2019.
 - Research continuity plans in place
 - All faculty and staff transitioned to off-site work within two days.
- 2. Summer 2020:**
 - 96 sections transitioned to alternate mode delivery
 - Student orientation program developed and implemented successfully
 - On-campus access safety plans in place
 - Fall 2020 scheduled redesigned by June 10, 2020
- 3. Fall 2020:**
 - 253 sections transitioning to alternate mode delivery (including some field and practicum)
 - 14 further sections approved for on-campus delivery, and preparing safety plans

ADMINISTRATIVE AND STRATEGIC LEADERSHIP: The University of Auckland, New Zealand

Responsibilities As Head of School, Critical Studies in Education (2008-2014)

The Head of the School of CRSTIE is appointed by the Vice-Chancellor and responsible for all aspects of administration, including budget, strategic and annual planning, program and course development, student experience, recruitment and promotion. The Head articulates the shared vision for the School with internal and external audiences, seeks grants, and builds quality in teaching, learning and research.

2008 Head of School for the establishment of CRSTIE (January 2008); and amalgamation between the School of Social and Policy Studies and the School of Pasifika Education. From 2008-2011 Airini led the largest School in the Faculty of Education by full-time equivalent students (approx. 700). \$10.4m income stream. 35.7 FTES faculty (n=72 academic faculty).

Service

University of Auckland Committees

2013 Member, Faculty Administration Review (FAR) Process Validation Workshop: Academic staff development.

2012-2014 Member, University of Auckland Pacific Reference Group.

2012 Member, Promotion Committee: National Institute of Creative Arts and Industries Staff Advisory: Two applications to move from Senior Lecturer to Assoc Prof rank.

2012 Member, NICAI Elam School of Fine Arts: Curriculum development advisory committee.

2009-11 Member, Administration Review Committee (sub-committee of Senate).

2009 Member, Academic Review Panel: Invited member of this 5-person panel to undertake an academic review of the Centre for Pacific Studies: August 2009.

2009 Member, Academic Review Panel: Senior Lecturer (Māori And Pacific Admission Scheme, Faculty of Medical and Health Sciences, The University of Auckland).

2008-2014 Member, Senate.

2008 Member, Research Office Working Party to develop the strategy to grow the University's External Research revenues by \$270M by 2012. Sole Faculty of Education member.

2008-11 Member, Equity Taskforce (Senate): 8-person taskforce commissioned to provide Senate and Council recommendations for targets for equitable access to University of Auckland.

Faculty of Education Committees

2013 Member, Faculty Research Committee, Postgraduate Committee, Academic Programme Committee, Teaching and Learning Quality Committee (Jan-July 2013), Faculty Staffing Committee (Jan-July 2013), DDHoS Committee, Faculty Management Committee

2012 Member, Selection Committee: School of Learning, Development and Professional Practice (LDPP): ECE Professional Teaching Fellow

2012 Member, Selection Committee: Health and Physical Education Programme Leader/ Professional Teaching Fellow

2012 Member, Faculty Staffing Committee, Teacher Education Committee, Academic Standards and Regulations Subcommittee, Faculty Management Committee, Teacher Education Programme Committee, Heads of Schools Committee, Komiti Pasifika.

2008-11 Member, Faculty Staffing Committee, Heads of Schools Committee. Komiti Pasifika

2008 Member, FoEd Dean Recruitment and Selection advisory group

2008-09 Member, FoEd Website development working party

2008-12 Member, Head of Schools Committee

2008-11 Member, Teacher Education Board

2008- Member, Academic Programmes and Regulations Committee

2008- Member, Research Committee

2008- Member, Teaching and Learning Quality Committee

2008- Member, Recruitment and Selection Committee: Professorial appointments

2008- Member, Komiti Pasifika

Key results

New Qualifications (2006-2013):

- BEd, BEd(Tchg), GradDipEd (ECE, Primary, Secondary), Bachelor of Physical Education.
- Master of Public Policy degree proposal, Faculty of Arts.

- 2006 International Projects, Faculty of Education, The University of Auckland. Developed international programme in postgraduate education studies, to be delivered through the Universitas 21 network of more than 24 Universities worldwide.

New courses (2008-2013): 14

Reviews: Programmes: 6

2011-12 GradDipEd (ECE, Primary, Secondary)
 2011 Bachelor of Physical Education
 2008 BEd(Tchg)
 2008 GradDipEd (ECE, Primary, Secondary)
 2008 Bachelor of Physical Education
 2008 Level 700 (Masters) courses

Courses review (annual): Every CRSTIE course outline reviewed, including for contribution to indigenous issues and principles of the Treaty of Waitangi.

Reviews: Organisational

2012 University of Auckland Review of the School of Critical Studies in Education (regular 5-year review within the University's quality assurance cycle)
 2012 Restructure of professional staffing in the Faculty of Education
 2011-12 Restructure of Faculty of Education
 2008 Restructure of Faculty of Education

Academic results

2013 Academic Head of CRSTIE as third largest school in the Faculty, with 20.47 fulltime equivalent faculty and focus on critical scholarship in education. Generated the highest proportion of postgraduate (research) full-time equivalent students in the Faculty: 50 doctoral students with CRSTIE lead supervisors (compared with 23 lead supervisions in 2009).

2012 Leader: Delivery in 19 academic programmes offered by the Faculty of Education (undergraduate to doctoral level), and three programmes offered by the Faculty of Arts. 56 courses offered and staff taught in every School in the Faculty as well as into the wider University. Delivery at three campuses and through flexible delivery.

2012 Leader: University's Five-year Review of CRSTIE (per regular academic review cycle).

2012 Convenor: Working group FoEd/FoArts (Centre for Pacific Studies) to develop postgraduate courses in Pacific studies; and collaboration in research, teaching and service.

2012-2013 Leader: Reorganisation and redevelopment of CRSTIE's postgraduate courses.

2009-2010 Leader: Tracking and quality assurance of school assessments, about 9500 in 2009. Initiated the centralisation (Faculty-wide) of assignment processing. As a result, in 2010 CRSTIE processed about 4950 assignments. By 2012 Faculty-wide centralisation in place.

2009-2011 Leader: Approximately 50 staff contracts per annum. For example, in 2010, 42 contracts in place by July 2010, including 18 Graduate Teaching Assistants.

2008-2009 Leader: Highest PBRF income-generating School in the Faculty of Education (2008,2009).

2008-2012 Leader: Transformation of the research culture and quality in CRSTIE. Advancement from 64% of CRSTIE academics independently assessed as research *inactive* (Sept 2009) to 100% research *active* (June 2012). The Government's audit assessed CRSTIE as performing at a higher level in research quality than six of the seven New Zealand university education Faculties, or equivalent. Highest performing Indigenous (Pacific) researcher group nationally.

2008-2013 Chair, Academic Promotions Committee: Assoc Prof to Professor (2), Senior Lecturer to Assoc Professor (3), Research Fellow to Senior Research Fellow (1), Lecturer to Senior Lecturer (1).

2008-2013 Chair, faculty recruitment committees: 34 academic staff (including Honorary appointments), and Graduate Teaching Assistants (about 6 per annum).

2008 Co-Chair: CRSTIE Distinguished Fellow Award established to esteem national and international scholars of acclaim in critical studies in education. Seven awards 2008-2014.

2007 Research Unit for Pacific Education (RUPE): Led FoEd/ Faculty of Arts collaboration: Identified Pacific-relevant courses for inter-Faculty postgraduate delivery; and research.

ADMINISTRATIVE AND STRATEGIC LEADERSHIP

General Manager, Pasifika Development (2001-2004) and Associate Dean, Equity (2004-2007)

In 2004 Auckland College of Education and The University of Auckland were amalgamated.

Prior, as General Manager Airini was the academic leader responsible for the advancement of Pasifika participation, retention, and achievement at the Auckland College of Education (ACE), with overall responsibility for programmes for Pasifika ECE teacher education and the development of courses, programmes, research and contracts in Faculty Pasifika.

Following amalgamation, as **Associate Dean, Equity** Airini led equity initiatives for 650 staff and 4500 students of the Faculty of Education, promoting equity, diversity and inclusion. Airini led the creation of the Faculty's Equity Strategy. Airini also led initiatives to support Māori outcomes including (at the invitation of Māori staff) the development of the first strategic plan for Māori education at the Faculty. At university level Airini initiated the establishment of The University of Auckland's Pasifika Reference group. This group provided advice to the Equal Opportunities Committee and the Vice-Chancellor.

Service

University committees

2007	Member, Faculty of Business Equal Opportunities Committee
2007	Member, Recruitment and Selection Committee: Pro Vice Chancellor Equal Opportunities
2006-07	Member, Faculty of Medical & Health Sciences EO Committee
2004-07	Member, EEO Committee (sub-committee of Senate)
2004	Member, Recruitment and Selection Committee: PVC EO

Faculty committees

2006-07	Member, Organisational Review Committee (Advisor)
2004-07	Member, Finance Committee
2004-07	Chair, Equity Committee
2004-07	Member, Publications and Marketing
2004-07	Member, Senior Management Committee
2004-06	Member, Faculty of Education representative on Universitas 21 Deans of Education Forum
2004	Member, Amalgamation of Auckland College of Education and The University of Auckland
2003	Member, Academic Staffing review

Key results

2004-2007 New programs/streams (4):

- BEd(Tchg) ECE-Pasifika specialisation, 2007: New degree/diploma specialisation created through diverse stakeholder engagement (7 Pacific Nation communities, 2 government agencies, all 9 New Zealand universities, and internal stakeholders). First university courses in New Zealand approved using Pacific language titles. \$2.1 million estimated revenue (2007-10).
- DipTchg ECE Pasifika: Tokoroa ECE rural teacher education project (2004-2008): Project Leader (2004-2008): Rural community initiative in response to local Pacific nation community vision for improved economic and educational outcomes. Delivery included collaboration with Māori tribal college Te Wānanga o Aotearoa. Innovations included blended/ distance education modes, Indigenised teaching and mentoring practices, compressed delivery; and a new approach to scheduling to enable staff to teach offsite. Income value (2004-2008): \$650,000.
- GradDip Pasifika Bilingual Education, and GradDip Pasifika Languages Education (2004).

2007	Secured \$200,000 in 2007 for supplementary government funds for student support services focused on Māori students and Pasifika students (approximately 1800 students in total). Led 11 part-time staff to provide mentoring support at four delivery sites.
2004-2007	Led/co-developed successful external funding applications for \$10.4 million research, and international consultancies for education success in Pasifika and indigenous communities.
2002-2005	Achieved 22% increase in Pasifika participation. Pasifika Effective Full Time Students made up over 17% of total fulltime students by 2005.
2002	Established Faculty Pasifika External Advisory Board (2002).
2001-2004	Increased Pasifika student enrolments by more than half (69% increase).
2001-present	Established Pasifika Academic Success Services to support student success.

ACADEMIC EXPERIENCE

Teaching experience

GENERAL AREAS OF TEACHING SPECIALIZATIONS

- Research methodologies and methods
- Higher Education policy
- Adult education
- Critical studies in Education

Thompson Rivers University

Graduate level: EDUC 5010: Research Methods in Education: On-campus and on-line modes.

Undergraduate level: *Knowledge Makers Indigenous Researcher Mentoring Program*: National award winning 4-month interdisciplinary program that increases Indigenous students' understanding of Indigenous research and their publications as Indigenous researchers.

The University of Auckland

Graduate:

- EDPROFST 739: Educational policy and organisations
- EDUC 753: Principles and practices of lifelong learning
- EDPROFST 754: Critical research methodologies in education
- EDPROFST 774: Education and empowerment

Undergraduate:

- EDUC 113: Issues in Education
- EDUC 141: Diversity in Aotearoa New Zealand education
- EDUC 381: Adult education and learning

THESIS SUPERVISION

Qualification	Name	Thesis/Dissertation (Year completed)	Role
Doctoral			
EdD	Mo'ale Otunuku	Tongan secondary student achievement. (2011)	Main supervisor
EdD	Kim Elliot	Spirituality and sexuality in Health Education. (2011)	Main supervisor
PhD	Aue Te Ava	Mou piriia te kōrero 'ā to 'ui tūpuna, akaoraoraia : culturally responsive pedagogy for Cook Island secondary schools physical education. (2012)	Co-supervisor
EdD	Ros Sullivan	A productive tension: Safety and pleasure in New Zealand Outdoor Education. (2013)	Main supervisor
MD	Elana Curtis	What helps Māori students succeed in medical and health sciences degree-level studies. (2017)	Co-supervisor
Masters			
MEd	Hasan Kettaneh	Glocalization and International Student Retention in Higher Education. (2016)	Co-supervisor

MEd	Jessie Fuamatu	E ala mai i mauga le manuia o se nu'u: Gifted and talented from a Samoan perspective. (2009)	Co-supervisor
MEd	Craig Dyason	Effective Careers Education (2010, Honors)	Co-supervisor
MEd	Fatima Zahid	Migrant parents' perspectives on NZ education. (2010. Honors)	Sole supervisor
MEd	Bronwyn Williams	Mentoring as an agent for social capital (2011)	Sole supervisor
MEd	Doreen Chandra	What do Pasifika students report as the factors affecting their achievement and underachievement? (2011. Honors)	Co-supervisor
MA	Sereana Patterson	The Voices of Taciqu: Teaching and Learning Practices Outside of the Lecture Theatre for Māori and Pasifika Success in the first year of a Bachelor of Arts. (2013. Honors)	Sole supervisor
MEd	Tapua'i Fa'amalua Tipi	When the sun goes down: What helps professional rugby players learn for new careers. (2014. Honors)	Main supervisor
MEd (Waikato University)	Vaovasamanaia Meripa Toso	The spirit of the Va in early childhood education settings from a Samoan perspective. (2015. Honors)	Co-supervisor
Honours			
BEd(Hons)	Sivina Jacobs	The historical, political and sociological context of bilingual education in Aotearoa/New Zealand, and best possible practice for Māori bilingual education. (2009)	Co-supervisor
BEd(Hons)	Alison Tuionetoa	Professional development practices and issues in Tongan Wesleyan schools. (2009)	Co-supervisor

RESEARCH AND SCHOLARSHIP

Research specialization

Prof Airini's major research focus is how education success for all can mean all, with a particular focus on lifting indigenous education outcomes. Prof Airini's research explores how education can help build a more equitable society for all. Her research and development initiatives have directly shaped 21st century education systems to close gaps in education success at school and post-secondary levels.

Research Grants / Funding

Summary: CDN: \$22.5 million (2002-present)

TRU (Canada)

2015-present Contributed to the generation of external Canadian grants with total value: **CDN \$2.3m**

2015-present Total value of revenue generated by Prof Airini: **CDN: \$1.2m**

University of Auckland (New Zealand)

2002-2014: Contributed to the generation of external grants with total value: **NZD\$21.8 m**

Record of Grants/Funding

Year	Project (role) Note: Prof Airini was Principal Investigator (or co-PI) for those projects marked with an asterix (*).	Funder	Value
2018-19	Nekelc: Transforming Indigenous health research environments. Role: Co-applicant	Canadian Institutes of Health Research (CIHR)	CDN\$74,960
2017-2020	Indigenous research mentorship – Ombaashi Role: Co-proposer, co-investigator	Canadian Institutes of Health Research (CIHR)	CDN \$1,000,000
2017/18-2021/22	Coyote Brings Food From Higher Places: How to improve Indigenous outcomes in Higher Education TRU: All nine Faculties, Library, and Open Learning of TRU Role: Principal Investigator	Thompson Rivers University	CDN \$1,004,000 Note: Secured ongoing base-funds from 2021/22 onwards.
2017-present	Knowledge Makers: Indigenous undergraduate student research mentoring* Location: Thompson Rivers University Role: Co-proposer, co-investigator (\$40,000 annually)	Thompson Rivers University	CDN\$120,000* Note: Secured based funds from 2019/20 onwards.
2016	Indigenous research mentorship –Ombaashi Funding to develop full proposal. Role: Co-proposer, co-investigator	Canadian Institutes of Health Research (CIHR)	CDN\$25,000
2016	Knowledge Makers: Indigenous undergraduate student research mentoring* Location: Thompson Rivers University Role: Co-proposer, co-investigator (with Dr Sereana Naepi)	Thompson Rivers University	CDN\$50,000 *
2016-17	Senior District Leadership: Characteristics of good practice Location: British Columbia, Canada Role: Co-proposer, co-researcher	British Columbia School Superintendents Association	CDN\$75,000
2014 (Aug-Oct)	Making higher education success happen for all* Fulbright Scholar Award to undertake international research based in Washington DC, USA. Role: Sole researcher	Fulbright (NZ)	NZ\$15,000 *
2014	Development of Cultural Competence in Multicultural Education in Indonesia and New Zealand	Government of Indonesia	NZ\$10,000

	International research between Yogyakarta State University and The University of Auckland. Role: Co-proposer, research advisor		
2014	First in Family. Improving success for first generation learners at university* Role: Co-Principal Investigator (Dec 2013-June 2014) Locations: Australia, Canada, NZ, South Africa, USA	World University Network (GDP 10,000)	NZ\$19,996 *
2014	First in Family. Improving success for first generation learners at university* Role: Co-Principal Investigator	Faculty Research Development Fund (University of Auckland)	NZ\$10,000
2014	First in Family. Improving success for first generation learners at university* Role: Co-Principal Investigator	Te Whare Kura (University of Auckland)	NZ\$2,000
2013-2014	Optimizing Māori and Pasifika Academic Achievement (OMPAA) , a research-based professional development programme and student learning support system to advance Māori and Pasifika student degree completions in the Faculties of Education and Arts. Role: Co-author and Pasifika advisor for successful proposal and project implementation.	Vice Chancellor's Strategic Development Fund	NZ\$148,450
2013-2014	Developing a Pacific mental health intervention: What is therapeutic? Sourcing Samoan & Tongan knowledge traditions. Health Research Council/HRC Pacific Health Research Award: Postdoctoral Fellowship to Dr Karlo Mila (1 Apr 2013-30 Sept 2014). Role: Supervisor (lead).	Health Research Council	NZ\$183,183
2012	NZARE Group research award *: Success for all: Improving Māori & Pasifika success in degree-level studies.	NZARE	NZ\$1,000 *
2012-2013	Scoping exercise for Pacific partnerships report (ECE development in Fiji, Kiribati, Papua New Guinea): Report to Plan International Australia. Role: Co-author and advisor for successful proposal, and final report.	Plan International, Australia	NZ\$20,000
2012-2013	Professional Learning Development: Improved outcomes at NCEA level 2 by Māori, Pasifika and students with special needs. Location: Auckland and Far North, New Zealand Role: Secured the \$9 million contract, co-author of successful proposal; Pasifika Governance Board member for implementation.	Ministry of Education, New Zealand	NZ\$9,000,000
2011-2012	Principal Advisor, Pacific * , Tertiary Education Commission (part-time, fixed term Dec 2011-May 2012) Location: Wellington, New Zealand	TEC, NZ	NZ\$30,000 *
2010	Constituting new political subjectivities: Young people, the citizenship dividend and the 'Super City' Location: Auckland, New Zealand Role: Co-researcher	Building Research Culture in the Social Sciences (BRCSS) II, NZ	NZ\$10,000
2009-11	Evaluation support for ASB Māori and Pacific Education Initiatives (MPEI Project) Location: New Zealand Role: Researcher and evaluator – invited member of 3-person Pasifika group (Research Unit for International and Pacific Education, Faculty of Education, The University of Auckland) within 7-person Evaluation and Research Team (collaboration with NZCER)	ASB Trust, NZ	NZ\$350,000

2009-13	URGE: University Reform, Globalisation and Europeanisation Location: UK (Bristol University), Denmark (Aarhus University), New Zealand (University of Auckland: Anthropology, Education) Role: Co-Researcher	Marie Curie FP7 IRSES programme, European Union	NZ\$91,000
2009-2013	URGE: New Zealand Location: UK (Bristol University), Denmark (Aarhus University), New Zealand (University of Auckland: Anthropology, Education) Role: Co-Researcher	Ministry of Research, Science and Technology, NZ	NZ\$6,000
2009	Tātou Tātou: Success for all Māori in medical and health sciences Location: Auckland, New Zealand Role: Proposal co-author; Research team advisor	Ako Aotearoa. The Centre for Tertiary Teaching Excellence, NZ	NZ\$115,000
2009	Capacity Building of Pacific Islands Educators for Civic Education towards a Culture of Peace: Development of a Guidebook Location: Pacific Region, UNESCO Role: Invited Editor on 5-person Editorial Committee	Asia-Pacific Centre of Education for International Understanding, UNESCO Institute, Korea	NZ\$1,500
2008	Pasifika Education Futures: Education policy directions * Location: New Zealand Role: Commissioned consultant to the CEO, Ministry of Pacific Island Affairs	Ministry of Pacific Island Affairs, NZ	NZ\$2,000 *
2008-2009	Schooling Improvement: Pasifika Project Location: New Zealand Role: Co-writer of proposal; project advisor; co-author	Ministry of Education, NZ	NZ\$300,000
2007-2009	Success for all: Improving Māori & Pasifika success in degree-level studies. * Location: Auckland, New Zealand Role: Principal Investigator	Teaching and Learning Research Initiative, MoE, NZ	NZ\$180,000 *
2007-2009	Teu le va: Guidelines for improved links between researchers and policy makers for improved Pasifika education outcomes. * Location: New Zealand Role: Principal Investigator	Ministry of Education, NZ	NZ\$45,000 *
2007-2008	Quality Teaching Research and Development: English Mainstream (hub) Location: New Zealand Role: Co-writer of proposal, project advisor	Ministry of Education, NZ	NZ\$168,000
2007-2008	Quality Teaching Research and Development: Samoan Bilingual (hub) Location: New Zealand Role: Co-writer of proposal, project advisor	Ministry of Education, NZ	NZ\$188,000
2007	Levelling of Samoan Reading Resources: Preliminary investigation Location: New Zealand Role: Research team member	Learning Media Ltd, NZ	NZ\$15,000
2006-2007	Evaluation of Promoting Early Childhood Education (ECE) Participation Project Location: New Zealand Role: Co-writer of proposal, project advisor	Ministry of Education, NZ	NZ\$90,000
2006-2009	The Canoe is the People: Teacher Guidelines and Learner Resource Kit * Location: New Zealand, with project team in Auckland, Paris, Apia, Bangkok Role: Principal Investigator and Editor	UNESCO, Paris, France	NZ\$30,000 *

2005-2010	Starpath Project for Tertiary Participation and Success Location: New Zealand Roles: Co-author and presenter of first and successful proposal; governance board member Project features: Partnership For Excellent project funded by The University of Auckland and the government. Established in 2005 to address barriers stopping students (Māori, Pasifika, low decile) from succeeding at secondary school and entering tertiary education. Five pilot schools involved in the project experienced dramatic improvements in NCEA results. Phase two of the Starpath project runs until 2015.	The University of Auckland (securing donor grants); TEC, NZ	NZ \$10,000,000
2005	Review of Tonga Teacher Education (2005-2015) * Government budget value: NZ\$9 million. Location: Tonga Role: Project Director	Ministry of Education, Tonga	NZ\$90,000 *
2004-2005	Cook Islands 15-Year Education Strategy (2006-2020) development * Government budget value: NZ\$112 million. Location: Cook Islands Role: Project Director	NZAID, Ministry of Foreign Affairs and Trade, NZ	NZ\$115,000 *
2004	Mental Health Promotion Professional Development in Evaluation Project * Location: New Zealand (nation-wide) Role: Project leader Project features: National organisation development. Customized curriculum for PD programme. Linked learning to professional practice; PD to national strategy. Outputs included series of PD workshops training providers in effective information management, & provision of materials for its implementation, the aim being to support improved effectiveness & sustainable quality service.	Ministry of Health, NZ	NZ\$80,000 *
2004	Nga Kiwai Kete: The e-learning toolbox (http://www.nkk.org.nz/home.php) Location: New Zealand Role: Advisory Group member (one of six)	e-Learning Collaborative Development Fund, TEC, NZ	NZ\$210,000
2002-2003	Survey of Pasifika Literacy Levels & Programmes (November 2002 – September 2003) Location: New Zealand Role: Research team member (1 of 3)	Ministry of Education, NZ	NZ\$93,400
2002	Pasifika tertiary success: Guidelines * Location: New Zealand Role: Principal Investigator Project features: Production of evidence-based guidelines for Pasifika tertiary student success, CD-Rom and website. 3 editions. 60 pages.	Ministry of Education, NZ	NZ\$175,000 *

RESEARCH PUBLICATIONS

Summary:

- Books (edited): **3**
- Refereed journal articles: **30**
- Journal editorial/ foreword: **2**
- Book reviews: **2**
- Select Committee submission (New Zealand): **1**
- Papers at conferences/ seminars (refereed): **31**
- Invited lectures and keynote presentations: **33**
- Presentations at conferences/ seminars/ symposia (refereed) (**7**)
- Research Project Milestone reports: **9**
- Chapters: **10**
- Translated Chapter: **1**
- Research monograph: **4**
- Reports and commissioned papers (reviewed): **31**
- Papers in refereed conference proceedings: **2**
- Poster: **1**
- Presentations (non-refereed): **29**
- Presentations and collaborative research workshops with Government agencies: **5**

Books (3 and 1 forthcoming)

- Naepi, S. & **Airini**. (forthcoming, 2020). *Knowledge Makers: Research mentoring and Indigenous peoples*. Toronto, Canada: University of Toronto Press.
- Stephenson, M., Carpenter, V., Duhn, I. & **Airini**. (Eds.). (2011). *Changing worlds: Critical voices and new knowledge*. Auckland, New Zealand. Pearson.
- Jesson, J., Carpenter, V., McLean, M., Stephenson, M. & **Airini**. (Eds.). (2010). *University teaching reconsidered: justice, practice, inquiry*. Dunmore Press. ISBN 978 1877 399 497.
- Power, C., Tait, E., Long, D. & **Airini**. (Eds.). (2009). *Caring in the Pacific*. Seoul, Korea: UNESCO Asia-Pacific Centre of Education for International Understanding.

Chapters (10)

- Te Ava. A., Smith, S., Rubie-Davies, C. and **Airini**. (2018). Atoro'ia te peu 'ā to 'ui tūpuna: A Culturally Responsive Pedagogy for Pasifika Peoples. Henning, M., Krägeloh, C., Dryer, R., Moir, F., Billington, R., Hill, A. (Eds.). *Wellbeing in Higher Education: Cultivating a Healthy Lifestyle Among Faculty and Students*. NY: Routledge. ISBN 9781138189539. pp.107-119.
- Airini**., Naepi, S. (2018). University practices that help Canadian first generation student success. A.Bell & L. Santamaría. (Eds.). *Understanding experiences of First Generation university students: Culturally responsive and sustaining methodologies*. Sydney, Australia: Bloomsbury Press. ISBN 9781350031876. Pp.72-87.
- Amani Bell, A., Wolfgramm-Foliaki, E., **Airini**., Kelly, R., Paxton, M., Pukepuke, T., & Santamaría, L. (2016). Together to the table: How to apply critical leadership in cross-cultural, international research. In L. Santamaría & A. Santamaría. (Eds.). *Applied Critical Leadership in Higher Education: Praxis promoting access, equity and improvement*. NY: Routledge. pp.106-119.
- Airini**. (2013). *A calling*. Invited foreword in P.O'Connor, & S.L. Sauni. (Eds.). *The Reef: Pasifika education research*. Auckland, New Zealand. Pearson.
- Brown, D., Bywater, J., Rakena, T. & **Airini**. (2011). Supervision as Signature Pedagogy in Studio: Some preliminary findings from the Te Ara Kakena project. Gregory, N. & Buck, R. (Eds.). *Scholarship of Studio Pedagogy*. Centre for New Zealand Art Research and Discovery, The University of Auckland. ISBN: 978-0-9786548-30. pp.37-49.
- Airini**. (2010). Research that creates community. In T. Huber-Warring. (2010). *Storied Inquiries in International Landscapes: An anthology of educational research*. Arizona, USA: IAP Inc. pp.169-170.
- Airini**., Toso, M., Sauni, L., Leaupepe, M., Pua, V. & Tuafuti, P. (2010). "This road belongs to me": Promising practices in distance education. In J. Jesson, V. Carpenter, M. McLean, M. Stephenson, & **Airini**. (Eds.). *University teaching reconsidered: justice, practice, inquiry*. Dunmore Press. ISBN 9781877399497 (pbk.). pp.79-92.
- Airini**., Leaupepe, M., Sauni, L., Tuafuti, P. & Amituanai-Toloa, M. (2009). Pasifika education: Historical Themes. In E. Rata & R. Sullivan (eds.) *Introduction to the History of New Zealand education*, Auckland: Pearson Education Publications. ISBN 9781442510159. pp.83-100.
- Airini**. (2005). Strip away the bark to make the tapa: Understanding performance in education research. In R. Smith, & Jesson, J. (Eds.). *Punishing the discipline- the PBRF regime: Evaluating the position of Education – where to from here?* Auckland, New Zealand: University of Auckland Press. pp. 84-89.
- Airini**. (2000). Teaching (as) culture. In E. Rangel. (Ed). *Education for the XXI Century: A bridge for the Pacific Rim*. University of Colima: Mexico. pp. 117-138.

Translation (1)

- Airini**. (2000). Enseñar (como) cultura. In E. Rangel. (Ed). *La education para el Siglo XXI. Un Puente en la Cuenca del Pacifico Memoria de la 22 Conferencia del Consorcio Circulo del Pacifico*. University of Colima: Mexico. pp. 321-340.

Refereed Journal Articles (30 published and 1 under review)

- Brown, D., Rakena, T., O'Shea, M., Tarawa, M., **Airini**. (under review). Speaking of Success in Studio: Teaching and Learning by, with and for Minorities in Architecture Schools. *Journal of Architectural Education*.

- Te Ava, A., Rubie-Davies, C., & **Airini**. (in press). Atoro te peu 'ā ō 'ui tūpuna: Cook Islands cultural values for teaching secondary schools physical education. *Pacific Educational Research Journal*.
- Naepi, S. & **Airini**. (2020). Five ideas about relationships that advance Indigenous research. *Knowledge Makers*, Vol. 5: 123-127.
- Naepi, S. & **Airini**. (2019). Knowledge Makers: Increasing Indigenous student undergraduate researchers and research. *Scholarship and Practice of Undergraduate Research*, Vol 2:3, pp. 52-60.
- Airini** & Naepi, S. (2018). Be The Real Me: Learning from Knowledge Makers. *Knowledge Makers*, Vol 3.
- Airini**. (2017). Walking the talk. How to indigenise research. *Knowledge Makers*, Vol 2. pp. 52-59.
- Airini**. (2016). Being who we were called to be. *Knowledge Makers*, Vol 1.
- Curtis, E., Wikaire, E., Jiang, Y., McMillan, L., Loto, R., **Airini**, & Reid, P. (2015). Quantitative analysis of a Māori and Pacific admission process on first-year health study. *BMC Medical Education*, 15:196 (03 Nov 2015) <http://www.biomedcentral.com/1472-6920/15/196>. Accesses to this article since publication: 509 (at 1 Feb 2016).
- Curtis, E., Wikaire, E., Jiang, Y., McMillan, L., Loto, R., **Airini**, Reid, P. (2015). A tertiary approach to improving equity in health: Quantitative analysis of the Māori and Pacific Admission Scheme (MAPAS) process, 2008-2012. *International Journal for Equity in Health*. 14:7. Published 2015 Jan 20. doi:10.1186/s12939-015-0133-7.
- Curtis, E., Wikaire, E., Jiang Y., McMillan, L., Loto, R., Fonua, S., Herbert, R., Hori, M., Ko, T., Newport, R., Salter, D., Wiles, J., **Airini**, Reid, P. (2015). Open to Critique: Predictive effects of academic outcomes from a bridging/foundation programme on first year degree-level study. *Assessment and Evaluation in Higher Education*. DOI: 10.1080/02602938.2015.1087463. Published online 23 September 2015.
- Airini**. (2015). Education solutions for child poverty: New modalities from New Zealand. *Citizenship, Social and Economics Education*, 14:1, pp. 5-14. ISSN 2047-1734. (<http://cse.sagepub.com/content/14/1/5.refs>).
- Rakena, T., **Airini**, Brown, D. (2015). Success for all: Eroding the culture of power in the one to one teaching and learning context. *International Journal of Music Education*. pp. 1-14. DOI: 10.1177/0255761415590365
- Curtis, E., Wikaire, E., Kool, B., Honey, M., Kelly, F., Poole, P., Barrow, M., **Airini**, Ewen, S. & Reid, P. (2014). What helps and hinders indigenous student success in higher education health programmes: A qualitative study using the Critical Incident Technique. *Higher Education Research and Development*. Published online: 13 Nov 2014. pp. 486-500. <http://www.tandfonline.com/eprint/rCaHKEpr3kcTuTtkXQxe/full#.VGmIVL6p3ww>. DOI:10.1080/07294360.2014.973378.
- Airini**. (2014). Equity, change, and we the university. *Argos. Issue 01: The university beside itself*. ISSN: 2324-5794. 111-115.
- Airini**. (2013). Towards equity through initial teacher education. *Waikato Journal of Education*, 18:1. Invited paper for special issue on teacher education futures. (October 2013).
- Airini**, (2013). "Be true to one's self": Learning to be Leaders in Pasifika Education Strategy. *MAI REVIEW*. Special Issue: Pacific Research in Education: New Directions, pp. 95-116.
- Te Ava, A., Rubie-Davies, C., **Airini** & Oven, A. (2013). Akaoraora'ia te peu 'ā to 'ui tūpuna: Culturally responsive pedagogy for Cook Islands secondary school Physical Education. *The Australian Journal of Indigenous Education*, 42, pp 32-43 doi:10.1017/jie.2013.12.
- 'Otuenuku, M., Brown, G., **Airini**. (2013). Tongan secondary students' conceptions of schooling in New Zealand relative to their academic achievement. *Asia Pacific Education Review*. DOI: 10.1007/s12564-013-9264-y. <http://www.springerlink.com/openurl.asp?genre=article&id=doi:10.1007/s12564-013-9264-y>
- Curtis, E., Townsend, S. & **Airini**. (2012). Improving Indigenous and Ethnic Minority Student Success in Foundation Health Study. *Teaching in Higher Education*. 17: 5, October 2012, 589-602.
- Te Ava, **Airini** & Rubie-Davies, C. (2011). Akarakara akaouanga i te kite pakari o te Kuki Airani: Culturally responsive pedagogy. *Pacific Asian Education*. 23:2, 117-128.

- Airini.**, Curtis, E., Townsend, S., Rakena, T., Brown, D., Sauni, P., Smith, A., Luatua, F., Reynolds, G. & Johnson, O. (2011). Teaching for student success: Promising practices in university teaching. *Pacific Asian Education*. 23:1, 71-90.
- Airini.** (2010). "Be true to one's self": Learning to be leaders in Pasifika education strategy. *MAI Review*. April, 2010. 22 pages. <http://www.review.mai.ac.nz>
- Airini**, Collings, S., Conner, L., McPherson, K., Midson, B. & Wilson, C. (2010). Learning to be leaders in higher education: What helps or hinders women's advancement as leaders in universities. *Journal of Educational Management Administration & Leadership* 39: 1, 44-62.
- Airini**, McNaughton, S., Langley, J., & Sauni, P. (2008). What educational reform means: Lessons from teachers, research and policy working together for student success. *Journal of Educational Research for Policy and Practice*.6, 31-54.
- Airini.** (2003). British Columbia: A Canadian perspective. In J. Gore (Ed.). *Cultural understanding: An international perspective. Report of a joint project between the NSW Department of Education and Training, Australia and the Pacific Circle Consortium*. New South Wales: NSW Department of Education and Training. pp.11-24.
- Airini.** (1999). Research That Creates Community. *The Journal of Critical Inquiry into Curriculum and Instruction* (JCI~>CI), 1(3), 39-41.
- Airini.** (1998). Teaching (as) culture: Towards Pacific community. *Pacific-Asian Education*, 10: 2, pp.7-16.
- Airini.** (1997). Climbing up to check the sky: Culture and curriculum. *Journal of curriculum theorising*, 13: 3, pp.22-27.
- Huggins, P. & **Airini.** (1996). Te reo me ona tikaka: Preparing teachers for Māori medium primary school education. *Christchurch College of Education Journal of Education*, 3:1, pp.47-60.
- Caddick, A.**, Knight, K. & Austin, J. (1994). Attitudes, values and the pre-service teacher: An instrument to assist in the development of Pacific cultural literacy: A report on current progress. *Christchurch College of Education Journal of Education*, 1: 1, pp. 28-34.
- Caddick, A.** (1993). *Mindful Management of the Curriculum: A Possible Role for Schema Theory*. Christchurch College of Education Journal of Education Research. 8 pages.

Journal editorial / foreword (2)

- Airini.** & Naepi, S. (2017). Foreword. *Knowledge Makers*. Vol 2. pp. 2-4.
- Airini.** (2013). Editorial: Education and change in Pacific Circle nations. *Pacific Asian Education*, 25:1, pp.5-7. (ISSN 1019-8725)

Research monograph (4)

- Gottfriedson, G., Matthew, T., **Airini.** (in-press). *The Secwépemc Nation Research Ethics Guidelines*. Thompson Rivers University, BC, Canada.
- Airini**, Anae, M. & Mila-Schaaf, K. (2010). *Teu le va – Relationships across research and policy in Pasifika education: A collective approach to knowledge generation & policy development for action towards Pasifika education success*. Wellington, New Zealand: Ministry of Education. 64 pages.
- Airini**, Anae, M. & Mila-Schaaf, K. (2008). *Teu le va – Relationships across research and policy in Pasifika education: A collective approach to knowledge generation & policy development for action towards Pasifika education success. Consultation document*. Wellington, New Zealand: Ministry of Education. 55 pages.
- Alipia, T., Tuafuti, P., Seaborne, T., Gill, T., **Airini**, & Jesson, J. (2005). *Ia sua le ava ae toto le ata: Stories from the heart: What helps students succeed in initial teacher education. Research report for the Faculty of Education Research Series*, University of Auckland, Auckland, New Zealand. 49 pages.

Reviews (2)

- Airini.** (2010). Why knowledge matters in the curriculum. *Pacific-Asian Education*, 22: 1, pp.107-110. (ISSN 1019-8725)

Caddick, A. (1996). A Review of Race, Identity and Representation in Education. *Curriculum Inquiry*, 26: 3, pp. 331-340.

Research/ technical reports, and commissioned papers (reviewed) (32)

Selected examples (2020-2009)

United Nations Food Authority Organisation (2020). *High Level Expert Seminar on North American Indigenous Peoples' Food Systems: Official Statement*. (**Airini** was Lead writer for 185 guests from 11 of the 13 Canadian provinces, 30 of the 50 United States and 25 countries. Indigenous peoples from across Canada, the Hawaiian Archipelago and mainland of the United States joined in from civil society organizations, representative bodies, universities, research centers, and government agencies).

Airini, Underhill-Sem, Y., Prescott, J., Ratuva, S., Anae, M., Mila, K., Tukuitonga, C. (2016). Pacific Research. In Tertiary Education Commission. (2016). *2018 Quality Evaluation Panel-Specific Guidelines*. Tertiary Education Commission: Wellington, New Zealand, pp. 85-93. (<http://www.tec.govt.nz/Documents/Forms%20Templates%20and%20Guides/PBRF-Panel-Specific-Guidelines-2018-Quality-Evaluation.pdf>).

Airini, Underhill-Sem, Y., Prescott, J., Ratuva, S., Anae, M., Mila, K., Tukuitonga, C. (2016). *Draft Pacific Research Panel-Specific Guidelines*. Tertiary Education Commission, Wellington: New Zealand.

Airini. (2014). *How to lead schools and teach to lift Pasifika student achievement: Evidence and reports. A discussion paper prepared for the Investing in Educational Success Professional Standards Writing Group*, Ministry of Education, New Zealand. 13 pages.

New Zealand Children's Commissioner's Expert Advisory Group on Solutions to Child Poverty. (2012). *Solutions to child poverty in New Zealand: Evidence for action*. 72 pages. http://www.occ.org.nz/publications/child_poverty.

Airini, with Prescott, J. (2012). *Working Paper no.15: Better public service performance on poverty amongst Pasifika children*. August 2012. 29 pages. Invited paper prepared for the New Zealand Children's Commissioner Expert Advisory Group on Solutions to Child Poverty. http://www.occ.org.nz/publications/child_poverty.

Airini. (2011). *Skills to employment*. Invited report for Ministry of Women's Affairs, New Zealand. MWA 11 July 2011. 9 pages.

Airini, Brown, D., Curtis, E., Johnson, O., Luatua, F., O'Shea, M., Rakena, T., Reynolds, G., Sauni, P., Smith, A., Su'a Huirua, T., Tarawa, M., Townsend, S., Savage, T. & Ulugia-Pua., M. (2009). *Success for all: Improving Māori and Pasifika student success in degree-level studies. Milestone report 8. Final Report. December 2009*. Uniservices Ltd. 81 pages.

Airini & Amituanai-Toloa, M. (2009). Schooling Improvement Pasifika project: Initial literature review. *Pasifika schooling improvement milestone 4*. Auckland, New Zealand: Uniservices Limited.

Poster (1)

Airini, Tarawa, M., O'Shea, M., Rakena, T., Brown, D., Curtis, E., Reynolds, G., Smith, A. & Luatua, H. *'Success for All', Learning together: Crossing boundaries Through Collaborative Practices Within and Beyond the Tertiary Context*, University of Queensland, 26 November 2009.

Select Committee submission (to the New Zealand Government) (1)

Airini. (2013). Submission on the Education Amendment Bill 2012, 77-1. A personal submission to the Education and Science Committee. New Zealand Parliament.

Invited Lectures and Keynote presentations (33): Selected examples (2009-2019)

- Airini.** (2019). *How to unsettle literacy and language research in good ways*. Language and Literacies Research Conference. University of British Columbia, BC, Canada. 1 June 2019
- Airini, & Naepi, S.** (2018). "A Notch in My Heart" - *Using the Potentials Approach to increase Indigenous Undergraduate Research*. Keynote for the High Impacts in Undergraduate Research Symposium, Thompson Rivers University, BC, Canada, 18 February 2018.
- Airini.** (2017). *Remembering who we are: Indigenous knowledge making for Education futures*. Keynote for the Nisga'a Education Conference, Laxgalts'ap Community Centre, BC, Canada. 22 September 2017.
- Airini.** (2016). *Remembering who we are: Indigenising, teaching and the University*. Invited keynote presentation to the Perspectives on Teaching Conference, Western University, London, Ontario, Canada. 30 August 2016.
- Airini.** (2015). *Towards new horizons: Research as service*. Invited keynote for the Inaugural TRU Graduate Research Symposium. Thompson Rivers University, Kamloops, BC, Canada, March, 27, 2015.
- Airini.** (2014). *Indigenous research: Pasifika research principles and horizons*. Invited presentation to the Interior Nations Research Forum. Thompson Rivers University, BC, Canada. 12-13 September 2014.
- Airini.** (2013). *Child poverty in 'Godzone'? Evidence and actions to reduce child poverty in New Zealand*. Invited keynote for the University of Sydney, Australia. University of Sydney, 11 March 2013. *Ideas* is the University of Sydney's premier public lecture series programme that aims to bring some of Sydney's, Australia's and the world's, leading thinkers to the wider Sydney community. (http://sydney.edu.au/sydney_ideas/about/index.shtml).
- Airini.** (2012). Parity for all in tertiary education: Aspiration and expectation in New Zealand. An invited seminar co-sponsored by the Department of Education Studies and the Centre for Policy Studies in Higher Education and Training Faculty of Education, The University of British Columbia, 20 Sept 2012.
- Airini.** (2012). *Why should the business sector care about the wellbeing of children?* Every Child Counts and Business New Zealand discussion series about the importance of child wellbeing to the economy. Te Papa, Wellington, New Zealand, 10 May, 2012.
- Airini.** (2010). *Pasifika research in tertiary education*. Invited keynote and workshop. Association of Pasifika Staff in Tertiary Education Annual Conference, 8-10 July, Christchurch, New Zealand.
- Airini, Curtis, E., Rakena, T., Brown, D. & Reynolds, G.** (2009). *Success for all: improving Māori and Pasifika student success in degree-level studies*. Invited colloquium keynote presentation for Colloquium On Tertiary Research In Progress (Tlri/ Ako Aotearoa), 7-8 September 2009, Auckland. Presented by Dr Airini.
- Airini.** (2009). *Leading change and changing lives: Success for all in tertiary education*. Invited keynote. Association for Tertiary Education Managers. November 2009, Auckland, New Zealand.

Papers in Refereed Conference Proceedings (2)

Rakena, T., **Airini**, Brown, D., Tarawa, M. & O'Shea, M. (2009). Student-centered success in the music studio environment: Improving indigenous and minority student success in degree-level studies. *Proceedings of the Joint Conference of XXXIst ANZARME Annual Conference and the 1st Conference of the Music Educators Research Center (MERC)*, pp.213-229. Melbourne, Vic.: ANZARME.

Airini & Sauni, P. (2004). *Bring only the most beautiful: Towards excellence in adult education pedagogy*. Paper presented at the Adult Education Research Council/ Canadian Association for the Study of Adult Education (CASAE) Joint Conference: Conference, University of Victoria, Victoria, Canada.

Papers at refereed conferences (31): Selected examples (2019-2009)

Airini & Naepi, S. (2019). *Knowledge Makers: Increasing Indigenous student undergraduate researchers and research through multimodal practices*. American Education Research Association Annual Conference, Toronto, Canada. 5-9 April 2019.

Airini. (2015). *Transition, transformation, and higher education policy: Promising practices from New Zealand to improve equity*. Presentation to the European Council for Education Research Conference,

Corvinus University of Budapest, Hungary, 7-11 September 2015.

Airini. (2015). *National educational policies addressing equality and equity: Experiences of New Zealand*. Presentation to the Education and School Leadership Symposium University of Teacher Education, Zug, Switzerland. September 2-4, 2015.

Bell, A., Wolfgram-Foliaki, E., **Airini**, Santamaria, L. (2014). *Global and cross-cultural perspectives on first-generation university students*. Presentation at the Joint conference of Australian Association for Research in Education and New Zealand Association for Research in Education. University of Technology, Brisbane, 30 November-4 December 2014.

Curtis, E., Wikaire, E., Kool, B., Honey, M., Kelly, F., Poole, P., Barrow, M., **Airini**, Ewen, S. & Reid, P. (2013). *What helps and hinders indigenous student success in higher education health programmes: A qualitative study using the Critical Incident Technique*. Paper for presentation to the 6th Ottawa Conference Conjoint Conference with 12th Canadian Conference on Medical Education (CCME), Ottawa, Canada, 25-29 April 2014.

Paterson, S. & **Airini**. (2013). *Peers as informal professors: Peer-based Learning that supports the Success of Indigenous and Minority Students*. Paper presented at the Higher Education Research and Development Society of Australasia (HERDSA) Conference 1-4 July 2013, Auckland, New Zealand.

Airini. (2011). *Strategy implementation and development goals*. Paper presented at The Sixth Annual Education and Development Conference. March 5-7 2011, Bangkok, Thailand. 21 pages.

Airini, Rakena, T., Brown, D. & Curtis, E. (2009). *Success for all: Creating minority and indigenous student success in degree-level studies in a post-European context*. ECER Conference, Vienna, September 2009.

Airini, Collings, S., Conner, L., McPherson, K., Midson, B. & Wilson, C. (2009). *Thinking critically about leadership in universities: What women can do (Not a randomised controlled study)*. Paper presented at the 15th International Critical and Feminist perspectives in Health and Social Justice Conference, Auckland, New Zealand, April 16 – 19, 2009.

Presentations at conferences/ seminars/ symposia (refereed) (7)

Naepi, S., Airini, Sandy, M., Fredborg, A. McCormick, R. (2018). *Knowledge Makers: Optimising Indigenous Research Potential in Canada through mentoring*. Presentation at the International Indigenous Research Conference. Nga Pae o Te Maramatanga. The University of Auckland, Auckland, New Zealand. 13-16 November 2018.

Airini. & Naepi, S. (2016). *Knowledge Makers: Promising practices for mentoring undergraduate Indigenous researchers*. Presentation at the International Indigenous Research Conference. Nga Pae o Te Maramatanga. The University of Auckland, Auckland, New Zealand. 15-17 November 2016.

Bell, B., **Airini**, Benton, M., Wolfgram- Foliaki, E. (2015). *Potential Plus: Exploring how university practices help Canadian 'first generation' students succeed*. Symposium presentation: Australia, New Zealand, South Africa and Canada - convergences and divergences in the experiences of first-generation university students. 12th Annual Conference of the International Society for the Scholarship of Teaching and Learning. 27-30 October 2015, Melbourne, Australia.

Samu, T., Siilata, R., Siteine, A., Toetuu-Tamihere, 'A., **Airini.**, Maaka, M. (2015). *Culture, Language and Heritage in Education Research and Praxis: Advancing Justice through the Discourse of 'Success' for Pacific Learners in Aotearoa New Zealand*. Panel Chair. Selected New Zealand Association for Research in Education Symposium Panel, American Education Research Association, Chicago, April 2015.

Tupu, J., Catlin, S., & **Airini.** (2009). *Excellent People Embracing Every Opportunity: General Staff Participation in Professional Development*. Presentation at the Tertiary Education Managers conference, Darwin, Australia.

Airini. (2003). *Adult Learning in the community: Can you handle the jangle?* Annual National Conference, Adult Learning Australia, Sydney, Australia.

Airini, & Brooker, B. (1999). Quality teacher education: What helps or hinders learning in teacher education. Paper presented at the Pacific Circle Consortium Conference, University of Hawai'i at Manoa, USA.

Presentations at conferences/ seminars/ symposia (non-refereed) (29)

Selected examples (2009-2019)

- Airini.** (2018). *The Coyote Brings Food from the Upper World*. Thompson Rivers University Truth and Reconciliation Forum. 23 March 2018. Thompson Rivers University, BC, Canada.
- Airini.** (2017). *Indigenous knowledge making for Education futures: Building the plan*. Nisga'a Education Conference, Laxgalts'ap Community Centre, BC, Canada. 22 September 2017. <http://www.nisgaanation.ca/news/nisgaa-nation-education-conference-2017>
- Airini & Naepi, S.** (2017). *Better results for better futures: Parity possibilities*. Nisga'a Education Conference, Laxgalts'ap Community Centre, BC, Canada. 22 September 2017.
- Airini.** (2017). *Being who we were called to be*. Presentation for the panel: Witnessing and responding to the historical present as socially/politically-engaged academics. CSSE, Toronto, Ontario Canada. 27 - 31 May 2017. https://scee.ca/acde/view/acde_program_at_csse_2017
- Mandzuk, D., Rassier, D., Tupper, J., & **Airini.** (2016). Navigating Complex Relationships in the Dean's Role. ACDE Panel session for CSSE. Canadian Society for the Study of Education Conference 2016, University of Calgary, Calgary, Alberta, Canada, 30 May 2016.
- Airini.** (2014). *"And we will find a way": From higher education policy to better results for under-served students*. Invited presentation to the Howard University School of Education, Washington DC, USA. 14 October 2014.
- Airini.** (2014). *Researching Equity And Diversity In Education: The Critical Incidents Technique*. Presentation for the 'Research Methods for Equity and Diversity in Education' Round Table. Howard University School of Education, Washington DC, USA. 15 October 2014.
- Airini.** (2014). *Making a difference to student achievement: Doing the things that matter: A response to Prof John Hattie*. Festival of Education. Auckland, New Zealand.
- Airini.** (2013). *The blade of your paddle: How to research for success by diverse university students*. Paper presented at the symposium University teaching reconsidered: equity, practice, inquiry, Institute of Education, Diversity and Lifelong Learning, Victoria University, Melbourne. 9th October 2013
- Airini.** (2012). Equity, Change, and the Public Good: Who are the University's Publics? Paper presented at the *University Reform, Globalization and Europeanization* (URGE) Symposium, The University of Auckland, Auckland, 6-7 November, 2012.
- Airini.** (2012). *How to raise Pasifika achievement in tertiary education*. Invited presentation to the Ministry of Education Knowledge Seminar Series. Ministry of Education, Wellington, New Zealand. 24 May 2012.
- Airini.** (2009). *Leadership Diversity*. Invited presentation for the New Zealand Women in Leadership programme for Academic Women, June 2009, Wellington, New Zealand.

Presentations and collaborative research workshops with Government agencies (5):

Selected examples

- Airini. & Naepi, S.** (2017) *Fulfilling potential: The role of parity targets*. Invited presentation to the Ministry of Education meeting of Six School Districts for Education Equity. Vancouver, BC, Canada. 9 March 2017.
- Airini.** (2014). *Be the ones we were called to be: Making tertiary education success happen for all*. Wellington: Fulbright New Zealand. Presentation to the Tertiary Education Commission (4 July 2014).

Research Project Milestone reports (9): Selected examples

- Amituanai-Toloa, McNaughton, S., Lai, M., & **Airini.** (2009). *Pasifika schooling improvement: Milestone 4*. (284 pages). Auckland Uniservices Limited.
- Airini et al.** (2007-2009). *Success for All: What helps Māori and Pasifika students succeed in degree-level studies*. Milestone Reports:
May, 2007, September 2007, December 2007, May, 2008, September 2008, February 2009, May 2009, December 2009. Auckland Uniservices Limited.

Examination reports (Doctoral) (11): Selected examples

- Brown, Lesley, (2020). *Murder on the Education Policy Express: Requiem for New Basics*. Unpublished doctoral thesis. Deakin University, Australia.
- Ponton, Iva. (2015). *An investigation of Samoan student experiences in Homework Study Groups in Melbourne*. Unpublished doctoral thesis. The University of Melbourne, Melbourne, Australia.
- Tchacos, E. (2010). *Attitudes and opinions of Aboriginal youth to suicide in the Goldfields Region of Western Australia*. Unpublished doctoral thesis. The University of Notre Dame Australia, Freemantle, Australia.
- Elliott, K. (2010). *Inside out: Spirituality and sexuality in Aotearoa/ New Zealand secondary schools*. Unpublished doctoral thesis. The University of Auckland.
- Chu, C. (2009). *Mentoring/leadership of Pacific students in education at university*. Unpublished doctoral thesis. The University of Victoria at Wellington.

Examination reports for dissertations/ theses (Masters) (11): Selected examples

- Uluave, M. (2013). *Toulanganga: a Tongan model for community engagement and social enterprise*. Unpublished thesis in partial fulfilment of the requirements for the degree of Master of Social Practice. Unitec, New Zealand.
- Tipi, Fa'amalua. (2013). *When the sun goes down - What helps or hinders Pasifika Professional Rugby Players to successfully transition to another career pathway when they retire from professional rugby*. Unpublished thesis in partial fulfilment of the requirements for the degree of Master of Education. The University of Auckland.
- Dyason, C. (2010). *Where to from here?: University liaison services and how they influence student decision-making in tertiary institutional choice*. Unpublished thesis in partial fulfilment of the requirements for the degree of Master of Education. The University of Auckland.
- Deynzer, M. (2009). *The transition to University of Pasifika students from low and mid-decile schools*. Unpublished thesis in partial fulfilment of the requirements for the degree of Master of Arts. The University of Auckland.
- Lockett, C. (2009). *Fitting (it) in: Mature students' experiences of university*. Unpublished thesis in partial fulfilment of the requirements for the degree of Master of Education. The University of Auckland. External Assessor report.
- Tasi, B. (2009). *Supporting youth for work in New Zealand: A case study of the Samoan experience*. Unpublished thesis in partial fulfilment of the requirements for the degree of Master of Education. AUT University.
- Zahid, F. (2009). *Immigrant parents & the New Zealand primary school education system*. Unpublished dissertation in partial fulfilment of the requirements for the degree of Master of Education. The University of Auckland.

Examination Committee (Doctoral) (13): Selected examples

- Brown, C. (2020). *Murder on the Education Policy Express: Requiem for New Basics*. PhD (Education). Unpublished doctoral thesis. Deakin University, Australia.
- Rifle, K. (2019). *Effective implementation of 'Ka Hikitia' into the Mainstream education sector: From theory to praxis*. Unpublished doctoral thesis. Te Whare Wānanga o Aotearoa, New Zealand.*
- Flavell, M. (2019). *Supporting successful learning outcome for secondary Pacific students through home-school relationships*. Unpublished doctoral thesis. University of Victoria at Wellington.
- Lourie, M. (2013). *Symbolic Policy: A Study of Biculturalism and Māori Language Education in New Zealand*. Unpublished doctoral thesis. The University of Auckland.
- Drake, M. (2012). *How do the values in new South African policy manifest in a disadvantaged school setting?* Unpublished doctoral thesis. The University of Auckland.
- Hussain, B. (2011). *Quality Assurance Processes for Teaching in Research-led Universities: Implications for Pakistan*. Unpublished doctoral thesis. The University of Auckland.
- 'Otunuku, M. (2011). *Tongan conceptions of schooling in New Zealand: Insights and possible solutions to*

underachievement. Unpublished doctoral thesis. The University of Auckland.*

Elliott, K. (2011). *Inside out: Spirituality and sexuality in Aotearoa/ New Zealand secondary schools*. Unpublished doctoral thesis. The University of Auckland. *

Huggard, P. (2009). *Managing compassion fatigue: Implications for medical education*. Unpublished doctoral thesis. The University of Auckland.

[Key: * In attendance]

Examination - Independent Chair of Oral Examination (6)

Barret, M. (2014). *Modelling blood flow and oxygen transport in the active brain*. Unpublished doctoral thesis. The University of Auckland.

Falloon, K. (2014). *ReFREESH: Restriction for reorganising sleep habit: A randomised controlled trial of simplified sleep restriction for primary insomnia in the primary care setting*. Unpublished doctoral thesis. The University of Auckland.

Lippok, N. (2014). *Novel polarization and dispersion concepts for Optical Coherence Tomography*. Unpublished doctoral thesis. The University of Auckland.

Fourie, C. (2013). Sympatic function in the Hippocampus in neurodegenerative disease. Unpublished doctoral thesis. The University of Auckland.

Kalarot, R. (2013). Real time stereo on GPU with application to precision 3D tracking. Unpublished doctoral thesis. The University of Auckland.

Sila, S. (2013). *Le Laau o le Sopoaga: A Plant on a Journey: Planting Samoan Methodism in New Zealand*. PhD (Theology). Unpublished doctoral thesis. The University of Auckland.

Review of PhD research proposal (4)

Research Centre/ Project Governance and Advising (15): Selected examples

- 2013-15 “What is therapeutic?” Sourcing Samoan & Tongan knowledge traditions. Supervisor of research led by Dr Karlo Mila. 2013-2014 budget: \$185,000 (to Sept 2014) from Health Research Council (NZ) Pacific Postdoctoral Research fund.
- 2012-14 Te Whare Kura: A thematic research initiative of The University of Auckland to promote research into indigenous knowledges, peoples and identities. Invited member of Steering Committee (responsible for strategic leadership and governance). 2012/2013 budget: \$600,000.
- 2007-11 Starpath Research Project. The University of Auckland: Identifying and addressing choke points for educational achievement by Māori, Pasifika and low-income children. One of 6 invited governance board members. Project value: \$10 million.
- 2008-09 Growing up in New Zealand: Longitudinal Study with a focus on Māori, Pasifika and Asian communities. One of six invited Pacific Advisory Group members. Value: \$13 million (Lead agency: MSD. In addition: MoH, Families Commission, MoJ, MoE).
- 2008 Member, University of Auckland Working Party: Development of a strategy to grow the University’s External Research revenues to achieve the target of \$270M in 2012 (Research Office).
- 2004 Ministry of Education, National Office: Adviser to the national Numeracy Project (value \$30 million). This project, involving 500,000 school children aims to increase achievement in mathematics.

Journal Editor (4 journals):

- 2016-present: [Knowledge Makers](#). Vols 1-5. Associate Editor. Member of inaugural Editorial Board.
- 2015-2018: Invited member of the Editorial Board for the [Journal of Educational Leadership, Policy and Practice](#).
- 2010-2014: Editor international journal: *Pacific-Asian Education*. (ISSN 1019-8725).
- 2011: Associate Editor, *Higher Education Research and Development*. Print ISSN: 0729-4360.

Journal Advisory Board (3)

- 2016-present: [Pacific Dynamics: Journal of Interdisciplinary Studies](#). MacMillan Brown Centre, University of Canterbury, New Zealand. Invited Editorial Board member.
- 2016: [Radical Imagine-Nation](#). Chapman University, USA. Executive Editors: Prof Peter McLaren, Prof Suzanne Soohoo.
- 2009-10: Appointed to Editorial Committee of Asia-Pacific Centre of Education for International Understanding ([APCEIU](#)), a UNESCO Category 2 institute mandated to promote Education for International Understanding towards a Culture of Peace in the Asia-Pacific. Project: "Capacity Building of Pacific Islands Educators for Civic Education towards a Culture of Peace: Development of a Guidebook".

Book Series Board member (1)

2016- Invited Board member for the book series: Innovations and Controversies: Interrogating Educational Change. [BRILL /Sense Publishers](#): 10 volumes (2014-2020).

Reviewer

Journal Reviewer (11 Journals): Selected examples

- *Higher Education Social Sciences* (ISSN 1927-0232 [Print] ISSN 1927-0240 [Online])
- *Journal of Educational Management, Administration and Leadership* (ISSN: 1741-1432)
- *International Journal of Educational Research*
- *MAI Review* (Online ISSN 1177-5904)

Reviewer: Research proposal

- Sauni, L. (2013). *Fa'asa'olotoga ile Manuia: Liberated to succeed*. Faculty of Education Research Development Fund proposal. 12 pages.
- Shah, R. (2013). *School governance issues*. Faculty of Education Research Development Fund proposal.
- Jaramillo, N. (2013). *Culturally Relevant Pedagogy in Aotearoa: An examination of its history and impact on student learning*. Faculty of Education Research Development Fund proposal. 11 pages.

Reviewer: External Research Grant application

- New Zealand Health Research Council (2012). Invited member of HRC Research Grants Panel.
- Donkor, K. (2015). Application in support of resubmission for NSERC Discovery Grant. Thompson Rivers University.

Reviewer: Research report (7): Selected examples

- Tertiary Education Commission. (2014). *Doing better for Pasifika in tertiary settings: Review of the literature*. 8 pages review comments.
- Ministry of Women's Affairs (2013). *E tu ake! Higher qualifications, higher earnings*. Draft policy paper. 32 pages.
- Toumu'a, R. (2013). *Pasifika Success as Pasifika: (Re)Defining Literacy and its Role in Pasifika Success as Pasifika in Aotearoa New Zealand*. Wellington, New Zealand: Adult and Community Education (ACE Aotearoa).

Reviewer: International Conference

- 2013 Canadian Society for the Study of Education: 41st CSSE Annual Conference 2013.

Reviewer: Symposium

- 2012 *Te Whare Kura Indigenising Knowledge for Current and Future Generations Symposium*. University of Auckland (www.tewharekura.auckland.ac.nz).

Advancement of research culture: Selected examples

- TRU Knowledge Makers Circles (Undergraduate, Masters, PhD): An interdisciplinary initiative to increase Indigenous researchers and research led by Indigenous peoples. (2016-present). Outputs include the *Knowledge Makers Journal* (Vols 1-5).
- Critical Studies in Education Research Mentors Initiative (2010-2011). Experienced researchers were partnered with emerging researchers in the school, including Pasifika researchers. Outcomes included

an increase in research outputs; at least two research outputs per year from each emerging researcher.

- Critical Studies in Education Doctoral Research Symposium (October 2010). 50 CRSTIE doctoral students invited to present their research, in conjunction with their supervisors. Key output: Stephenson, M., Carpenter, V., Duhn, I. & Airini. (Eds). (2011). *Changing worlds: Critical voices and new knowledge*. Auckland, New Zealand. Pearson.

EXTERNAL ENGAGEMENT

Government Engagement

Canada

- 2019-2021 Secured, Ministry of Advanced Education: \$495,000 for Indigenous and Adult Special Education projects (Faculty of Education and Social Work).
- 2019-2020 Secured, Ministry of Advanced Education: \$200,000 for Indigenous TRC Calls to Action #62 project (Association of British Columbia Deans of Education).
- 2017-present Ministry of Education Equity Action Project (Aboriginal Education): In response to TRC Call to Action #10: To close education achievement gaps within one generation, for Indigenous students (K-12) in BC, Canada. Pan-BC project piloted with seven school districts, now increased with more than 50 per cent of all Indigenous students in public K-12 by July 2019. Unique evidence-informed action to 'size' and track education achievement gaps. Projected to close gaps within 2-5 years rather than generation period of up to 30 years.
- 2015-16 Member, Ministries of Education and Advanced Education: Appointed to the "Think Tank for Personalized Learning in Graduation Years" along with other selected education leaders from British Columbia's universities and colleges.

International

- 2020-present **Advisor to United Nations Food and Agriculture Organization's Global Hub on Indigenous Food Systems:** This hub facilitates Indigenous knowledge/ expertise and scientific knowledge exchange for the restoration of ecosystems that support traditional indigenous food systems. Member of the Indigenous Technical Committee for the High-Level Expert Seminar on North American Indigenous Peoples' Food Systems toward the UN Food Systems Summit 2021 (December 15th, 2020).
- 2007-2009 **UNESCO: Advisor and editor**
* Consulting advisor and lead editor to UNESCO (Paris) on education resource materials on Indigenous navigation methods; for distribution across the Pacific region and globally: *The Canoe is the People*: Indigenous navigation in the Pacific (<https://en.unesco.org/links/transmission/canoe>).
- 2004-2005 **International Consultancies Director, NZAID, Ministry of Foreign Affairs and Trade**
* Project Director (part-time), Cook Islands 15-Year Education Strategy (2006-2020) development. Government budget value: \$85.2 million.
* Project Director (part-time), review of Tonga Teacher Education (2005-2015). Government budget value: \$7 million.
- 2001-2005 **Advisor to OECD, New Zealand & developing nation governments** on long-term nationwide education strategies (value of projects undertaken 2001-2005: \$212 million in government initiatives).

New Zealand

- 2013 Member, National Awards in Education Excellence (New Zealand): Invited member of panel that created the awards, at the request of the Minister of Education (Ministry of Education). Sole Pasifika education specialist.
- 2012 Member, Child Poverty: Expert Advisory Group for Solutions to Child Poverty: Appointed by the New Zealand Children's Commissioner (confirmed by the Prime Minister's Office), to 13-person taskforce. Sole Education specialist.
- 2012-2013 Member, MoE Pasifika Research Advisory Group: Appointed by the MoE as establishment member; providing the MoE a strategic and research-informed perspective to discussions about Pasifika education, and to strengthen research-policy relationships.
- 2010-2013 Member, Adult and Community Education: Professional Development Standards and Training Reference Group (five-person group).
- 2007-2014 Member, New Zealand Think Tank for the *United Nations Decade of Education for Sustainable Development*.
- 2006-09 Member: New Zealand Association for Research in Education Council (NZARE) National

Referee Panel.

- 2005 Member, *Teaching Matters Forum*: 9-person forum at the invitation of the Minister of Education. Focus of group was the promotion of excellence in tertiary teaching, Advisor to government on the proposal to establish the National Centre for Tertiary Teaching Excellence and associated initiatives for excellence in tertiary teaching (\$20 million on-going funding). The Forum led extensive nation-wide regional consultation. Outputs included a discussion document that was the focus of national regional consultations, and final report to the Minister of Education. Ako Aotearoa was established as recommended.
- 2004 Member, Foundation Learning Advisory Group (FLAG): Advisor to the Government, nominated by the Secretary of Education, on the goals and strategic development of foundation education aimed at increasing adult participation and success in post-secondary education.
- 2004 Member, Foundation Education Policy Development Reference Group (Ministry of Education)
- 2004-2007 Member, MoE, Auckland Pasifika Education Komiti (providing the Auckland regional office with advice on Ministry and other initiatives).
- 2004 Advisor, MoE, National Office: National Numeracy Project (value \$30 million). This project, involving 500,000 school children aimed to increase achievement in mathematics.
- 2003-2005 Member, Ministry of Education 5-person panel for the allocation of \$1.5 million for national teacher study awards in strategically targeted areas.
- 2003-2004 Member, MoE New Zealand Curriculum Reference Group tasked with evaluating the national curriculum, then undertaking redevelopment where necessary.
- 2003 Member, MoE Home-School Partnership (Secondary) Reference Group.
- 2003 MoE Advisory group for research on the implementation of the Arts curriculum.
- 2000-2001 Member, Māori early literacy assessment advisory group, NZCER. MoE representative.
- 2000-2001 Member, Competent Children at 8, 10 Research advisory group, New Zealand Council of Education Researchers (NZCER). A longitudinal study into the factors influencing children's achievement in the New Zealand curriculum.
- 2000 Representative: UNESCO: Pacific Islands Directors of Education Consultation (Nauru, August 2000). Deputised for New Zealand Secretary of Education.

Advancement

External Donations/Grants for Student Awards and Research Centre/Chairs (2015/16-present):
\$2.45 million

Year	Project	Funder	Total Value
2020/21	TRU Resiliency Campaign (107 bursaries for first-year students beginning academic studies during the pandemic)	Multiple	\$54,000
2019/20-22	Adult Special Education award	Anonymous	\$30,000
2017/18	BSW Study Awards	Trans Mountain	\$100,000
2017/18	BSW Study Awards	Dr Sherman Jen	\$300,000
2017/18	MEd Study Awards	Dr Sherman Jen	\$125,000
2017/18-21/22	Ombaashi: Indigenous mental health and well-being International network	CIHR	\$1,000,000
2016/17-2020/21	Canada Research Chair in Indigenising Higher Education	CRC	\$650,000
2016/17	Indigenous retention: research and development	AVED	\$3,000
2016/17	First Generation Learners	Joyce Foundation	\$50,000
2016/17	Employment Skills Training Retail Lab	Vancouver Foundation	\$20,000
2016/17	Employment Skills Training Retail Lab	New Gold	\$10,000
2016/17	Employment Skills Training Retail Lab	Roland Foundation	\$10,000
2015/16-17/18	BSW Study Awards	Dr Gowd Foundation	\$40,000

2015/16-present	Dr Ken Lepin MEd Study Awards (\$5,000 annual award)	Lepin Foundation	\$25,000
2015/16	Indigenous Mentorship Program	IMNP	\$25,000
	TOTAL		\$2,447,000

External grants secured for teaching/programs (2015/16-present): \$3.65 million

Year	Project	Funder	Total Value
2019/20-21/22	BEd Indigenous cohort to increase the number of qualified Indigenous teachers	AEST	\$350,000
2019/20	Truth and Reconciliation Commission Call to Action #62 (Teachers understanding and skills in indigenous curriculum and teaching practices)	AEST	\$50,000
2019/20-20/21	Adult Special Education – Trades cohort	AEST	\$100,000
2017/18	First Nations Language program	INAC	\$106,000
2017/18	Development Standard Teaching Certificate (First Nations Language)	AVED	\$10,000
2016/17-17/18	Northern Shuswap ECE teacher education. Two-year delivery at regional campus of Williams Lake, BC. Collaboration between TRU (EDSW), Northern Shuswap Tribal Council and four Bands: Canim Lake Band, Canoe Creek Band, Soda Creek Indian Band, Williams Lake Band	INAC	\$382,000
2016/17-17/18	ECE teacher education at regional campus of Williams Lake, BC. (AVED)	AVED	\$150,000
2016/17	ECE Inclusive Education teaching education at Prince George, BC. (Prince George Nechako Aboriginal Employment and Training Association – PGNETA)	PGNETA	\$116,000
2016/17	Development Standard Teaching Certificate (First Nations Language)	AVED	\$10,000
2015/16-17/18	Employment assistance services and skills development (Alexis Creek Band, Redstone, BC).	Canada-BC Job Fund	\$278,002
2015/16-16/17	Northern Shuswap Tribal Council: The Language Journey – “The Journey Home” (DSTC)	Canada-BC Job Fund – Employment Services and Supports (ESS)	\$279,970
2015/16-16/17	Education Assistant and Community Support (Redstone delivery – TRU Williams Lake Campus)	AVED	\$218,217
2015/16	First Nations Language and Community Engagement: To engage with FN communities in support of student success and FN language acquisition.	AVED	\$10,000
2015/16-present	Community Adult Literacy Program (AVED)	AVED	\$1,595,710
	TOTAL		\$3,655,899

External grants: Adult Literacy Programs (2015-present) for Kamloops Community Adult Literacy Programs.

Year	Value of Projects (BC Government funded)	Number of learners to benefit
2020-21	\$315,597	1000 (approx.)
2019-20	\$271,097	1000 (approx.)
2018-19	\$243,800	1000 (approx.)
2017-18	\$219,577	1000 (approx.)

2016-17	\$204,702	1000 (approx.)
2015-16	\$340,937	1421
TOTAL	\$1,595,710	6421

Membership In Professional and Learned Societies

Canada

Canadian Society for the Study of Education
Senior Women Academic Administrators of Canada

International

American Education Research Association Australian Association for Educational Research
Member of the Royal Society of New Zealand Project Management Institute

Media engagement: Examples

Canada

University appoints independent investigator ([November 18, 2021](#)).

TRU creates First-year Student Resiliency Fund in response to pandemic financial strain. ([July 28, 2020](#)).

How Thompson Rivers University is improving outcomes for Indigenous people. ([August 19, 2019](#)).

TRU expands Bachelor of Education to support future Indigenous teachers. ([July 16, 2019](#)).

BC university boosts Indigenous programming and learning. (March 12, 2018: <http://vancouver.sun.com>).

Education and academic access opportunities at TRU. (February, 2016: Radio NL, Jim Harrison Show: <http://www.radionl.com/jim-harrison-show/>).

TRU set to charge tuition for adult basic education. Kamloops this week (June 2, 2015: A2) (http://issuu.com/kamthisweek/docs/ktwn150602_a).

International

Child poverty in 'Godzone'? Invited lead article for *Te Kuaka* April 2013. (Issue 1, 2013: www.education.auckland.ac.nz/tekuaka).

New Zealand children living in poverty. 5 March 2013. ABC Radio, Australia. <http://www.abc.net.au/radionational/programs/lifematters/nz-children-living-in-poverty/4551656>.

Māori and Pasifika learning and success at university. December 2013. (<http://spasifikmag.com/publiceducationpage/mandp/>).

Every child counts: Stimulating the business sector towards a child centric approach. 11 June 2012. <http://www.youtube.com/watch?v=dA8jrLkgB8E>.

Position Papers and Statements

Provincial: Association of British Columbia Deans of Education. (2020). *Principles for Online Teacher Education*. Lead author. Approved by the ABCDE. Tabled with Ministries and Agencies for Education and Teacher Education in BC.

National:

Association of Canadian Deans of Education. (2020). *Teaching and Teacher Education for Post-pandemic Canada: A position paper of the Association of Canadian Deans of Education*. Lead author. Circulated nationally to governments and universities in every Province and Territory. View [here](#).

Association of Canadian Deans of Education (2019). *Québec City Statement of Commitment on the Climate Emergency and Environmental Crisis*. Co-author. View [here](#).