

# CURRICULUM VITAE

Professor Airini

Provost and Vice President Academic  
University of Saskatchewan  
Saskatchewan, Canada

Citizenships: Canada  
Aotearoa New Zealand

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## ACADEMIC QUALIFICATIONS

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1997 *Dreams of woken souls: The relationship between culture and curriculum.* Unpublished doctoral thesis. University of British Columbia.

2002 *Ua soona mitamita le manu o le tava'e o ona fulu: Pasifika management perspectives on strategy implementation in education and health.* Unpublished dissertation. Master of Business Administration. Massey University.

## ADMINISTRATIVE LEADERSHIP AND EMPLOYMENT EXPERIENCE

Prof. Airini is an international researcher with more than 20 years of experience in senior academic administration, and expertise in higher education research. Prior to coming to Canada, Airini held roles at two world-class universities in Aotearoa New Zealand (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 from the University of British Columbia, Faculty of Education, Airini returned to Canada following leadership roles in New Zealand and the Pacific, in pursuit of innovation in Higher Education teaching, research, equity, and sustainability. Her third university (Thompson Rivers University) is a leader in online learning (half of all 30,000 students are off-campus learners), widened access to higher education, and the world's first comprehensive university to be awarded the environmental sustainability rank of Platinum STARS. 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 (ranked in the top 1-2% of universities globally). Airini is an award-winning education researcher in both Canada and New Zealand, and a Fulbright scholar (Howard University, Washington, DC). Her academic leadership responsibilities span the spectrum of disciplines and research, and her own research is interdisciplinary and applied. Airini has advanced Indigenous research methods internationally and in New Zealand. Airini's major research focus is on how education can help build a more equitable society for all. Her research and development initiatives have directly shaped 21st century education systems so that education success for all can mean all, at school and post-secondary levels in Canada and internationally.

### 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: 26,000 students, \$1.1 billion annual budget.
  - The role provides institution-level leadership for the university's academic strategy, budget, 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, 5,171 faculty/staff across the university.
- 2014 - 2021 Dean, Faculty of Education and Social Work (EDSW), [Thompson Rivers University](#) (TRU), British Columbia, Canada. Renewed in 2019 for a further 5-year term.
- TRU is a member of [Research Universities Council of British Columbia](#) and delivers as both research- and teaching-intensive. TRU celebrated its 50<sup>th</sup> anniversary in 2020, and beginning from a College history, TRU was established as a university in 2005. 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 Inaugural 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 (87<sup>th</sup> in 2023). 6<sup>th</sup> for Higher Education University Impact (Times Higher Education World University Rankings). Approx. 36,700 fulltime equivalent students and 5,900 fulltime equivalent academic (2,400) and professional staff (3,500).
- 2004 - 2007 Associate Dean, Equity, Faculty of Education, The University of Auckland.
- 2001-2004 Academic General Manager, Pasifika Development, Auckland College of Education: Leader of up to 32 staff delivering Indigenous-focused courses and student support.

## Academic appointments

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.
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, Religious Studies Department, Christchurch.

## Experience in Government Leadership (see also Consultancies, below)

2004-2005	Project Director, Cook Islands Ministry of Education 15-Year Education Strategy (2006-2020) development. Government budget value: \$82.8 million <sup>1</sup> . 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.
2004	Project Director review of Tonga Teacher Education (2005-2015). Government budget value: \$6.7M.
2000-2001	Senior Policy Analyst, New Zealand Ministry of Education: Secured inter-agency & Cabinet support for education initiatives to the value of \$50M, 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 \$13.5M 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): <ul style="list-style-type: none"><li>• Paparoa Men's Prison Group, Rolleston, New Zealand.</li><li>• Women's Prison Group, Department of Justice, Canterbury, New Zealand.</li></ul>
1987-1991	Teacher (fulltime), Manning Intermediate School, Christchurch: Taught all elementary curriculum areas with students aged 10-12 years old.

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<sup>1</sup> All currency is Canadian dollars unless stated otherwise.

## AWARDS AND DISTINCTIONS

- 2022 Student recognition: University of Saskatchewan Student Union *Doug Favell University of Saskatchewan Staff Spirit Award*. This award from the USask students recognizes non-academic staff members who are responsible for enhancing the student experience.
- 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 Canada's 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. Interdisciplinary research focus: *How university teaching helps/hinders Indigenous student success*.
- 2011 Leadership: Selected participant: Inaugural Pacific Senior Manager Leadership Development program (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. NZ 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

- 2022-2024 Vice Principal, Green College, University of British Columbia, Canada.**
- This honorary appointment is focused on advancing this graduate residential college where interdisciplinary scholarship, conversations and ideas thrive.
- 2017- 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, 23<sup>rd</sup> in the world for social and economic impact, and 27<sup>th</sup> 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

**2020- United Nations Food and Agriculture Organisation - Global Hub: Member:**

- The Global Hub on Indigenous Peoples' Food and Knowledge Systems informs policy discussions, and research agendas on food security, biodiversity and climate change at local, national, and regional level ensuring that Indigenous Peoples' knowledge and rights are central and that their food systems are protected. UNFAO Sponsorship of Knowledge Makers – Women Indigenous researchers for food security – across the seven regions of the world.

**2022-2026 New Zealand Performance Based Research Fund Co-Chair: Pacific Research Panel**

- Co-Chair for New Zealand's Pacific Research Panel for the Performance Based Research Fund (PBRF), NZ's largest research fund: \$265M per annum.

**2015-2018 New Zealand Performance Based Research Fund Chair: Pacific Research Panel**

- Appointed as the Chair for New Zealand's inaugural Pacific Research Panel, focused on quality Indigenous (Pacific) research. The PBRF assigned \$202M per annum (at 2018/19) for eight years, in research investment to universities and other research institutions, based on an audit of researchers using criteria from the PBRF Disciplinary Panels. 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 (\$2.3 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.

**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: \$72M.
- Project Director (part-time), review of Tonga Teacher Education (2005-2015). Government budget value: \$6M.

## GOVERNANCE EXPERIENCE

- 2016-2020 Executive member of the Association of Canadian Deans of Education (2017-2020), Treasurer (Nov 2019-2020).
- 2015-2022 Member, Green College Advisory Board, University of British Columbia, Canada. Responsible for the governance of the strategy, programming, budget.
- 2015-2021 Member, Association of Canadian Deans of Education.
- 2014-2021 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 (\$2.1M) 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 \$1.1M 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 \$8.4M 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.

## NATIONAL AND INTERNATIONAL SERVICE

- 2023 April: United Nations (UN), New York, USA: Invited address: United Nations Permanent Forum on Indigenous Issues, representing the UN Food and Agriculture (UNFAO) Global Hub.  
March: UNFAO, Rome, Italy: Invited presenter to the UNFAO Global Hub.
- 2021- Member, U15 Provost and Vice President Academic Committee.
- 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.

## PROFESSIONAL DEVELOPMENT

- 2022 Sauder School of Business, UBC, Coaching and mentoring course.
- 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.

NZ: [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). 5<sup>th</sup> place.

Kayak: 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.

Selected for [The Yukon 1000](#), the world's longest kayak race (1000 miles from Whitehorse, Canada to Alaska, USA within 9 days) in July 2021, and 2024 (total of 40 selected worldwide).

**ADMINISTRATIVE AND STRATEGIC LEADERSHIP: University of Saskatchewan,  
Saskatchewan, Canada**

**Responsibilities as Provost and Vice President Academic (2022-present)**

**Scope:** 26,000 students 5,171 full time employees (1,900 faculty members), comprehensive budget of \$1.1B; consolidated operating budget: \$710M.

Reporting to the President, the Provost and Vice-President Academic plays a crucial and integrative role in the establishment and achievement of the strategic directions and academic priorities of the University.

The Provost and Vice-President Academic provides institution-level leadership to a wide range of senior administrative positions across the University, including members of the President's Executive Committee, Deans and Executive Directors of Schools, and heads of other major senior administrative units. The Provost and Vice-President Academic also provides leadership to a diverse academic community of more than 60 Department Heads, and 20 responsibility centres, including 15 academic colleges, and more than 60 department heads. Direct reports: deputy dean, 17 deans, 3 vice provosts, 2 associate provosts.

**Key Accountabilities:** The Provost and Vice-President Academic has five key accountabilities: Institutional planning, resource allocation alignment, academic strategy, people leadership, and institutional leadership.

**Service**

University Council

- University Council member
- Planning and Priorities Council

Member:

- Senate
- University Council
- Planning and priorities Committee
- Strategic Capital Investment Committee
- Budget Committee Advisory Group
  
- President's Executive Council
- Senior Leadership Forum
  
- Honorary Degree Committee
- Convocation Advisory Committee

Attending:

- Board of Governors: Committees: Audit and Finance, Human Resources, Land and Facilities

Chair:

- Deans Council
- Provost's Leadership Team
- Budget Committee: Purpose: To recommend the university's budget for the forthcoming year.
- Memorandum of Understanding Committee – purpose is to review government investment with Saskatchewan ministry of advanced of education.

Project leader:

- Administrative Services Renewal project
- University Strategic Priorities project
- Integrated Planning project
- Strategic Enrolment Management project
- Horizons Fund (\$31M)

Search Committee Chair:

- Deputy Provost
- Dean of Medicine
- Dean of Engineering
- Dean of Kinesiology
- Dean of Education
- Dean of Arts and Science
- Vice Provost Students and Learning
- Vice Provost Indigenous Engagement
- Assoc Provost Strategic Priorities

Search Committee Member: Assoc President Human Resources

Policy responsibility: deybwewin| taapwaywin| tapwewin: [IndigenousTruth](#)

### **Provost's Advisory Committees:**

- Gender and sexual diversity; Scarborough Charter; and Principle Based Budgets.

### **Key results**

**Enrolments:** 1% increase in enrolments overall during Covid (2020-2022), including 4% increase in graduate enrolments; and 6% (undergraduate) and 13% (graduate) lift for spring 2023.

### **Academic programming**

New programs/streams: Examples:

- Increased targeted funding for example: BSc (Nursing), BSc (Medicine).
- New programs for example: Occupational Therapy, Speech Language Pathology; micro-credentials framework; the first master's and post-graduate certificate credentials in Scholarship of Teaching and Learning, in North America.

Accreditation: BSc (Medicine), BSc (Nursing), BEng, Master of Public Health.

**National and International Awards:** Examples:

- 2022: USask faculty member receives a 3M National Teaching Fellowship, Canada.
- 2022: USask student [awarded](#) Rhodes Scholarship, England.
- 2023: College of Engineering awarded the D2L Innovation Award in Teaching and Learning. presented by the Society for Teaching and Learning in Higher Education (STLHE).

**Research:** Examples:

- 2022: Nine [signature research areas](#) confirmed through university-wide project led by the vice president research and provost and vice president academic.
- 2022: Multiyear funding in place to support research chairs (\$2M per annum).
- 2023: Launch of Jane and Ron Graham Centre for the Scholarship of Teaching and Learning.
- 2023: Target set of 16 Canada Research Chairs from 2023/24.
- 2023: Target: \$400M external research grant revenue annually.

**Indigenisation:** Examples:

- 2023: 50 years of success in USask's Indian Teacher Education Program (ITEP).
- 2021, 2022, 2023: Annual māmowī āsohtētān Internal Truth and Reconciliation Forum.
- 2021: ohpahotān | oohpaahotaan | Indigenous Strategy gifted to USask. Biannual symposium was held with senior leadership forum to share successes in implementation.
- 2021-22: Senior executive: [Taskforce](#) for Indigenous verification of community membership /citizenship and [policy](#).
- 2021-present: Senior executive overseeing [ohpahotan| oopaahotaan| Let's fly up together|](#) gifted Indigenous strategy.

### **Resource Allocation and Budget**

#### **Context**

1. Cover annual costs of our colleges, schools, and service centres (\$710M).
2. Pay down our accrued debts (\$64M): institutional commitments; and accumulated deficits.
3. Maintain sufficient reserves to cover risks (\$68M).
4. Fund strategic priorities projects (\$12M-\$20M).
5. Cover future costs and investments to enhance student experience; research impact; and buildings, technology and infrastructure.

#### **Achievements**

Balanced budget 2021/22, 2022/23, 2023/24

2023/24:

- Halted growth in annual deficits and accumulated debt.
- All colleges, schools, support centres have balanced budgets, and some colleges are addressing their accumulated debts.
- Restoration of USask's risk and opportunity reserves. Actions between 2021/22-22/23 fully recovered the \$68M reserves gap.
- Reduced unfunded commitments by 51% (2021/22-23/24) and on track to eliminate these.
- Addressing economic barriers for students with financial need, USask budgeted nearly \$56M in 2023/24 for student aid, through scholarships, bursaries, and tuition waivers. In addition, students have access to student employment.
- Needs-based funding of \$1M allocated toward financial support for continuing international undergraduate and master's degree students.
- Increased investment in key student supports, including for the USask Student Union Food Centre, which is accessed by students across campus.

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

### **Responsibilities as Dean, Faculty of Education and Social Work (2014-2022)**

- 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 \$11M.
- Financial management: Balanced budgets in each fiscal year 2014/15-2019/20.
- Grants (2015-2022): \$2.45M in donor grants; \$3.65M in external grants for teaching.
- Strategy: 5-year Strategic Academic Plan (2017-2022) approved September 2017.

As the Dean of Education and Social Work at Thompson Rivers University Dr. Airini was responsible for all aspects of administration of the Faculty of Education and Social Work. The Faculty comprised approximately 120 faculty (full- and part-time), and up to 12,000 enrolments annually. It was 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 was via two campuses, regionally, plus through online/blended modes. The Dean reported to the Vice-President Academic and Provost, chaired Faculty and Senate committees, and was a voting member of Senate and selected Senate Standing Committees. The Dean articulated an informed vision of higher education and the Faculty and communicated 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 public. In leading, service and advocacy, the Dean served on 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.
2018-2021	Co-Chair, Senate Student Success Committee: Advises Senate on matters related to student support, services, and success. Co-Chair with TRU Student Union representatives. Dr. 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.
2016-2021	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.
2014-2021	Member, TRU Leadership: President's Leadership Group, Provost's Council, Council of Deans.

2014-2021: 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. \$2M 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 undergraduate research awards.
- Senate Tenure, Promotion and Academic Standards Committee.
- Senate Graduate Studies Committee.
- Senate International Education Committee.

#### *Faculty Committees*

2017-2021	Chair, Dean's Advisory Group: Health and Safety.
2016, 2020	Chair, Associate Dean EDSW Selection Committee; 2020 Evaluation.
2015-2021	Chair, Dean's Advisory Group: Finance.
2015-17	Chair, Faculty Tenure and Promotion Committee.
2015	Chair, Canada Research Chair (Tier II): Indigenising Higher Education.
2014-2021	Chair, Faculty Leadership Team (14 members).

### **Key results**

#### **1. Enrolments**

EDSW showed enrolment increases after a five-year decline (2015-2019) in overall 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 (5% of TRU faculty).

##### *International*

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

#### **2. Academic Programming**

##### **2a. New Programs/Streams**

- BEd (Science, Technology, Engineering, Mathematics): Commenced July 2018.
- BEd: Indigenous cohort stream: Commenced 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.

##### **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.

### 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.
- Course evaluations: Implementation of every course being evaluated every time of delivery.
- Participation and retention: To increase certainty for students' planning, EDSW was 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.
- 20 TRU-funded Aboriginal study awards (\$10,000) in support of First Nation language education.

### 6. Student Success

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

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

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

2016: Peer Assisted UPrep Learning hub launched to provide academic support services to senior secondary school students and UPrep students.

2016: Knowledge Makers (Undergraduate, Masters) Indigenous researcher mentoring: Up to 14 \$1000 study awards annually across TRU; up to 5 Masters mentored annually.

2015: 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: Approximately \$620,000 in Adult Upgrading Grants allocated annually to students meeting criteria for low-income adult basic education support.

2015: Creation of student peer mentoring spaces in two complexes at TRU campus.

#### 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: *Regional*: TRU-Chief Atahm (Secwépemcstin immersion schooling) language courses agreement.

2015: *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 or in abeyance; 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: Faculty of Education and Social Work 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 transitioned 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 was 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 articulated the shared vision for the School, with internal and external audiences, seeks grants, and built 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 revenue. 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.

2008-14 Member, Academic Programmes and Regulations Committee.

2008-14 Member, Research Committee.

2008-14 Member, Teaching and Learning Quality Committee.

2008-14 Member, Recruitment and Selection Committee: Professorial appointments.

2008-14 Member, Komiti Pasifika.

### **Key results**

New Qualifications (2006-2014):

- 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 (2008-2014): 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. \$2.1M 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 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 \$10.4M 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

#### University of Saskatchewan

Le te melamen (Good Medicine) Phd Interdisciplinary cohort: A partnership with Tk'emlups te Secwepemc to grow 10 researchers and leaders in Indigenous counselling, for community healing after the discovery of 215 'shadows' of children buried at the Kamloops Residential School.

Co-Supervisors: Dr. Airini, Dr. Angela Jaime

Funding: \$300,000 per annum.

#### 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
<b>Doctoral</b>			
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
<b>Masters</b>			
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
<b>Honours</b>			
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

Dr. Airini's major research focus is how education success for all can mean all, with a particular focus on lifting Indigenous education outcomes. Dr. 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

**Contributed to external grant projects (lead or team member): CDN: \$20.76M (2002-present)**

Year	Project (role) Note: Prof Airini was Principal Investigator (or co-PI) for those projects marked with an asterisk (*).	Funder	Value
2023-	La te melamen (Good Medicine) - PhD cohort - Tk'emlups te Secwepemc	Tk'emlups te Secwepemc	\$300,000
2018-19	Nekelc: Transforming Indigenous health research environments. Role: Co-applicant	Canadian Institutes of Health Research (CIHR)	\$74,960
2017-2020	Indigenous research mentorship – <b>Ombaashi</b> Role: Co-proposer, co-investigator	Canadian Institutes of Health Research (CIHR)	\$1,000,000
2017/18-2021/22	<b>Coyote Brings Food</b> 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 Note: Secured ongoing base-funds from 2021/22 onwards.	\$1,004,000
2017-present	<b>Knowledge Makers: Indigenous undergraduate student research mentoring*</b> Location: Thompson Rivers University Role: Co-proposer, co-investigator (\$40,000 annually)	Thompson Rivers University Note: Secured based funds from 2019/20 onwards.	\$120,000 *
2016	<b>Indigenous research mentorship –Ombaashi</b> Funding to develop full proposal. Role: Co-proposer, co-investigator	Canadian Institutes of Health Research (CIHR)	\$25,000
2016	<b>Knowledge Makers: Indigenous undergraduate student research mentoring*</b> Location: Thompson Rivers University Role: Co-proposer, co-investigator (with Dr Sereana Naepi)	Thompson Rivers University	\$50,000 *
2016-17	<b>Senior District Leadership: Characteristics of good practice</b> Location: British Columbia, Canada Role: Co-proposer, co-researcher	British Columbia School Superintendents Association	\$75,000
2014 (Aug-Oct)	<b>Making higher education success happen for all*</b> Fulbright Scholar Award to undertake international research based in Washington DC, USA. Role: Sole researcher	Fulbright (NZ)	\$12,400 *
2014	<b>Development of Cultural Competence in Multicultural Education in Indonesia and New Zealand</b> International research between Yogyakarta State University and The University of Auckland. Role: Co-proposer, research advisor	Government of Indonesia	\$8,300
2014	<b>First in Family. Improving success for first generation learners at university*</b> Role: Co-Principal Investigator (Dec 2013-June 2014) Locations: Australia, Canada, NZ, South Africa, USA	World University Network (GDP 10,000)	\$16,600 *
2014	<b>First in Family. Improving success for first generation learners at university*</b> Role: Co-Principal Investigator	Faculty Research Development Fund (University of Auckland)	\$8,300

2014	<b>First in Family. Improving success for first generation learners at university*</b> Role: Co-Principal Investigator	Te Whare Kura (University of Auckland)	\$1,600
2013-2014	<b>Optimizing Māori and Pasifika Academic Achievement (OMPAA)</b> , 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	\$123,344
2013-2014	<b>Developing a Pacific mental health intervention: What is therapeutic? Sourcing Samoan &amp; Tongan knowledge traditions.</b> 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	\$152,203
2012	<b>NZARE Group research award *: <i>Success for all: Improving Māori &amp; Pasifika success in degree-level studies.</i></b>	NZARE	\$830 *
2012-2013	<b>Scoping exercise for Pacific partnerships report (ECE development in Fiji, Kiribati, Papua New Guinea):</b> Report to Plan International Australia. Role: Co-author and advisor for successful proposal, and final report.	Plan International, Australia	\$16,617
2012-2013	<b>Professional Learning Development: Improved outcomes at NCEA level 2 by Māori, Pasifika and students with special needs.</b> 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	\$7,477,761
2011-2012	<b>Principal Advisor, Pacific *</b> , Tertiary Education Commission (part-time, fixed term Dec 2011-May 2012) Location: Wellington, New Zealand	TEC, NZ	\$24,923 *
2010	<b>Constituting new political subjectivities: Young people, the citizenship dividend and the 'Super City'</b> Location: Auckland, New Zealand Role: Co-researcher	Building Research Culture in the Social Sciences (BRCSS) II, NZ	\$8,300
2009-11	<b>Evaluation support for ASB Māori and Pacific Education Initiatives (MPEI Project)</b> 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	\$290,773
2009-13	<b>URGE: University Reform, Globalisation and Europeanisation</b> Location: UK (Bristol University), Denmark (Aarhus University), New Zealand (University of Auckland: Anthropology, Education) Role: Co-Researcher	Marie Curie FP7 IRSES programme, European Union	\$75,601
2009-2013	<b>URGE: New Zealand</b> Location: UK (Bristol University), Denmark (Aarhus University), New Zealand (University of Auckland: Anthropology, Education) Role: Co-Researcher	Ministry of Research, Science and Technology, NZ	\$4,984
2009	<b>Tātou Tātou: Success for all Māori in medical and health sciences</b> Location: Auckland, New Zealand	Ako Aotearoa. The Centre for Tertiary	\$95,532

	Role: Proposal co-author; Research team advisor	Teaching Excellence, NZ	
2009	<b>Capacity Building of Pacific Islands Educators for Civic Education towards a Culture of Peace: Development of a Guidebook</b> Location: Pacific Region, UNESCO Role: Invited Editor on 5-person Editorial Committee	Asia-Pacific Centre of Education for International Understanding, UNESCO Institute, Korea	\$1,246
2008	<b>Pasifika Education Futures: Education policy directions *</b> Location: New Zealand Role: Commissioned consultant to the CEO, Ministry of Pacific Island Affairs	Ministry of Pacific Island Affairs, NZ	\$1,661 *
2008-2009	<b>Schooling Improvement: Pasifika Project</b> Location: New Zealand Role: Co-writer of proposal; project advisor; co-author	Ministry of Education, NZ	\$249,190
2007-2009	<b>Success for all: Improving Māori &amp; Pasifika success in degree-level studies. *</b> Location: Auckland, New Zealand Role: Principal Investigator	Teaching and Learning Research Initiative, MoE, NZ	\$149,514 *
2007-2009	<b>Teu le va: Guidelines for improved links between researchers and policy makers for improved Pasifika education outcomes. *</b> Location: New Zealand Role: Principal Investigator	Ministry of Education, NZ	\$37,378 *
2007-2008	<b>Quality Teaching Research and Development: English Mainstream (hub)</b> Location: New Zealand Role: Co-writer of proposal, project advisor	Ministry of Education, NZ	\$139,548
2007-2008	<b>Quality Teaching Research and Development: Samoan Bilingual (hub)</b> Location: New Zealand Role: Co-writer of proposal, project advisor	Ministry of Education, NZ	\$156,161
2007	<b>Levelling of Samoan Reading Resources: Preliminary investigation</b> Location: New Zealand Role: Research team member	Learning Media Ltd, NZ	\$12,459
2006-2007	<b>Evaluation of Promoting Early Childhood Education (ECE) Participation Project</b> Location: New Zealand Role: Co-writer of proposal, project advisor	Ministry of Education, NZ	\$74,771
2006-2009	<b>The Canoe is the People: Teacher Guidelines and Learner Resource Kit *</b> Location: New Zealand, with project team in Auckland, Paris, Apia, Bangkok Role: Principal Investigator and Editor	UNESCO, Paris, France	\$24,923 *
2005-2010	<b>Starpath Project for Tertiary Participation and Success</b> 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	\$8,307,963
2005	<b>Review of Tonga Teacher Education (2005-2015) *</b> Government budget value: NZ\$9 million. Location: Tonga Role: Project Director	Ministry of Education, Tonga	\$74,790 *

2004-2005	<b>Cook Islands 15-Year Education Strategy (2006-2020) development *</b> Government budget value: NZ\$112 million. Location: Cook Islands Role: Project Director	NZAID, Ministry of Foreign Affairs and Trade, NZ	95,565 *
2004	<b>Mental Health Promotion Professional Development in Evaluation Project *</b> 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	\$66,480 *
2004	<b>Nga Kiwai Kete: The e-learning toolbox (<a href="http://www.nkk.org.nz/home.php">http://www.nkk.org.nz/home.php</a>)</b> Location: New Zealand Role: Advisory Group member (one of six)	e-Learning Collaborative Development Fund, TEC, NZ	\$174,569
2002-2003	<b>Survey of Pasifika Literacy Levels &amp; Programmes (November 2002 – September 2003)</b> Location: New Zealand Role: Research team member (1 of 3)	Ministry of Education, NZ	\$77,641
2002	<b>Pasifika tertiary success: Guidelines *</b> 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	\$145,474 *

## RESEARCH PUBLICATIONS

**Summary:** 110+ publications:

- 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**. (Eds.). (forthcoming). *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 Kakana 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 educación para el Siglo XXI. Un Puente en la Cuenca del Pacífico Memoria de la 22 Conferencia del Consorcio Circulo del Pacífico*. University of Colima: Mexico. pp. 321-340.

### Refereed Journal Articles (30)

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/jje.2013.12.
- 'Otunuku, 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., **Airini,** Matthews, T. (2022). *The Secwépemc Nation Research Ethics Guidelines.* Kamloops, Canada: Thompson Rivers University.
- 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 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.
- 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](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](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 (34): 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](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., Wolfram-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., Wolfgramm- 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 (2009-2023)**

- Airini,** Naepi, S., Te Punga Somervill, A. (2023). *One ocean, many currents: Three perspectives on Pacific research methodologies*. Green College, UBC: Vancouver, BC, Canada.
- Airini,** Fowler, G., Bruni-Bossio, V., Laventure, C. (2022). Incremental change: The University of Saskatchewan Case. Uniforum Conference, Canada. Simon Fraser University, Vancouver, BC, Canada.
- 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](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-Tolosa, 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, Fremantle, 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: \$154,000 (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: \$499,000.
- 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: \$8,312,310
- 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: \$10.8M (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 \$234M in 2012 (Research Office).
- 2004 Ministry of Education, National Office: Adviser to the national Numeracy Project (value \$24.9M). This project, involving 500,000 school children aimed 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](http://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

- 2021- \$31M strategic investment by the Ministry of Advance Education, Saskatchewan for USask sustainability and innovation. Bi-annual reporting.
- 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 for the UN Food Systems Summit 2021 (December 15<sup>th</sup>, 2020); delegate to the UN Permanent Forum on Indigenous Issues (April, 2023, New York).
- 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**

#### **Thompson Rivers University**

- External donations/grants for Student Awards and Research Centre/Chairs (2015/16-2021):
- \$2.45M
  
- External donations/ grants secured for teaching/programs (2015/16-2021): \$3.65M
  
- External grants: Adult Literacy Programs (2015-2021) for Kamloops Community Adult Literacy Programs: \$1.6M. Benefiting approximately 6,400 learners.

#### **University of Saskatchewan**

To advance the USask Campaign goal of \$500M by 2025, I collaborate with the Vice President University Relations on setting and delivering fundraising targets for all deans. We ensure sufficient support, professional development, and monitoring of progress. To-date, \$330M has been raised, and a culture of philanthropy and alumni relations has been strengthened.

## **Media engagement: Examples**

### **Canada**

Sask. budget's funding for universities gets mixed reviews. ([March 24, 2023](#))

USask enrolment sets new record. Here's why. ([Feb. 28, 2023](#))

New U of S policy requires proof for Indigenous-specific roles ([July 25, 2022](#))

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](#)).

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

### **International**

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