



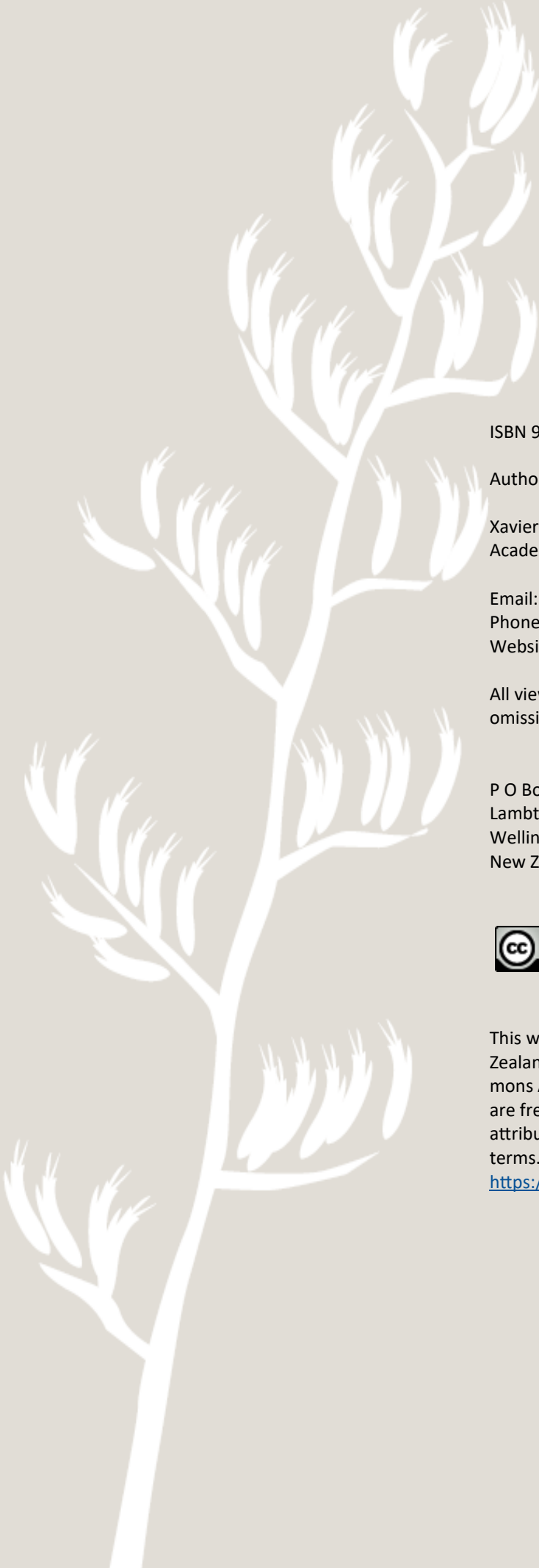
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Themes for Pasifika from the Cycle 5 Academic Audit of New Zealand Universities

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All views expressed in this report, and any remaining errors or omissions, remain the responsibility of the author.

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Academic Audit of New Zealand Universities

September 2022

Summary

This report examines Pasifika themes that emerged from AQA's Cycle 5 Academic Audit Reports. It focuses on references to Pasifika in the text of the Audit Reports and the commendations, affirmations and recommendations (CARs).

Key points of the report:

- Overall, it was positive that all Aotearoa New Zealand universities clearly articulate Pasifika/Pacific peoples as priority learners and a significant equity group.
- There was a lack of emphasis on Pasifika/Pacific peoples throughout the audit reports, in both the CARs and within the text of the guideline statements, which led to a lack of data to analyse.
- There was a distinct lack of Pasifika voice throughout the reports, and this was often at odds with areas where Pasifika/Pacific peoples had been highlighted.
- Reflection on the Cycle 5 Academic Audit process also highlighted the importance of Pasifika audit panellists to provide Pacific-focused insights and perspectives on how universities serve their Pasifika student cohorts and staff.

Recommendations:

- Increasing the number of auditors of Pacific ethnicity will be necessary to ensure that there is a stronger Pacific voice throughout the Audit Reports.
- Pacific auditors should have a broad understanding of the different Pacific cultures from across Polynesia, Micronesia and Melanesia and a personal understanding of Pacific knowledge systems based on their own Pacific culture.
- If possible, AQA should attempt to have a mix of auditors from nations across Polynesia, Micronesia, and Melanesia to provide more diverse insights from indigenous cultures throughout the Pacific.
- With the permission of auditors, share information on the villages and tribes for those audit panellists who whakapapa to Te Moana-nui-a-kiwa and have genealogy to Pacific Island nations, including any honorific titles that honour Pacific peoples and their mana within their communities, villages, tribes and nations.
- Ensure that all auditors have a strong understanding of the role Pasifika/Pacific peoples have as a priority group based on equity — separate from Māori who are a priority group based on equity and Te Tiriti o Waitangi, respectively.

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Glossary: Key terms, acronyms and abbreviations

A	Affirmation(s) of action a university is already taking
AAT	Academic activity theme (section of the audit framework)
AQA	Academic Quality Agency for New Zealand Universities, Te Pokapū Kounga Mātauranga mō ngā Whare Wānanga o Aotearoa
AU	The University of Auckland - Te Whare Wānanga o Tāmaki Makaurau
AUT	Auckland University of Technology - Te Wānanga Aronui o Tāmaki Makau Rau
C	Commendation(s) of excellent practice with demonstrable good outcomes
CARs	Commendations, affirmations and recommendations
GS	Guideline statement(s)
KPI	Key performance indicator
LU	Lincoln University - Te Whare Wānaka o Aoraki
MU	Massey University – Te Kunenga ki Pūrehuroa
OU	University of Otago -- Te Whare Wānanga o Otāgo
Panel	Panels engaged by AQA to conduct academic audits of universities
R	Recommendation(s) of an activity or area requiring attention
UC	University of Canterbury - Te Whare Wānanga o Waitaha
VUW	Victoria University of Wellington - Te Whare Wānanga o Te Ūpoko o te Ika a Māui
WU	University of Waikato – Te Whare Wānanga o Waikato

Acknowledgement

E muamua lava ona ou fa'atulou i tagata fonua, tagata o le moana i lenei motu o Aotearoa.

I acknowledge Māori as Tangata Whenua, and the beautiful lands of Aotearoa New Zealand of which they have been the traditional caretakers.

Ou te tusia lenei lipoti, ona o a'u o le atali'i o Te Moana-nui-a-Kiwa. Ou te fa'afetaia i e ua mua i malae i lenei lalolagi, ma le tātou motu Oceania.

It is the sacredness and holiness of these lands that I have been able to live on and have been able to undertake this report, as a child of Te Moana-Nui-a-Kiwa.

Ou te fa'atulou atu i le paia lasilasi o Sāmoa, ma le motu telē o le Pasefika ua au mau ma nonofo i nei Aotearoa - mo se manuia o 'āiga ma nu'u, ae maise fo'i ekalesia.

I thank our ancestors of the Pacific Ocean who navigated the largest ocean mass in the world. Furthermore, I acknowledge my elders from Sāmoa and our elders from other Pacific Island nations who migrated to Aotearoa New Zealand in search of new opportunities and a new life for their families and future generations.

Tulou, tulou, tulou na lava.

This report was commissioned by the Academic Quality Agency (AQA). It consists of an analysis of the themes for Pasifika in the Cycle 5 Audit Reports and was completed by Xavier Breed. Xavier hails from the villages of Lotofaga (Aleipata), Matatufu, Falelatai & Falefā in Sāmoa. He is currently the Pacific Policy Advisor at Universities New Zealand Te Pōkai Tara, working under the New Zealand Vice-Chancellors Committee (NZVCC) and advising Komiti Pasifika, the committee of the senior Pacific leaders of Aotearoa New Zealand's eight universities.

Introduction

The late Pacific anthropologist Epli Hau'ofa thought of the Pacific Ocean as a sea that connects the Pacific Island nations and does not separate them.¹ The ocean holds the stories, history, traditions and voyages of our Pacific ancestors, and connects Māori and Pacific peoples through shared whakapapa (genealogy). These are the foundations that strengthen and ground Pacific peoples' relationship with the tangata whenua of Aotearoa New Zealand. Pacific peoples acknowledge and understand Te Tiriti o Waitangi (Te Tiriti) as the foundation of the relationship with tangata whenua. As tangata Tiriti (non-Māori), we place great importance on tangata whenua as indigenous people and kaitiaki (guardians) of Aotearoa New Zealand.²

The Ministry for Pacific Peoples (MPP) states in their *Yavu: Foundations of Pacific Engagement* document that "there is no generic 'Pacific community' but rather Pacific Peoples who align

¹ Hau'ofa, E. (2005). Culture and sustainable development in the Pacific. In A. Hooper (Ed.), *Culture and sustainable development in the Pacific*. Australian National University Press.

<https://www.jstor.org/stable/j.ctt2jbj7c>

² Ministry for Pacific Peoples. (2018). *Yavu: Foundations of Pacific engagement*.

<https://www.mpp.govt.nz/assets/Resources/Yavu-Booklet.pdf>

themselves variously, and at different times, along ethnic, geographic, church, family, school, age/gender-based, youth/elders, island-born/New Zealand-born, occupational lines, or a mix of these.”³ It is also important to understand that Pacific Peoples are multifaceted, diverse and not homogenous. The needs of Pacific peoples in Aotearoa New Zealand can therefore differ greatly depending on village/tribe affiliations, geography, access to Pacific knowledge and culture, and other factors.

After World War II, Pacific people from nations such as Sāmoa, the Cook Islands, Tonga, Fiji and Niue were urged to work in Aotearoa New Zealand to help meet the increasing need for low-paying labouring jobs. Historically, this meant that Pacific people made up a large proportion of the unemployed, low-skilled workers and low-income earners within Aotearoa New Zealand’s workforce. Remnants of this history have trickled into the present, with Pacific people still overrepresented in unemployment, low-paying jobs and vocational work. Additional issues include a lack of Pacific people in managerial roles across public and private sectors, and in professorial and lecturer positions across the tertiary sector. Much of the skills and knowledge required for such roles can be obtained through university education.⁴

This report provides an analysis of references to Pasifika and Pacific peoples made within AQA Cycle 5 Academic Audit Reports (Audit Reports/Audit Report) and an analysis of emergent themes about Pasifika across these reports. It also aims to highlight areas for further examination in subsequent Academic Audits. This analysis and report will give academic audit panellists an understanding for the Cycle 6 Enhancement Theme, ‘Access, outcomes and opportunities for Māori students and for Pasifika students’, looking at whether there has been improvement from the previous academic audit on issues pertaining to Pasifika peoples across New Zealand’s eight universities.

Academic audit

Academic audit processes are set out in university and auditor handbooks⁵ and were the subject of the first Cycle 5 review papers.⁶ Academic audits comprise a self-review by the university against the guideline statements (including a self-review report and evidence portfolio), and a site visit where the audit panel interviews a range of staff, students, and other stakeholders. The audit panel’s findings are presented in an Academic Audit Report, which is publicly available on AQA’s website.

The audit panel is made up of independent, experienced, qualified peers, including at least one international member. Audit panels may make commendations (C) “excellent practice with demonstrable good outcomes”, affirmations (A) of “action a university is already taking to address an area ... requiring attention” and recommendations (R) advising of “an activity requiring attention”.⁷ Although every guideline statement is assessed throughout the audit process, the panel does not make commendations, affirmations or recommendations for every guideline statement.

³ Ministry for Pacific Peoples. (2018). *Yavu: Foundations of Pacific engagement*.

<https://www.mpp.govt.nz/assets/Resources/Yavu-Booklet.pdf>

⁴ Naepi, S. (2019). Why isn’t my professor Pasifika?. *Mai Journal*, 8(2), 219-234. <http://doi.org/10.20507/MAIJournal.2019.8.2.9>

⁵ Cameron, J. (2013). Cycle 5 Academic Audit Handbook for Universities.

<https://www.aqa.ac.nz/sites/all/files/AQA%20Cycle%205%20Academic%20Audit%20Handbook%20v1.pdf>

⁶ Matear, S. (2018). Cycle 5 Academic Audit of New Zealand Universities: An Analysis of Commendations, Affirmations and Recommendations. Academic Quality Agency for New Zealand Universities.

⁷ Cameron, J. (2013). Cycle 5 Academic Audit Handbook for Universities.

<https://www.aqa.ac.nz/sites/all/files/AQA%20Cycle%205%20Academic%20Audit%20Handbook%20v1.pdf>

Additionally, multiple commendations, affirmations or recommendations may be made about a single guideline statement.

Method

This report focuses on references to Pasifika/Pacific peoples within the AQA Cycle 5 Academic Audit of New Zealand's eight universities. It discusses the themes and findings within each of the guideline statements that mention Pasifika and Pacific peoples within the Cycle 5 Audit reports for each respective university. Attention is also given to guideline statements across all eight universities that have little to no mention of Pasifika/Pacific peoples. As well as the guideline statements, references will be made to any commendations, affirmations and recommendations that refer to Pasifika/Pacific peoples.

Limitations

There are several limitations of the analysis in this report. First, any qualitative analysis of references made to Pasifika—and the emergent themes—is limited due to the low emphasis on Pasifika across both the guideline statements and the Audit Reports themselves. Second, Pasifika representation on the audit panels consisted of one Pasifika member on one of the eight audit panels. This allowed for only one university to be given constructive criticism—through a Pacific lens—for improvement and acknowledgement of its development in initiatives, support and facilities for Pacific students. Third, most Audit Reports use the term Pasifika to identify Pasifika/Pacific peoples. However, Pasifika communities are not homogenous and are diverse in their traditions, languages and cultural practices.⁸ The term *Pasifika* does not give depth to the ethnic backgrounds and cultural nuances of Pacific communities, staff and students throughout all eight of Aotearoa New Zealand's universities.

Structure

This report has three main sections. First, an overview of the guideline statements that mention Pasifika and Pacific peoples across all eight universities' Cycle 5 academic audits. The overview is based on the frequency or strength with which Pasifika/Pacific Peoples were mentioned. This is reflected in a table providing visual representation of how many universities mention Pasifika/Pacific Peoples for each guideline statement. Analysis is also made of how 'strong' a university's mention of Pasifika and Pacific Peoples is within each guideline statement.

Second, an overview of the commendations, affirmations and recommendations (CARs) mentioning Pasifika and Pacific peoples provides oversight of the work being done within the universities to advance the success, participation, retention and wellbeing of Pasifika students. This looks at commendations—acknowledging the work universities have done for their Pasifika learners; affirmations—reaffirming universities work on Pasifika learners and to continue with that work; and recommendations—providing suggestions on how universities can improve for the sake of their Pasifika learners and Pacific communities.

The final section will pose questions for future academic audits and universities about how they can better serve their Pasifika/Pacific Island populations.

⁸ Auckland Uniservices. (2001). *Pasifika Education Research Guidelines*.
https://www.educationcounts.govt.nz/_data/assets/pdf_file/0010/7669/pacrsrch--guide.pdf

Pasifika or Pacific peoples?

Throughout the academic audits, both Pasifika and Pacific peoples are used when referring to those who *whakapapa* to the Pacific Islands but were born within Aotearoa New Zealand, or those of Pacific identity and are nationals of Pacific Island nations.

‘Pasifika’ and ‘Pasifika peoples’ are terms used by organisations such as the Ministry of Education to “describe people living in New Zealand who have migrated from the Pacific Islands or who identify with the Pacific Islands because of ancestry or heritage”.⁹ The Ministry of Education’s Tapasā resources outline that Pasifika peoples call Aotearoa New Zealand home, but stay connected to Pacific Island nations through familial and cultural links—lands such as Sāmoa, Cook Islands, Tuvalu, Tokelau, Niue, Tonga, Fiji, and other Pacific Island nations. Tapasā also mentions that the terms “... ‘Pacific’ or ‘Pacific peoples’ are umbrella terms used to categorise islands in the Pacific Ocean. These terms are used in reference to the islands of Melanesia, Micronesia and Polynesia in particular. ‘Pacific peoples’ may be recent migrants, long settled in Aotearoa New Zealand, or Aotearoa New Zealand-born”.¹⁰

It is important to acknowledge that the Pacific is home to many other ethnic groups not indigenous to the Pacific Islands. Ethnic groups like Indian Fijians or Indo-Fijians are considered ‘Asian’ within the Aotearoa New Zealand census but have a deep and complex history within the Pacific. It would be useful to understand in future Audit Reports when universities refer to Pasifika or Pacific peoples if they are identifying those who are of indigenous Pacific descent or blood, or those who reside in the island nations.

In the context of Aotearoa New Zealand, the term ‘Tangata Moana’ or ‘people of the ocean’ is often used in relation to indigenous Pacific peoples and their ancestral link to Māori, as tangata whenua of Aotearoa. The term ‘Pacific peoples’ may be used as an umbrella term encapsulating all those who call the Pacific their home by whakapapa or by nationality. In future audits, the use of Tangata Moana may be useful. However, this report uses ‘Pasifika’ and ‘Pacific peoples’ when referring to students, staff and communities of Pacific ethnicity across the Cycle 5 academic audit, as this approach mirrors the Audit Reports.

⁹ <https://oil.otago.ac.nz/oil/module10/What-does-pasifika-mean-.html#:~:text=%E2%80%9CPasifika%E2%80%9D%20and%20%E2%80%9CPasifika%20peoples,because%20of%20ancestry%20or%20heritage.%E2%80%9D>

¹⁰ Ministry of Education. (n.d.). *Pacific and Pasifika terminology*.
<https://tapasa.tki.org.nz/about/tapasapa/pacific-and-pasifika-terminology/>

An overview of the pattern of mentions

The Cycle 5 Academic Audit framework comprised 40 guideline statements across seven Academic Activity Themes:

1. Leadership and Management of Teaching and Learning
2. Student Profile: Access, Transition and Admission Processes
3. Curriculum and Assessment
4. Student Engagement and Achievement
5. Student Feedback and Support
6. Teaching Quality
7. Supervision of Research Students

Table 1 summarises the ‘strength’ of reference to Pasifika/Pacific peoples for each guideline statement.

Table 1: Strength of Reference to Pasifika/Pacific peoples for each Guideline Statement

Activity Theme 1	Activity Theme 2	Activity Theme 3	Activity Theme 4	Activity Theme 5	Activity Theme 6	Activity Theme 7
1.1	2.1	3.1	4.1	5.1	6.1	7.1
1.2	2.2	3.2	4.2	5.2	6.2	7.2
1.3	2.3	3.3	4.3	5.3	6.3	7.3
1.4		3.4	4.4	5.4	6.4	7.4
1.5		3.5	4.5	5.5	6.5	7.5
1.6		3.6		5.6	6.6	
		3.7				
		3.8				
		3.9				

	In-depth reference to Pasifika/Pacific peoples
	‘Low’ reference to Pasifika/Pacific peoples
	No reference to Pasifika/Pacific peoples

Overall, there were very few references made to Pasifika/Pacific peoples across the Cycle 5 Audit Reports, with 23 of the 40 guideline statements mentioning Pasifika/Pacific peoples. The references made were also largely in a minor capacity, except for the five guideline statements that offer a more in-depth discussion. This low number of references to Pasifika/Pacific peoples can also be seen in commendations, affirmations and recommendations (CARs) made across the Audit Reports.

Analysis of Commendations, Affirmations and Recommendations in relation to Pasifika/Pacific Peoples

Overall, there were very few references made to Pasifika/Pacific peoples across the Cycle 5 Audit Reports, with a total of seven commendations and two recommendations referencing Pasifika/Pacific peoples.

Commendations

Of the 66 commendations made across Cycle 5, seven refer to Pasifika or Pacific-specific strategies and initiatives that focus on improving Pasifika/Pacific learner success, Pasifika participation and retention within the universities.

Of the seven commendations, one was made for GS1.2 Strategic and Operational Planning, one for GS5.2 Learning Support, three for GS2.2 Access and Transition, and two for GS4.2 Retention and Completion. Across these commendations, there was a focus on support programmes, services and initiatives offered to Pasifika students. Some of these included extensive, systematic, and well-informed access and transition programmes to university. These programmes were driven by Pacific staff and leadership and had a wide range of support at a faculty and institutional level for students entering university (AU, CU).

University-wide strategies have helped ensure that programmes and support within the universities acknowledge Pacific learners and their distinctive learning styles and that their needs are met through appropriate leadership and programmes (AU, VUW). Commendations also mentioned the existence of physical spaces and dedicated services that cater to Pacific students and their diverse needs, helping to ensure that one's sense of belonging, location, educational experience, and socio-economic backgrounds were not barriers to Pacific students' success (VUW, AUT, AU, MU). Two commendations mentioned work being done in recruiting Pacific students by engaging with and providing extensive activities to engage Pacific communities before students enrol at the university (VUW, CU). The Sāmoan proverb "E fofo e le alamea le alamea"—the solutions for our issues lie within our own communities—¹¹epitomises the work of Pacific leadership within these universities and their efforts to recruit, retain and uplift Pacific students and communities.

A common theme underpinning the commendations is finding mana-enhancing, culturally relevant, and fit-for-purpose initiatives that help a Pacific student's university journey—from high school until graduation. They also reflect commendations of initiatives that are for Pacific, by Pacific, with Pacific.

Affirmations

Of the 45 affirmations made across Cycle 5, none made any reference to Pasifika or Pacific peoples, or any specific strategies, initiatives and programmes aimed at Pasifika or Pacific peoples within the universities.

The commendations outlined above acknowledge the hard work of universities, particularly their Pacific leadership and staff contributing to the success of Pacific learners across the university sector. Within the next cycle of audits, we are likely to see more affirmations across all eight

¹¹ Le Va. (2016). *E fofo e le alamea – the solutions lie within our communities*. <https://www.leva.co.nz/news/e-fofo-e-le-alamea-le-alamea-the-solutions-lie-within-our-communities/>

universities concerning Pasifika or Pacific peoples, with an emphasis on the progression (or lack of) within the commendations mentioning Pasifika or Pacific peoples in the Cycle 5 Academic Audit.

Recommendations

Of the 83 recommendations made across Cycle 5, only two recommendations refer to Pasifika or Pacific-specific strategies, initiatives and programmes within the universities. These were made within GS2.2 Access and Transition.

The recommendations made for two universities (LU, UC) suggested work should be done on developing a Pasifika/Pacific-specific strategy in each university. Emphasis was on making sure strategies concerning Pasifika/Pacific peoples within the universities have clear KPIs, appropriate resources to enhance recruitment and enrolment of Pasifika students, and detail how universities plan to enhance Pasifika participation within the university.

Reflection on CARs mentioning Pasifika/Pacific peoples

Throughout the 194 CARs made within the Cycle 5 AQA academic audit, few references were made to Pasifika or Pacific peoples. These CARs largely refer to Pasifika leadership and staff supporting Pasifika within the university, along with transformational work happening across the university sector aimed at improving outcomes for Pasifika within universities. Though this work is promising, it is important to acknowledge the tireless work of Pacific leadership, offices and staff to cater to the ever-growing and diverse needs of Pacific learners. It is important to highlight that it is the work of all university staff, both academic and professional, to cater to Pasifika learners and other priority learner groups within the university, not just that of Pacific-specific leadership and staff. The success of our Pacific learners is a collective responsibility across the university sector.

Analysis of activity themes in relation to Pasifika/Pacific peoples

Activity Theme One: Leadership and Management of Teaching and Learning

The first academic activity theme of the Cycle 5 audit framework considered leadership and management of teaching and learning. There were six guideline statements in this theme, addressing:

- GS 1.1 Delegations
- GS 1.2 Strategic and operational planning
- GS 1.3 Student input
- GS 1.4 Infrastructure
- GS 1.5 Information resources
- GS 1.6 Risk management.

Table 2 outlines a summary of the strength of reference to Pasifika and Pacific peoples in the Audit Reports' text for each guideline statement in activity theme one.

Table 2: Reference to Pasifika and Pacific peoples in Leadership and Management

No reference	Low' reference	In-depth reference
GS 1.1 Delegations GS 1.4 Infrastructure GS 1.6 Risk Management	GS 1.3 Student input GS 1.5 Information resources	GS 1.2 Strategic and operational planning

Guideline Statements with in-depth reference to Pasifika/Pacific peoples

GS1.2 (Strategic and operational planning) was the only guideline statement with in-depth references to Pasifika and Pacific peoples. Within GS1.2, Pasifika/Pacific peoples were mentioned for six of the eight universities (AUT, UW, MU, VUW, CU, UO).

The common theme across the six universities and their reference to Pasifika and Pacific peoples was an indication of Pacific strategies for the universities or a focus for Pacific within wider university strategies. These themes show a growing commitment from universities to Pacific learners and their communities as a priority equity group. Though it is important to acknowledge Pasifika/Pacific peoples as a priority equity group, VUW mentions how crucial it is that Pacific and Māori are treated differently, and that universities must respond to the needs of these groups appropriately. Pacific peoples are given priority based on equity, whereas Māori are given priority based on Te Tiriti first and foremost, and equity separately.

Guideline Statements with 'low' reference to Pasifika/Pacific peoples

GS1.3 (Student input) and GS1.5 (Information resources) had few references to Pasifika and Pacific peoples across the audit reports; in GS1.3, only one reference to Pasifika/Pacific peoples (UW), and in GS1.5, only two references (AU, VUW) across all audit reports for the eight universities.

GS1.3 Student Input referred to the university (WU) needing more equitable representation across student input to help improve the services and support given at the university. The university recognises it needs to focus on encouraging Pacific voices to provide input into university initiatives to help advise policy and planning.

GS1.5 Information resources had two references to Pasifika/Pacific peoples (AU, VUW), where the common rhetoric for both universities was the provision of dedicated spaces and staff for Pasifika students and learners within the library services and spaces at the respective universities. Guideline Statements with no reference to Pasifika/Pacific peoples

Guideline Statements with no reference to Pasifika/Pacific peoples

GS1.1 (Delegations), GS1.4 (Infrastructure) and GS1.6 (Risk management) all had no references to Pasifika/Pacific peoples across the audit reports for all eight universities.

Activity Theme Two: Student Profile: Access, Admission and Transition Processes

The second academic activity theme of the Cycle 5 audit framework examined student access, admission and transition processes within three guideline statements:

- GS 2.1 Admission and selection
- GS 2.2 Access and transition
- GS 2.3 Academic advice

Table 3 outlines a summary of the strength of reference to Pasifika and Pacific peoples in the Audit Reports' text for each guideline statement. All guideline statements within this activity theme made at least one reference to Pasifika and Pacific peoples.

Table 3: Reference to Pasifika and Pacific peoples in Student Profile

No reference	'Low' reference	In-depth reference
	GS 2.3 Academic advice	GS 2.1 Admission and selection GS 2.2 Access and transition

Guideline Statements with in-depth reference to Pasifika/Pacific peoples

GS2.1 (Admission and selection) and GS2.2 (Access and transition) had in-depth references to Pasifika/Pacific peoples. Within GS2.1, five of the eight universities referred to Pasifika/Pacific peoples (AU, AUT, VUW, LU, UO), whereas within GS2.2, all eight universities referred to Pasifika/Pacific peoples. It is important to note that GS2.2 (Access and transition) is one of the guideline statements with the most in-depth references to Pasifika and Pacific peoples across the entire academic audit.

Two of the most common outputs and themes within GS2.1 (Admission and selection) referred to undergraduate admission programmes targeted at students of Pacific descent or ethnicity to enable them to enter bachelor-level programmes at the university (AU, VUW, UO). Academic programmes and relevant support services and initiatives have dedicated spaces available for these students to help their transition into university (AU, VUW). These programmes are based on equity. The second theme of GS2.1 discussed the KPIs and goals set within university strategic objectives to increase the intake of Pacific students at the university. Some of these objectives involved the increase of domestic and international Pacific students in degree-level programmes at the university (AUT, LU), as well as Pacific postgraduate students enrolled in the university (AUT).

GS2.2 (Access and transition) made in-depth references to Pasifika and Pacific peoples across all eight of the audit reports and provides extensive insights to the work of all eight universities. There is a strong focus within GS2.2 on the work being done around access and transition for Pacific students into university education.

The most common themes and outputs across GS2.2 referencing Pasifika and Pacific peoples highlight the acknowledgement of Pasifika as a priority equity group, and a commitment by universities to providing equitable opportunities for underrepresented groups (AUT, MU, VUW, UC, LU, UO). Universities also acknowledge the diverse communities that fall within the term 'Pacific' and that the group is not homogenous (AU). Pacific as a priority learner group within the university, has also been reflected in the development of university strategies specifically for Pacific learners

(LU), and the establishment of Pacific leadership roles with oversight of strategies pertaining to Pacific students (VUW). Universities have also committed to increasing the number of Pacific students across all disciplines and all levels of qualification (AUT, MU).

Universities highlight the importance of strategic relationships formed with Pacific community groups—such as churches, schools and families—to make knowledge about university education accessible to Pacific community members of all ages (AU, VUW). These community relationships also include outreach initiatives that engage young Pacific learners in secondary schools through Pacific teams and staff from the university (UC). This engagement allows tutoring and academic support for young Pacific high schoolers with the aim of increasing the number of Pasifika students at the university (UC). Professional development provided by university staff for teachers in high schools who engage with high numbers of Pasifika learners is mentioned. This process allows universities to research and identify success factors for Pasifika students from secondary school (UO).

A significant theme arising within GS2.2 (to improve accessibility and transition into university for Pacific students) is the existence of physical spaces dedicated to or catering largely to Pacific students and communities. These include establishing a campus within low socio-economic areas with a large Pacific population (AUT), designated learner spaces for Pacific students across university faculties and libraries (VUW), and a dedicated centre for Pacific learners (UO) to provide spaces for them to feel culturally safe while studying. Some university campuses come with services, bus shuttles, pre-degree programmes, etc that also help improve access to university study, particularly for Pacific students (AUT), and connect with students to build relationships before arriving to study at the university (UO).

Following on from dedicated physical spaces for Pasifika students, another theme within GS2.2 emphasises the on-campus support dedicated to Pacific learners offered across the eight universities. To help improve access and transition to university for Pacific students, culturally informed Pacific services dedicated to Pacific students are available across university faculties, departments and Pacific offices. These include academic support, free tutoring, pastoral care, dedicated Pacific student orientation weeks and transition initiatives (AU, AUT, UW, MU, VUW, UC, LU). Some universities offer free pre-semester courses for Pacific students, providing more access to university study (AUT) as well as dedicated Pasifika student mentors for first-year Pasifika students on campus (UC). For Pacific students who fall short of entry scores to enter specific programmes at a university, there are academic programmes dedicated to helping them enter these courses (AU). Universities can also track the progress of their Pacific students through some of their programmes through a diagnostic element that helps identify the needs of Pacific students (AUT).

Finally, dedicated web pages have been created on university websites for Pasifika learners and their communities. This is to help Pasifika students and potential students access information on support services for transitioning into university education; as well as other information outlining university strategies for Pacific learners, and programmes to enhance transition, retention and achievement of Pasifika learners (MU, VUW).

Guideline Statements with 'low' reference to Pasifika/Pacific peoples

GS2.3 (Academic advice) had only one university making any reference to Pasifika/Pacific peoples (UW). This commented on the existence of a dedicated webpage for Pacific students on the

university's website (UW). It is interesting that—after such a distinct focus on Pasifika/Pacific peoples in the admission and selection (GS2.1) and access and transition (GS2.2) areas—only one university refers to Pasifika/Pacific peoples in relation to academic advice.

In general, access to quality academic advice was inconsistent within Aotearoa New Zealand universities, and several issues are raised within the reports and subsequent Cycle 5 analysis.¹² There is not enough information within the Audit Reports to determine what impact academic advice, or the lack of it, has had on outcomes for Pasifika students.

It is important to acknowledge that within Activity Two guideline statements, all eight universities mention Pacific/Pasifika students as priority learners based on equity. It is promising that universities are being proactive in involving Pacific students, their narratives, and the barriers that many Pacific students encounter within their journey to and within university as an important part of university strategy, policy, support systems and future planning.

¹² Matear, S. (2018). Cycle 5 Academic Audit of New Zealand Universities: An Analysis of Commendations, Affirmations and Recommendations. Academic Quality Agency for New Zealand Universities.

Activity Theme Three: Curriculum and Assessment

The third academic activity theme of the Cycle 5 audit framework explored curriculum and assessment with nine guideline statements:

- GS 3.1 Programme approval
- GS 3.2 Graduate attributes
- GS 3.3 Graduate outcomes
- GS 3.4 Programme review
- GS 3.5 Benchmarking programmes
- GS 3.6 Assessment
- GS 3.7 Equivalence of learning outcomes
- GS 3.8 Academic misconduct
- GS 3.9 Assessment in te reo Māori

Table 4 outlines a summary of the strength in reference to Pasifika and Pacific peoples in the Audit Reports' text for each guideline statement.

Table 4: Reference to Pasifika and Pacific peoples in Curriculum and Assessment

No reference	'Low' reference	In-depth reference
GS 3.3 Graduate outcomes GS 3.5 Benchmarking programmes GS 3.8 Academic misconduct GS 3.9 Assessment in te reo Māori	GS 3.1 Programme approval GS 3.2 Graduate attributes GS 3.4 Programme review GS 3.6 Assessment GS 3.7 Equivalence of learning outcomes	

Guideline Statements with in-depth reference to Pasifika/Pacific peoples

There are no guideline statements within activity theme three with in-depth references to Pasifika/Pacific peoples.

Guideline Statements with 'low' reference to Pasifika/Pacific peoples

Of the nine guideline statements within Activity theme three, five of the guideline statements made few references to Pasifika/Pacific peoples.

GS3.1 (Programme approval) had one reference to Pasifika/Pacific peoples across all eight universities, referring to the involvement of Pacific stakeholders in the programme review processes in relation to the Committee on University Academic Programmes (CUAP) (UO).

GS3.2 (Graduate attributes) had one reference to Pasifika/Pacific peoples across all eight universities. This was in relation to providing students at the university with cultural awareness through the university's partnership with Māori and acknowledging the university's connection to the Pacific, viewing this as a "Pacific dimension" of a Waikato student experience (UW).

GS3.4 (Programme review) had one reference to Pasifika/Pacific peoples across all eight universities. The university outlined that in the programme review process of the university curriculum, procedures require the inclusion of someone with Pasifika expertise, if appropriate (VUW). Within GS3.6 (Assessment), one reference is made to Pasifika in relation to discussing equitable forms of assessment for Pasifika students (VUW).

Lastly, GS3.7 (Equivalence of learning outcomes) makes one reference to Pasifika/Pacific peoples across all eight universities. The reference acknowledges and shares the existence of the university's relationship with the Cook Islands—university staff delivering their programmes. This takes place at the University of the South Pacific site on the island (AUT).

Guideline Statements with no reference to Pasifika/Pacific peoples

GS3.3 (Graduate outcomes), GS3.5 (Benchmarking programmes), GS3.8 (Academic misconduct) & GS3.9 (Assessment in te reo Māori) all have no reference to Pasifika and Pacific peoples within their guideline statements across all eight universities in the academic audit.

Activity Theme Four: Student Engagement and Achievement

The fourth academic activity theme of the Cycle 5 audit framework considered student engagement and achievement with five guideline statements:

- GS 4.1 Student engagement
- GS 4.2 Retention and completion
- GS 4.3 Feedback to students
- GS 4.4 Under achieving students
- GS 4.5 High achieving students

Table 5 outlines a summary of the strength of reference to Pasifika and Pacific peoples in the Audit Reports' text for each guideline statement.

Table 5: Reference to Pasifika and Pacific peoples in Student Engagement and Achievement

No reference	'Low' reference	In-depth reference
GS 4.3 Feedback to students	GS 4.1 Student engagement GS 4.4 Under-achieving students GS 4.5 High-achieving students	GS 4.2 Retention and completion

Guideline Statements with in-depth reference to Pasifika/Pacific peoples

GS4.2 (Retention and completion) was the only guideline statement with in-depth references to Pasifika/Pacific peoples.

References to Pasifika/Pacific peoples within GS4.2 emphasise the status of Pacific learners and students as a priority equity group, separate from Māori (UW, LU). One of the most common themes across this guideline statement highlights the implementation of development strategies, frameworks and policies dedicated to the retention and completion of Pacific learners within the university (UO, UW, MU, VUW, LU).

Another prominent theme across GS4.2 relates to dedicated programmes and support systems that help aid Pacific learners' journey across the universities, particularly within academia; learning, cultural and pastoral support (AU, UW, MU, VUW, UC). It is important to emphasise that these programmes are underpinned by Pacific values, approaches and methodologies, and consist of dedicated Pacific staff. The success of these dedicated support systems has resulted in the delivery of these programmes across all faculties within universities (AU), and within the halls of residence (UW). Support services have also been made more accessible by locating Pacific learner support on campus (VUW) and dedicated physical spaces for Pacific students (UC).

One university highlights the importance of a dedicated page for Pacific students on the university website, though the information on this webpage is limited (UW). The same university saw development areas in tracking and monitoring Pacific student engagement and access across the university (UW). Two universities place great importance on transition programmes and initiatives to help equip Pacific learners for university study, helping contribute to greater success and retention for these students (UC, UO).

Guideline Statements with 'low' references to Pasifika/Pacific peoples

GS4.1 (Student engagement), GS4.4 (Under-achieving students), and GS4.5 (High-achieving students) all had few references to Pasifika and Pacific peoples. Within GS4.1, there were only two references to Pasifika/Pacific peoples (VUW, LU). GS4.4 had four references to Pasifika/Pacific peoples (AUT, UW, LU, UO), while four references to Pasifika/Pacific peoples (AUT, UW, VUW, UC) were also made in GS4.5.

GS4.1 (Student Engagement) refers to a dedicated student support system for Pasifika learners (LU). The other reference made to Pasifika/Pacific peoples within GS4.1 discusses a student response system and survey in relation to a student's experience at university. This allows the university to analyse the data gathered and build more fit-for-purpose activities and strategies across campus (VUW).

GS4.4 (Under-achieving students) refers to universities having designated support staff and programmes for Pasifika/Pacific Students across the university (AUT, UW, LU, UO). These dedicated support staff and programmes offer academic support, social workshops and advisory services by Pacific staff for under-achieving students. A monitoring and intervention framework is also being developed to track Pasifika/Pacific students' academic development (LU).

GS4.5 (High-achieving students) had four references to Pasifika/Pacific peoples, where the common rhetoric across all four universities (AUT, UW, VUW, UC) were incentives offered for those excelling academically at the university such as awards, access to leadership programme opportunities, scholarships and professional work development opportunities.

Guideline Statements with no reference to Pasifika/Pacific peoples

Only GS4.3 (Feedback to students) in activity theme four makes no reference to Pasifika and Pacific peoples. In future audits, it would be useful to understand how the universities approach this to see if cultural paradigms affect how helpful this feedback is to Pasifika students and what impact it has.

Activity Theme Five: Student Feedback and Support

The fifth activity theme of the Cycle 5 audit framework examined student feedback and support with six guideline statements:

- GS 5.1 Academic appeals and grievances
- GS 5.2 Learning support
- GS 5.3 Personal support and safety
- GS 5.4 Support on other campuses
- GS 5.5 Feedback from students
- GS 5.6 Feedback from graduates

Table 6 outlines a summary of the strength of references to Pasifika and Pacific peoples in the Audit Reports' text for each guideline statement.

Table 6: Reference to Pasifika and Pacific peoples in Student Feedback and Support

No reference	'Low' reference	In-depth reference
GS 5.1 Academic appeals and grievances GS 5.6 Feedback from graduates	GS 5.3 Personal support and safety GS 5.4 Support on other campuses GS 5.5 Feedback from students	GS 5.2 Learning support

Guideline Statements with in-depth reference to Pasifika/Pacific peoples

GS5.2 (Learning support) was the only guideline statement within activity theme five that made In-depth references to Pasifika/Pacific peoples. Of the eight universities within this guideline statement, six refer to Pasifika/Pacific peoples (AUT, MU, VUW, UC, LU, UO).

The key theme from GS5.2 mentions dedicated specialised learning staff and advisors for Pasifika learners on campus (MU, VUW, UC). Additionally, some universities offer support programmes and learning services dedicated to Pacific students (AUT, MU, LU, UO). One university acknowledges that many of its students are adult or part-time learners requiring specific support programmes such as dedicated study groups, and child support for Pacific learners who are parents (MU).

Guideline Statements with 'low' reference to Pasifika/Pacific peoples

Of the six guideline statements within activity theme five, three had few references to Pasifika/Pacific peoples—GS5.3 (Personal support and safety), GS5.4 (Support on other campuses), and GS5.5 (Feedback from students). Within GS5.3, four of the eight universities refer to Pasifika/Pacific peoples (AU, AUT, UW, MU). One university refers to Pasifika/Pacific peoples within GS5.4 (UC) and within GS5.5 (UO).

The key theme within GS5.3 across the four universities mentioning Pasifika/Pacific peoples is the provision of specialised services (academic support, mentorship, pastoral care) to Pasifika students (AU, AUT, UW, MU). This also includes special access to physical learning spaces (AUT) and access to cultural facilities on campus that help Pacific students feel culturally safe (AU, MU).

GS5.4 has one reference to Pasifika/Pacific peoples, outlining the work of Pasifika development teams at the university. These teams visit regions where other campuses are located to introduce themselves and their services to Pasifika students (UC).

Finally, GS5.5 also has one reference to Pasifika/Pacific peoples in relation to Graduate and Student Opinion Surveys and Residential College Surveys to inform developments and enhancements across the university and identify areas for investigation. These survey reports identify results for Pacific students (UO).

It is interesting to note that only one of the universities' Audit Reports mentions recognising Pacific students' feedback in GS5.5. If Pasifika have been recognised by six out of the eight universities as a priority equity group, feedback from Pacific students that helps inform development and problem areas across universities should be prioritised.

It is important to note that universities may have these mechanisms in place, however the detail of this is not captured within the Audit Report.

Guideline Statements with no reference to Pasifika/Pacific peoples

GS5.1 (Academic appeals and grievances) and GS5.6 (Feedback from graduates) make no reference to Pasifika and Pacific peoples within their guideline statements across all eight universities. As above, if Pasifika people are beginning to be recognised as a priority equity group across the universities, ensuring that their voice is reflected in feedback will be imperative to making meaningful changes.

Activity Theme Six: Teaching Quality

The sixth academic activity theme of the Cycle 5 audit framework explored teaching quality with six guideline statements:

- GS 6.1 Staff recruitment and induction
- GS 6.2 Research-active staff
- GS 6.3 Teaching quality
- GS 6.4 Teaching development
- GS 6.5 Teaching support on other campuses
- GS 6.6 Teaching recognition

Table 7 outlines a summary of the strength of reference to Pasifika and Pacific peoples in the Audit Reports' text for each guideline statement.

Table 7: Reference to Pasifika and Pacific peoples in Teaching Quality

No reference	'Low' reference	In-depth reference
GS 6.3 Teaching quality GS 6.5 Teaching support on other campuses GS 6.6 Teaching recognition	GS 6.1 Staff recruitment and induction GS 6.2 Research-active staff GS 6.4 Teaching development	

Guideline Statements with in-depth reference to Pasifika/Pacific peoples

There are no guideline statements within activity theme six with in-depth references to Pasifika/Pacific peoples.

Guideline Statements with 'low' reference to Pasifika/Pacific peoples

Of the six guideline statements within activity theme six, three made little reference to Pasifika/Pacific peoples—GS6.1 (Staff recruitment and induction), GS6.2 (Research-active staff), and GS6.4 (Teaching development). One university refers to Pasifika peoples within GS6.1 (AUT), and within GS6.2 (AUT). However, within GS6.4, three universities make some form of reference to Pasifika/Pacific peoples (MU, VUW, UO).

GS6.1 has one reference to Pasifika/Pacific peoples, pointing to leadership opportunities for Pacific staff on campus. A pilot programme providing specialised development support for Pacific doctoral graduates to become new academic staff is underway during the Cycle 5 academic audit (AUT).

GS6.2 also has one reference to Pasifika/Pacific peoples in relation to a university's collective employment agreement for academic staff (AUT). This emphasises the principles that workload for staff must be safe, reasonable and equitable, and also recognises the responsibilities that Pasifika staff have to their *aiga potopoto* (family gatherings) and Pasifika communities.

The key points raised across the three universities referring to Pasifika/Pacific peoples within GS6.4 revolve around the availability of cultural awareness sessions for staff on Pasifika students (MU), workshops to support Pacific staff around teaching and learning for Pacific students (VUW), and the capability of Pacific services on campus to provide professional development support around cultural competency and Pacific knowledge systems (UO).

Guideline Statements with no Reference to Pasifika/Pacific peoples

GS6.3 (teaching quality), GS6.5 (Teaching support on other campuses), and GS6.6 (Teaching recognition) make no reference to Pasifika and Pacific peoples within their guideline statements across all eight universities in the academic audit.

Activity Theme Seven: Supervision of Research Students

The seventh academic activity theme of the Cycle 5 audit framework examined the supervision of research students with five guideline statements:

- GS 7.1 Qualification of supervisors
- GS 7.2 Resourcing of research students
- GS 7.3 Research supervision
- GS 7.4 Thesis examination
- GS 7.5 Postgraduate student feedback

Table 8 outlines a summary of the strength of reference to Pasifika and Pacific peoples in the Audit Reports' text for each guideline statement.

Table 8: Reference to Pasifika and Pacific peoples in Supervision of Research Students

No reference	'Low' reference	In-depth reference
GS 7.1 Qualification of supervisors GS 7.3 Research supervision GS 7.4 Thesis examination GS 7.5 Postgraduate student feedback	GS 7.2 Resourcing of research students	

Guideline Statements with in-depth reference to Pasifika/Pacific peoples

There are no guideline statements within activity theme seven with in-depth references to Pasifika/Pacific peoples across the audit reports.

Guideline Statements with 'low' references to Pasifika/Pacific peoples

GS7.2 (Resourcing of research students) was the only guideline statement with references to Pasifika and Pacific peoples. Within GS7.2, Pasifika/Pacific peoples were mentioned by four universities (AU, AUT, UW, VUW).

The common theme across this guideline statement highlights general funds and scholarships available for Pasifika students (VUW). There is a strong emphasis by the other universities on providing academic support, professional development opportunities, scholarships and funding for Pacific research and Pacific postgraduate students (AU, AUT, UW). One university has a contestable fund to support Pasifika research students to undertake and attend opportunities such as wānanga, fono, conferences and symposiums (AU).

Guideline Statements with no reference to Pasifika/Pacific peoples

GS7.1 (Qualification of supervisors), GS7.3 (Research supervision), GS7.4 (Thesis examination) and GS7.5 (Postgraduate student feedback) make no reference to Pasifika/Pacific peoples within their guideline statements across all eight universities in the academic audit.

Conclusion

It is encouraging that all universities have a solid stance on Pasifika/Pacific peoples being priority learners and a significant equity group. More needs to be done, however, to ensure continuous work is being delivered across all eight universities to contribute to the success of Pacific peoples and, consequently, their communities.

Alongside the emergent theme in the Audit Reports of Pasifika as a priority equity group was the distinct lack of Pasifika voice. This lack of emphasis on Pasifika/Pacific peoples—both in the CARs and within the text of the guideline statements—means that there is an infrequent and inconsistent focus on Pasifika/Pacific peoples, resulting in a lack of data to analyse. This was also often at odds with the areas where Pasifika/Pacific peoples had been mentioned. For example, Audit Reports outlining equity approaches for Pasifika/Pacific peoples make no mention of feedback from Pasifika/Pacific voices to allow for meaningful changes to the universities, their policies and procedures.

Reflection on the Cycle 5 academic audit process also highlights the importance of Pasifika audit panellists—who relate to Pasifika/Pacific communities, culture and people—providing Pacific-focused insights and perspectives on how universities serve their Pacific student cohorts and staff.

For future audits, it is recommended that more auditors of Pacific ethnicity be a part of the audit panels. Pacific auditors should have a broad understanding of the different Pacific cultures from across Polynesia, Micronesia and Melanesia. Through this broader understanding of the Pacific—and a personal understanding of Pacific knowledge systems based on their own Pacific culture—the audits may be able to relay a more well-rounded Pacific perspective to the academic audit process.

If possible, a mix of auditors from nations across Polynesia, Micronesia and Melanesia would provide more diverse insights from indigenous cultures throughout the Pacific. Additionally, with the permission of the auditors, it would be helpful to share information on villages and tribes for audit panellists who *whakapapa* to *Te Moana-nui-a-kiwa* and have genealogy to Pacific Island nations. This would include any honorific titles that honour Pacific peoples and their mana within their communities, villages, tribes and nations, ie, such as one's *matai* or chiefly title if they *whakapapa* to the island nation of Sāmoa.

Differentiating Pasifika/Pacific peoples and Māori as separate equity groups also allows for more culturally fit-for-purpose strategies, support systems and services. Auditors must have a strong understanding of the role Pasifika/Pacific peoples have as a priority group based on equity—separate from Māori who are a priority based on equity and Te Tiriti, respectively.

AQA recognises the important place Pacific peoples have here in Aotearoa New Zealand and the inequities that exist for Pacific peoples as a product of colonisation, migration and assimilation into western society.

The request by AQA to assess the Cycle 5 Audit Reports through a Pacific lens offers an opportunity to assess how universities are serving their Pasifika staff, students and community. The pathway to better outcomes for Pasifika students and the transformation of the monocultural education settings in Aotearoa New Zealand includes Te Tiriti o Waitangi and partnership with Māori. Aotearoa New

Zealand universities are also 'Pacific' universities in the Pacific region, and pedagogies and teachings must morph to represent the many cultures making up Aotearoa New Zealand.

