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Imua: Reflections on imua, talanoa-vā and leadership in the ongoing strategic journey of a New Zealand university

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## ***Imua*: Reflections on *imua*, *talanoa-vā* and leadership in the ongoing strategic journey of a New Zealand university**

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*Momoe aku i mua* (Hawaiian); *Mua ki liu ena yalo dei* (Fijian); *Laka ki mu'a pea loto to 'a* (Tongan).  
*Move forward with determination.*

### **Abstract**

*The appointment of the University of Waikato's first Assistant Vice-Chancellor Pacific in February 2019 was an important milestone, not only recognising years of work and dedication by numerous Pacific and Māori staff, but triggering a new strategic direction for 'Pacific at Waikato'. This paper explains that journey, one that is underpinned by Pacific cultural legacies, strengths, values and identity; built on talanoa-vā; informed by research, data analytics, student and community voice; combined with strategic thought and planning; and outworked in the pan-Pacific epithet, 'imua'. This is a story of resilience, determination, negotiating a pandemic, problem-solving and innovation in an environment that seeks a 'culture of belonging' and where Pacific learners are encouraged to be themselves in the pursuit of educational achievement. This paper will be of interest to education providers, stakeholders and policy makers.*

### **Keywords**

Pacific education success; educational leadership; cultural leadership; research, teaching and learning; community engagement; *imua*

### **Introduction**

In February 2019, various students, staff and guests joined our Māori and Pacific communities for a unique *pōwhiri*<sup>1</sup> at Te Kohinga Marama Marae<sup>2</sup> at the University of Waikato. Those who stood up from the *paepae*<sup>3</sup> spoke in *te reo Māori*<sup>4</sup>, and then in Tongan and 'ōlelo Hawai'i,<sup>5</sup> remembering old but close *whakapapa*.<sup>6</sup> The alternating *karanga*<sup>7</sup> (see Figure 1) of the university's *kuiā*<sup>8</sup> mingled with the rhythmic calling forth of Hawaiian *oli*,<sup>9</sup> adding layers of welcome, *aloha*<sup>10</sup> and *pono*<sup>11</sup> to the formal occasion (see Figure 2). A mingling of cousin cultures and *whanaungatanga*<sup>12</sup> was further evident as passionate



*waiata*<sup>13</sup> were followed by graceful *hula*<sup>14</sup> (see Figure 3). Still later that day, the humble blessing of a new workspace by the university's *kaumātua*<sup>15</sup> was complemented by a Tongan kava ceremony attended by staff and students from many places.



**Figure 1.** Kuia Shirley Tuteao and Libby Gray perform the *karanga*, to call people onto the marae at the *pōwhiri* for the AVC Pacific, February 2019.<sup>16</sup>



**Figure 2.** Māori and Pacific staff and students perform *waiata* (action songs) at the *pōwhiri* for the AVC Pacific, February 2019.<sup>17</sup>

This *pōwhiri* welcomed and celebrated the appointment of the university's first Assistant Vice-Chancellor Pacific ('AVC Pacific'), Dr Keakaokawai ('Keaka') Varner Hemi. It was a moment that many of us would not have been able to foresee a few years before (see Figure 4).

In 2017, the drafting of a new Pacific Plan was led by Professor Robyn Longhurst, Deputy Vice-Chancellor Academic, with significant input from Pacific staff and students. It drew upon drafting work previously done by former Pacific Student Success Coordinator Fui Te'evale and Senior Policy Analyst Elena Fāamoe. It also built upon previous generations where Māori staff, including Joe Macfarlane, Krista Henare, and Professor Sandy Morrison, and the School of Māori and Pacific Development (later the Faculty of Māori and Indigenous Studies) led out on Pacific learner success, with Pacific staff such as Dr Timoti Vaoleti. The Pacific Plan 2017–2020 passed through faculty boards, various university committees and the University Council with broad support in late 2017. The university's Pacific Plan

2017–2020 made provision for a senior Pacific leadership role with responsibility for realising seven main objectives including: creating a culture of belonging; improving participation, retention, completion; progression to higher degrees; better employment outcomes; attracting and growing Pacific staff; growing researchers and research; and building relationships with stakeholders.



**Figure 3. Members of the local Kanaka Maoli/Native Hawaiian community performing the hula during the pōwhiri for the AVC Pacific, February 2019.<sup>18</sup>**



**Figure 4. University and community leaders and kaumatua, including Vice-Chancellor Professor Neil Quigley and Koro Taki Turner, during the pōwhiri for the AVC Pacific, February 2019.<sup>19</sup>**

The role of the AVC Pacific and other provisions in the plan were symbolic of the hopes of generations of Pacific people at the university for greater visibility and improved outcomes. The role was one promise fulfilled but also signalled the need for leadership because of the *mahi*<sup>20</sup> ahead. The *mahi* has been shaped and directed by an ongoing conversation about what is working and what is not, and by new knowledge gained through research and experience. This conversation has been an ever-widening one, with an increasing number of stakeholders participating and contributing. This conversation has, over the last four years, moved from being cautious about delivery and aspiration to a clear mandate from leaders, staff and students for measures of success and determination to deliver better outcomes for Pacific students and staff. This change comes in the midst of a global pandemic,

digital divide and existential issues for higher education as well as a hard look at ourselves as a university through the work of our taskforce on structural racism. However, it may also be the result of us talking and listening more as we try to problem-solve and innovate on issues of Pacific learner and staff success.

This article reflects on key aspects and developments in our journey since 2017 and on our ongoing journey as a New Zealand university with ever increasing and holistic strategic commitments to Pacific staff and learner success. We speak from our various experiences in strategic leadership, research, teaching and learning support roles, in the wake and midst of research projects bringing together data analytics, literature and student voice, after discussions with an increasing number of stakeholders both within the university and outside, and as we have just passed the next plan—the Pacific Strategic Plan 2021–2025—which entails greater commitments to demonstrate collective leadership, build and enhance better pathways and implement the plan. We speak from lessons learned from a global pandemic and a taskforce but also as we look forward to possibilities and generations.

### 'Go forward'

This Plan recognises that Pacific peoples have a long history and tradition of knowledge and learning. Consistent with that history and tradition, this Plan recognises the vast potential of Pacific peoples to excel in education as learners and to contribute as students ... and staff to the mana of the University of Waikato.

The University is committed to building and enhancing the Pacific dimensions of our institution, and to the educational aspirations and success of Pacific students. (Pacific Plan 2017–2020, Hemi, 2017)

In February 2019, soon after the *pōwhiri*, we held a different Pacific Orientation for incoming students (see Figure 5).



Figure 5. Some of the first-year Pacific students at Pacific Orientation, February 2019.<sup>21</sup>

We launched what we thought would be our theme for the year: “Imua. Go forward. Lead from the front.” For many of us with roots in the Pacific, *imua*, *muamua* or words like them are familiar to us. In te reo Māori, *i mua atu* means ‘before’. In Samoa, *muamua* means ‘to advance’, and also ‘before’ and ‘unprecedented’. For Fijians, *mua ki liu* means to ‘move forward’, with the addition of *ena yalo dei*

implying a sense of determination. In Tongan *laka atu ki mu 'a* means ‘go forward’. In other places, the words translate. In Kiribati, *tere* means ‘to go forward’ while *waki* can mean ‘to go forward’ but also ‘to realise’.

In ʻōlelo Hawaii, *muamua* means ‘first’ and ‘in advance’ while *i mua* (sometimes written simply as *imua*) can also mean ‘before’ but also means ‘forward’ or ‘go forward’. For Kanaka Maoli/Native Hawaiians, *imua* is what you say when you are in battle or huddled up on a sports field or court, in a time-out talking strategy, deciding that crucial next play—or you are about to pack down into a really muddy, messy scrum. Everyone puts their hand into the centre of that huddle and with feeling, no going halfway, says ‘*Imua!*’ And then it is all on.

From 2019 on, we challenged our Pacific students to *imua*. Wherever they were now—whether just getting by or an honours student—we challenged them to go forward and lead out in their own education. We also encouraged them to lead from the front, to set good examples for others to follow, and to help others go forward too. As Pacific staff, it was essential that we ourselves should strive to move forward and lead by example. The larger challenge would be to encourage and empower other staff and stakeholders to join in, for all of us to put our hands into the middle in terms of the Pacific Plan and its objectives, with real-time outcomes for students and staff in the balance, and with feeling, no going halfway, firmly commit to *imua*.

We did not know at that time that *imua* would become a hashtag we shared often in social media; one small word that drew us together in purpose. And we did not anticipate how fully some of our staff and students would begin to live the hashtag. Since that day we have seen encouraging progress, forward movement and increased leadership on a number of the Pacific Plan’s objectives. It seems, at times during the past few years, as if we broke our huddle, no going halfway and began pushing forward together in an almost physical way. Three strategic areas and an unprecedented event illustrate forward momentum but also developing relational spaces and ongoing intersectional interrogations.

## Culture of belonging, community and support: Recognising the value of and creating relational space

“Objective 1: Create a culture of belonging for all Pacific students ... and staff that nurtures success” (Pacific Plan 2017–2020, Hemi, 2017)

When the Pacific Plan came into effect in 2017, we had launched The Conch, a physical Pacific space on campus where Pacific students could be Pacific (see Figure 6), meet together, access learner support, and recharge with a hot drink or warm up food. We also had a number of scholarships and awards for Pacific students, including the Pacific Excellence Scholarship and Edna Money Scholarship for school leavers and the Tertiary Achievement in Pacific Ako (TAPA) Awards for current students (see Figure 7). At the time, we had seven or eight Pacific student associations representing cultural and field-specific groups as well as the Pacific Support Staff Forum.

Student associations play a special role in creating a culture of belonging, as they provide peer networks and friendship, community, culture and places where Pacific students can be Pacific. Since 2019, our Pacific student associations have grown to 16. These student associations now include cultural groups who affiliate with various Pacific cultures, field specific groups in Management, Law and STEM (science, technology, engineering, and mathematics) (see Figure 8), and special interest groups, including the Pacific Island Parents Student Association and Niu Life, a group supporting the positive mental health of Pacific male students. The university provides funding and governance training for these groups. Through these groups, students are supporting each other through similar journeys and growing in their own leadership and voice.



Figure 6. Students making *ei kato* (garlands) in The Conch during Cook Islands Language Week 2019.<sup>22</sup>



Figure 7. 2020 Tertiary Achievement in Pacific Ako (TAPA) Award recipients.<sup>23</sup>

Staff who care and go the extra mile are essential to creating an environment of belonging. The Pacific Support Staff Forum (PSSF) was originally created by Dr Timoti Vaiotei during his time at Waikato as a place for Pacific staff to meet, network and be supported. Since early 2019, the PSSF has met on a monthly basis, including during the COVID lockdown. Pacific staff and staff who work on the front lines with Pacific students are invited. With the commitment of PSSF members, we have encouraged students to think of members of the PSSF as ‘aunties’, ‘uncles’ and ‘cousins’ across campus to whom they can go to with any concern or question (see Figure 9). We have Pacific advisors, mentors and/or tutors in various divisions and various faculties and schools, and two Pacific senior tutors in Student Learning who have created Pacific-specific academic skills workshops for all Pacific students with the Pacific Student Adviser in the Division of Arts, Law, Psychology and Social Science. Through the PSSF, we also have a closer working relationship and rich dialogue with various learning and

pastoral support teams including e-Tutes, Accessibilities, Careers, Halls of Residence, and Student Health, including counselling and mental health services.



**Figure 8. University of Waikato Pacific STEM (science, technology, engineering, and mathematics) students with local high school students.<sup>24</sup>**

We have also added three further groups with a focus on Pacific. The Pacific Advisory Group (PAG) was another commitment in the Pacific Plan 2017–2020 (Hemi, 2017). This group brings together key leadership and decision makers at the university to advise the AVC Pacific and provide important links with divisions, faculties, schools and teams across the university in efforts to achieve the objectives of the plan. We also created the Pacific Academic Staff Forum (PASF) in order to support academic staff in their development as academics and researchers. This group has been another place where Pacific staff can advise the AVC Pacific and the PSSF, network, and coordinate initiatives and activities.



**Figure 9. Some of the Pacific Support Staff Forum (PSSF) ‘aunties’, ‘uncles’ and ‘cousins’.<sup>25</sup>**

The third group that meets with the AVC Pacific and the PSSF on a regular basis is the Pacific Student Leadership Group (PSLG) composed of the executives of all Pacific Student Associations. The Waikato Student Union also changed their constitution in 2019 to create the role of Pacific Director on their Board, creating space for new conversations, a place at the table and another leadership role for Pacific student voice.

Efforts to create a culture of belonging has also driven an expansion of cultural activities. Where we might have celebrated one or two NZ Pacific Language Weeks in the past, we now celebrate all Language Weeks, as well as several Independence Days and King Kamehameha Day. Our aim has been diverse inclusion, where various Pacific communities, no matter the size on campus, are celebrated on campus. This includes so-called Polynesian, Micronesian and Melanesian groups. We have also utilised these opportunities to welcome wider Pacific communities on campus and to give non-Pacific staff the chance for professional development in cultural knowledge and responsiveness.

Finally, we have tried to increase relationships and conversations in digital spaces. Since 2019, we have redesigned our webpages to reflect *imua* and journeying. The PSSF has worked with student associations and marketing teams to increase the activity, reach and effectiveness of our social media platforms including Facebook and, more recently, Instagram. Pacific Language Week videos co-designed with and featuring our amazing Pacific students and staff have been shared by alumni and families, in newspapers and the evening news in the Islands as well as in legislatures (see Figure 10). In photos and videos, posts, shares and likes, new and different conversations about the value of education and focused on our learners are happening instantaneously. Rather than stereotypes about Pacific families who supposedly do not care about education, we have seen proud families and communities *awhi*<sup>26</sup> our graduates and students, in various languages, locally and internationally.

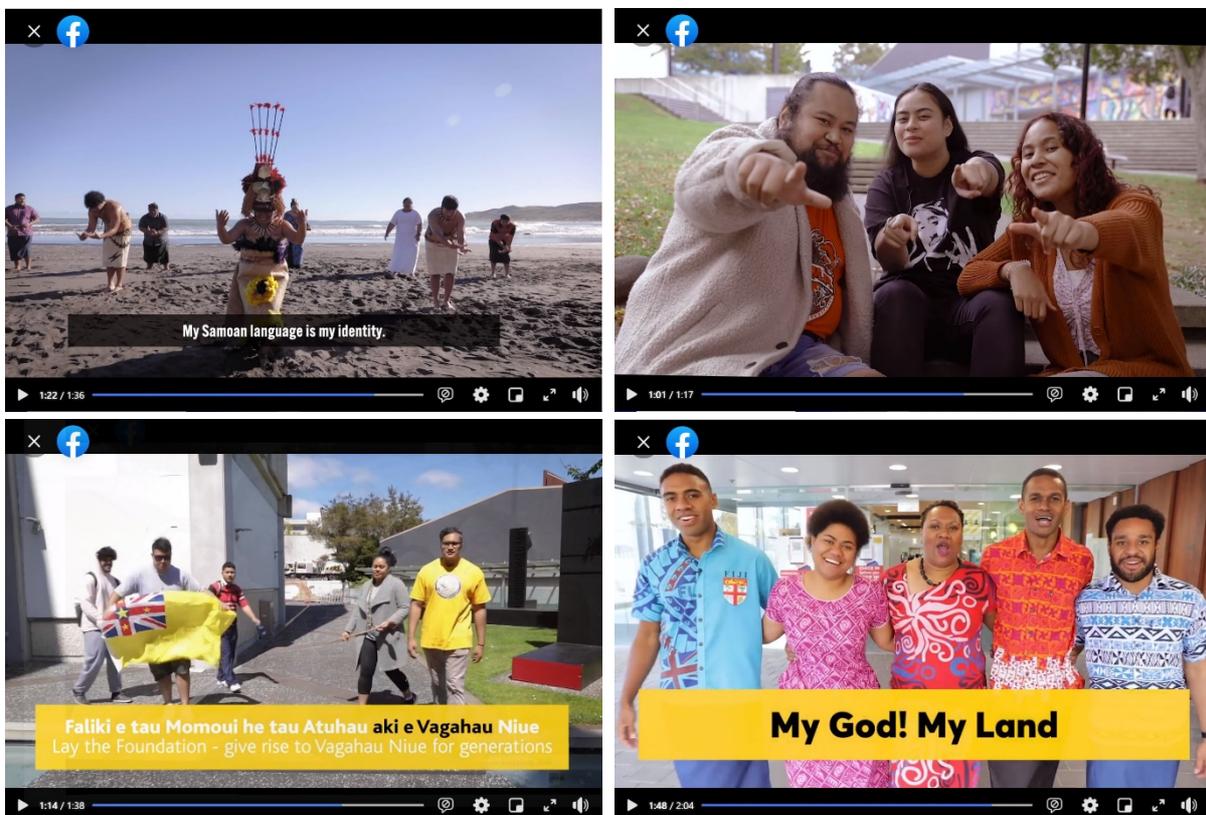


Figure 10. Selected images from 2020 and 2021 Pacific Language Week (Samoa,<sup>27</sup> Rotuma,<sup>28</sup> Niue<sup>29</sup> and Fiji<sup>30</sup>) videos posted to social media.

## Building relationships and honouring the *vā*

“Objective 7: Build and enhance partnerships with Pacific communities and other key stakeholders” (Pacific Plan 2017–2020, Hemi, 2017).

In March 2021, we officially welcomed the first Chancellor of the University with Pacific roots, Sir Anand Satyanand (see article in this special edition entitled *Grounding Pacific practice: Fono at the Fale and Veiqaraqaravi Vakavanua*). The strong spirit of *aloha* in the room was clearly the result of being with staff, students and various teams at the university who had worked side-by-side with us to improve outcomes, who continued to think outside the box, innovate and collaborate on Pacific learner success. However, it was also the result of being with friends and *ohana*<sup>31</sup> (family) from ‘outside’ the university.

As universities, we sometimes observe sharp boundaries between academic and general or professional staff; between doctorates, professorships and research rankings; between lecturers, tutors and mentors; and between students and staff. Too often we also refer to those ‘within’ and those ‘outside’ our institutions. But many of us have observed how porous and blurred those lines are when it comes to Pacific learner success. This has been evident at Pacific Language Weeks where multiple generations of families have helped to cook, prepare musical items and speak at events where Pacific community organisations mingle with student associations, academics and researchers. Language Week videos, which are liked or shared in the Islands, across Aotearoa New Zealand and by parents, aunts and uncles and friends, further demonstrate the artificiality of such distinctions when it comes to the *vā* between us.

Back in 2017, we knew that we needed to do more than we had been doing to honour the *vā* between the university and Pacific people and communities, which is why we included Objective 7 in our Pacific Plan. We hope that the approach of many of our teams now better demonstrates the following principles:

- *Teu le va and aloha*—Build and enhance genuine, ongoing relationships with Pacific learners, their families and their communities. We need to know them before they make the decision to study with us, listen to their expectations and hopes, and work *with* them.
- *Kuleana and tautua*—Demonstrate leadership and responsibility in the wider community for Pacific learner success through service. Without this we will lack credibility with Pacific learners, their families, and communities.
- *Reciprocity*—Add value and give back to Pacific learners, their families and communities. We need to increase visibility of what we can offer Pacific people but also back it up.

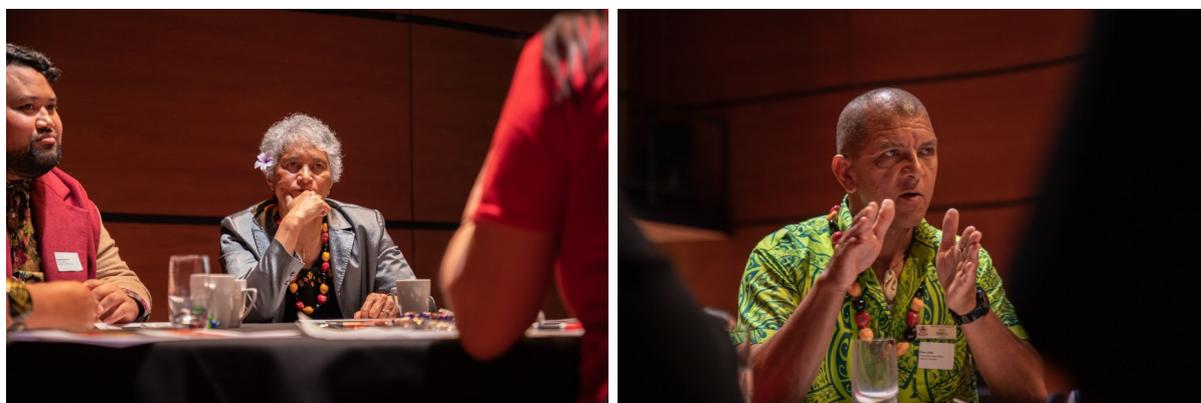
To achieve Pacific learner success, we needed to recognise the *vā* between the university as a whole and the wider community. We needed to strengthen and rebuild relationships which had not been properly nurtured or treasured in the past. As if comparing genealogy, we needed to recognise all those who have been working in Pacific communities to serve and create better outcomes for our people. In our own genealogy, we needed to better acknowledge Pacific communities and organisations who have contributed to the success of our students, who motivate and feed them, guide them and inspire them.

With this in mind, we have worked to build better relationships with three main groups, namely:

- *Partners and ohana*—Families of Pacific learners, Māori *whānau* and allies, Pacific organisations including churches, health, employment and social services providers, business networks, charitable trusts providing driver’s licence training and goal-setting free of charge, and mental health support services.
- *Educators and pathways*—Principals, board of trustee associations, teachers, and teachers’ associations.
- *Strategic development groups*—Including other tertiary providers, primary training establishments and regional strategic working groups focused on better outcomes for Pacific people

Among many other benefits, we have expanded community, culture and support for our students, especially in terms of support outside the classroom. We have also been blessed to work with organisations who are exemplars because they have been working on Pacific success for generations, Pacific leaders who have been rolling up their proverbial sleeves, and just very smart people who are innovative and collaborative. Events hosted by the university working with Pacific leaders and organisations include a secondary school *kilikiti*<sup>32</sup> competition and the Waikato Nesian Festival (see Pacific Media Networks, 2021). We have also had the chance to share expertise and research with Pacific organisations, create internships and otherwise see our students benefit from these relationships. The annual University of Waikato Pacific Education Summit provides an example of this university/community partnership (see Figure 11). Although Pacific academic numbers continue to be of concern at our university as well as at others, our Pacific community has definitely grown in other ways.

Throughout relationship building, we have not forgotten that our most important stakeholders are our Pacific learners and staff.



**Figure 11. Community leaders in discussion with staff and students at the first Waikato Pacific Education Summit, held at the University of Waikato, November 2019.<sup>33</sup>**

### **Research, teaching and learning: Intersectional interrogation through rich data and evidence-based approaches to success**

We are also learning more about Pacific learner success through data, research and applying what we learn (see Objectives 2, 3, 4 & 6, Pacific Plan 2017–2020, Hemi, 2017).

#### *The Pacific Stocktake 2018*

In mid-2018, the university appointed Dr S. Apo Aporosa as a Pacific Development Manager. His role was to support Pacific learner success. His work was aligned with the Objectives of the Pacific Plan 2017–2020 but also our efforts to meaningfully engage with the New Zealand Academic Quality Agency’s Cycle 6 Academic Audit focused on “Access, outcomes and opportunity for Māori students and for Pasifika students” (See AQA website<sup>34</sup> and Universities NZ’s website<sup>35</sup>). At the time, the university was also advertising for and seeking an Assistant Vice-Chancellor Pacific.

During the latter half of 2018, Dr Aporosa undertook a stocktake of Pacific staff and student numbers. He looked at wider numbers for Pacific people in the Waikato as well as national numbers and trends to see how we as an institution and region compared (Aporosa, 2018). Given our data analytics capability at the time, he gathered statistics and snapshots through good research rather than fancy data tools, giving us as a university our most comprehensive look so far at who our Pacific students, staff, families and communities were.

Subsequent research projects would offer further insights by mining data, applying machine learning, developing dashboards and harnessing student voice.

### *Ōritetanga Learner Success project w/TEC*

*Ōritetanga—tertiary success for everyone* is a Tertiary Education Commission (TEC) initiative focused on ensuring that every learner receive the support that they need to succeed in education, to achieve sustainable employment and lead fulfilling lives. The University of Waikato partnered with the TEC to trial the implementation of their TEC Learner Success Framework (TEC, 2020). Our aim was to improve the learner experience and success, particularly for Māori and Pacific learners. The goal was to provide an environment where there was a high level of support for all aspects of student achievement and personal growth, extending beyond academic support to include social and cultural experience, financial, physical and mental health.

Ōritetanga Learner Success is a university-wide project that will span multiple years and is focused on building our data capabilities and data insights to inform the priorities and direction we take in the development of teaching, learning and pastoral initiatives (see Ōritetanga Learner Success home page<sup>36</sup> and “University recognised for ‘game-changing’ learner success innovation” [UoW, 2020]).

The ongoing aims of the Ōritetanga project are:

- radical improvements in student participation, pass rates, the graduation rate, and closing the parity gaps for Māori and Pacific learners;
- institutional capability to facilitate the educational success of all learners—catering to individual needs;
- systems and processes for effective use of data and research that are scalable internally, and can be shared with other institutions;
- contributions to knowledge about inclusive education at national and international levels.

The project began in 2019, through a co-funded initiative between the University of Waikato and the TEC. Phase 1 of the project, the *Ōritetanga Learner Success Prototype*, was completed between 1 July 2019 to 30 June 2020. Phase 1 of the project focused on better understanding our learners and developing ways to identify students who could potentially be at risk of not succeeding through better data. Thus, the project has focused on a major enhancement of our data capabilities and extensive analysis of quantitative and qualitative data.

The key outcomes of Phase 1 of the project were:

1. *Data Science Platform*. This included data cleansing and machine learning to create a platform for pattern analyses to identify areas of focus. Fifteen years of historical student data was mined as part of this process.
2. *Learner Success Dashboard*. The dashboard was developed and implemented as an early-warning system. It is the result of applying machine learning to the 15 years of historical data and pulling out the most telling data points, for instance, engagement with the university’s learning platform. The dashboard utilises data from multiple sources to identify students who are not engaging or not submitting assignments and who may need learning support.
3. *Student Journey Mapping—application to completion*. We also now have a better understanding of why students leave or stay and their experience of the university at varying encounter points of the learner journey. This has allowed us to pinpoint support services which are working well and those we need to have a rethink about.

The work on the Data Science Platform resulted in customisable pivot tables which can provide ready information to student support teams via the university’s MyReports portal. Data and customisable pivot tables can now be readily accessed in MyReports and include admissions, enrolments, grades, pass rates, retention, and completions.

Filters which can be applied to these general tables are many but include, for example, students who are returning or new, Māori, Pacific and Māori *and* Pacific ethnicity, whether students are staying in the Halls, pass rate quality and not just pass rates.

### *Data-informed Initiatives to Enhance Māori and Pacific Student Achievement*

In 2018, we also began our *Data-informed Initiatives to Enhance Māori and Pacific Student Achievement* project co-funded by Ako Aotearoa (2020), a project bringing data analytics together with decades of research with and by Pacific people and the voices of Pacific students gleaned from *fono* through *talanoa*.

From the beginning, the aim of this pilot project was to develop institutional capability to design, develop and deliver inclusive, culturally responsive, rewarding and fulfilling education for Māori and Pacific students. The project was designed to harness data about those cohorts, together with data collected from tracking the coursework completion and success of Māori and Pacific students in particular papers, as a tool for informing the design of transformative programmes of study and support.

Key features of the project design included:

- a university-wide project team drawing on expertise from across the university and beyond, including from within existing university Māori and Pacific communities;
- the capacity to address both strategic and operational levels;
- a prioritisation of learner success rather than deficit narratives;
- the combination of learner analytics and student voice in an ethically and culturally responsive way in order to build a culture of sustainable, responsive change to benefit students.

The project featured two key intersecting components—data and case studies of success, with the former being used to provide information to guide and inform the latter. The case studies of success took the shape of a literature review and culturally responsive research methods including *wananga* and *fono*. While drawing on data from different sources, the Data-Informed Initiatives project privileges Māori and Pacific voice, especially student voice in its purest sense, as story and experience.

These projects have all been opportunities to work with different teams, different skill sets and expertise. The methodology of the *Data-Informed Initiatives* project has been especially ‘woven’ for our team of mostly Māori and Pacific researchers to work together on mutually agreed *kaupapa* but to recognise the diverse cultural narratives and success factors for our peoples.

### **COVID-19: Challenges to Pacific learner success and *talanoa-vā***

In February 2020, members of the team working on the Ōritetanga and Data-Informed Initiatives projects accompanied a NZ government delegation to, and presented at, an international conference in the Washington DC, USA, area aimed at increasing the use of data analytics to tailor initiatives to improve learner success for minority learner cohorts. Little did we know that within weeks we would be testing the data, literature and student voice we had gathered in the middle of a lockdown.

In the midst of growing relationships and conversations, we suddenly found ourselves asking difficult questions in March 2020 as we became aware of an impending lockdown. The impact of COVID-19 on Māori and Pacific students starkly emphasised and magnified existing factors including socio-economic factors and the importance of family. As we scrambled to move teaching, learning and support into an online format, we found ourselves having to prioritise those things that were most important and most necessary. In the middle of two large teaching and learning research projects, and while designing initiatives, we found ourselves learning much more than we expected and talking to new allies and stakeholders. We also saw our community expand despite limitations on physical distancing.

For instance, Pacific students expressed a wide range of needs in the IT and Learning Support Surveys distributed and through personal contact just prior to and early in Alert Level 4 lockdown.

These concerns were consistent with our initial findings in both projects, but we also learned much about the reality of the digital divide for our students. A Pacific IT survey completed by 145 students during the first few days of Level 4 revealed:

- 14.5 percent were unsure or thought they would struggle with online learning;
- 27.6 percent had either no internet plan or an inconsistent connection;
- 10.3 percent did not have access to a reliable device.

Other issues identified by students included:

- reliance on computer labs on campus for technology and connectivity;
- no laptop or desktop at home;
- old, unreliable or inadequate technology—e.g., laptop without the processing power for certain software required for course work;
- no internet, unreliable internet, and inadequate data—including rural locations;
- limited devices needing to be shared by multiple members of the family.

Students who participated in the surveys were generous in their responses, even as they faced challenges. In a follow-up survey a few days later, we asked more about the concerns of households and families, employment and health concerns. Repeated concerns included:

- caring for children, parents and family while studying;
- balancing work and study at the same time;
- safety at work and study loads as an essential worker;
- mental health and wellbeing;
- finding time and space to study;
- uncertainty about the future, making ends meet and ability to study from home.

In response, the university supported students in many ways including:

- *ensuring teaching and learning support could continue*—e.g., staff agility and innovation during a rapid changeover (i.e., 2 weeks) from face-to-face to online teaching and learning support.
- *a learner-centred and personal approach*—including phoning our Pacific students one by one over lockdown to check they were okay, putting in extra support measures for any students who were struggling, and mapping out Pacific student support roles in order to better triage to learning support and pastoral care.
- *overcoming the digital divide*—as a university, we also issued over 260 Chromebooks and facilitated 129 internet connections for students with access challenges studying from home. Despite constituting 8.3 percent of the student body, Pacific students made up 28 percent of those who needed some kind of assistance (400 plus students). Identifying students who needed help, sourcing devices and access options and distributing technology was a mammoth task which was only possible by a concerted effort across many teams.
- *flexible and compassionate study options*—including taking a break from study if necessary.
- *culturally responsive learning initiatives*—such as the Imua Learning Leader Initiative. In 2020, this programme was especially aimed at Trimester B success, especially towards helping students cross the finish line during a challenging year.

We also utilised a *Pacific approach*. To ensure that we called all Pacific students, we called on the existing network of the Pacific Support Staff Forum, that is, the aunties, uncles and cousins who were already working closely with divisions, faculties and schools. We coordinated our efforts with the Deputy Vice-Chancellor Māori and the Māori ki Waikato student support team as well as the Information Technology Services, Health, International Students and Halls of Residence teams, the School of Graduate Research for higher learners and the Future Students team. We prioritised certain

cohorts including first-years, international and re-entry students, but, ultimately, every Pacific student was contacted. Our goal was first to see if the student was alright and then what learning support they might need. We also worked closely with government education agencies and Pacific community organisations to secure digital devices, food and other support for Pacific learners and their families.

### **Ma ka hana ka 'ike: Our learnings**

As we navigated a new educational landscape, we utilised quantitative and qualitative data, and student voice, from various sources to better understand the student experience and learning support that we needed to provide—e.g., digital devices and teaching technology. Cohort tracking of Pacific students in Trimester B signalled potential concerns but also positives for Trimester A despite the lockdown and ongoing impacts of COVID-19. Initial findings showed that:

- *Withdrawals and retention issues.* Giving students the option to lessen their class load or take a break from study if necessary did not result in the significant retention issues.
- *Student resilience and persistence.* Crucial numbers and percentages of Pacific students went up. Pacific EFTs went up by 4.8 percent compared to the same time in 2019. First-year Pacific retention rates were 70.2 percent up from 68.9 percent in 2019. Qualification completion rates for Pacific took a huge jump from 42.7 percent in 2019 to 51.2 percent in 2020.
- *Pass rates and pass rate quality Trimester A—a mixed bag.* Pass rates and pass rate quality (average GPA versus other cohorts) were a mixed bag compared to Trimester A in 2019. For Pacific, one division showed an improvement of almost eight percentage points in pass rates. All divisions and the Faculty of Māori and Indigenous Studies showed improved pass rate quality for Pacific.

Another Native Hawaiian saying is: *Ma ka hana ka 'ike. In the work is the knowledge.* Some of the learnings we have taken away from the COVID-19 lockdown and its ongoing impact include the following:

- What happens outside of the classroom—What happens outside of the classroom for learners is as important as what happens inside it. Factors like digital inclusion will impact Pacific student achievement immediately because they act as gatekeepers and bridges to learning.
- The value of learner-centred approaches—Pacific students experienced better outcomes during a challenging time as the result of personal approaches to learning support as well as the breaking down of silos and efforts of teams across the university working closer together.
- The importance of culturally-responsive approaches—In *fono*, we learned that success can be bolstered by inclusive and culturally relevant services. For Pacific learners, this can include a preference of some students for face-to-face learning during COVID and the ability of teachers who were “engaging, approachable, relatable, and who build relationships and are clearly interested in their students’ success” (Hemi & Bulisala, 2020).

One of the most important takeaways, however, is the effectiveness of evidence-based approaches to teaching and learning support. Our learner-centred responses during COVID were greatly informed by rich data sources dovetailing together to give us a more robust picture of student journey and various factors inside and outside of the classroom which will impact teaching and learning. Qualitative and quantitative sources complemented and bolstered one another while also surprising us at times. Simultaneously, Pacific student voice has been borne out in the data and not forgotten. These outcomes also demonstrate the hard work, commitment, agility and *aloha* of our wonderful Pacific support staff, student leaders and others who exemplified *imua*.

In 2020, despite a global pandemic, the digital divide and subsequent challenges, our numbers of Pacific students grew and they continue to grow each year. In 2020, we served approximately 950 Pacific students who constituted about 8.4 percent of our Equivalent Full-Time (EFTs) student numbers. As of early 2021, Pacific numbers are already higher in 2021 than at the same time in 2020 with Pacific

students constituting more than 10 percent of our student body despite Pacific people making up only five percent of the population in the Waikato.

## Imua Learner Leader Initiative in 2020

The *Imua* Learner Leader Initiative is one of the initiatives developed from the *Data-Informed Initiatives* project. It recognises that an important part of moving forward is knowing where you are now in relation to where you came from. For Pacific people, this means looking back to the legacies left to us by our ancestors, histories, cultures, and languages. A legacy is something valuable left to us by those who have passed on. True leaders leave legacies for others. The three legacies the programme builds on are:

- Voyaging and Learning: ‘Calling the Island’.
- Work and Life Balance: ‘Islands from Coral Reefs’.
- Leadership and Excellence: ‘Worth a Thousand’.

This programme is research, data- and student voice-informed. It also builds on the initial findings of the Ōritetanga Learner Success project and COVID lessons. This programme is success, rather than deficit-focused and is especially aimed at Pacific learners who are new to study, including those in the first year of an undergraduate qualification. It targets crucial transitions in the new student’s journey including the first two weeks of study, crucial assessment periods and finishing the year well.

‘Pacific’ includes learners from across the islands of Moananuiākea. The goal of the programme is that *every student will be a learner and that every learner will be a leader*.

Basic features of the programme in 2020 included:

- three modules focused on each of the three legacies;
- three legacy seminars which introduce and provide culture-based learning and leadership principles and skills, relevant Pacific proverbs and language, successful Pacific students, alumni and community leaders as inspiring speakers, pathways of success for university, opportunities to network with other Pacific learners, and lunch;
- regular legacy tasks to complete in-between seminars, including check-ins with the Pacific Student Success Coordinator and Student Learning staff and attendance at Pacific Academic Skills workshops.

By way of example, the slides in Figure 12 are those used to launch *Module 2: Work and Life Balance* at the second Legacy Seminar in July 2020. These slides demonstrate how we have incorporated cultural legacies of success, Pacific languages and especially indigenous proverbs in our support for first-year students.

Given the lessons of 2020, this programme has been ‘digitally enhanced’ in 2021. New features from February 2021 include:

- the ability to check-out and use digital devices—e.g., Chromebooks—while studying, where a need has been identified. (Note: There are a limited number of devices);
- a pre-teaching period Intensive Academic and Digital Skills Clinic;
- additional legacy tasks, namely including regular check-ins with the e-Tutes team between seminars;
- expanded timeframes for modules—that is from one trimester to 1½ trimesters.

We launched this initiative in Trimester B in 2020. The voluntary programme had 29 participants in 2020 with 19 completing the programme. Though smaller than hoped due to circumstances, this group has provided useful data. Initial findings show the most successful averages for various cohorts of Pacific students, parity and excellence in various areas including retention, pass rates, pass rate quality and withdrawals amongst Pacific students who completed the *Imua* programme (draft Ako Aotearoa Report *Weaving the Mat of Māori and Pacific Learner Success*, June 2021).



University of Waikato *Imua* logo  
(created by Kylie Mills-Lolohea, 2019)

Due to the success of the *Imua* programme, cultural legacy-based initiatives for high school students, higher learners and teaching staff are currently in development, as is an innovative cultural legacy informed library space. We hope that all of these initiatives allow us to continue to be able to come together to celebrate our common whakapapa as diverse Pacific peoples of voyaging and learning. We also hope that these initiatives will continue to be places where we can just be us.

**Figure 12. Slides used in Module 2: *Work and Life Balance*, second Legacy Seminar, July 2020.**



**IMUA LEARNER LEADER INITIATIVE**

Module 2: Work/Life Balance– “Islands from Coral Reefs”

*Aloha kakou. Aloha pumehana.*

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## MODULE 2: WORK/LIFE BALANCE

“Islands from Coral Reefs”

29 July – 8 September 2020

**Objectives**

Students are setting goals for themselves in their studies, working towards those goals, and building their study skills. Students are resilient and able to balance the demands of study and other responsibilities in life despite challenges.

**The legacy**

- The number of proverbs on work in Pacific languages is massive – e.g., Tongan and Samoan
- Growing up with work and leadership skills – e.g., older siblings, home, church, the collective
- The challenge - study, student leadership, employment, community and church work, family

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## WORK TOWARDS GOALS

- Islands growing from coral reefs over generations – success and rewards growing over time
- What are your goals? Why are you doing this?
- Momoe aku i mua – move forward with determination
- Ua solo le lava lima – Recognize and gauge progress



## WORKING SMART

- O le lima e paia le mata – Don't punch yourself in the eye – be smart (Samoa)
- E ho'ō'a'ō no i pau kuhikewa – finish with the stress – just do it; don't procrastinate. (Hawai'i)
- Maka'ala ke kanaka kahea manu – a man who calls the birds should always be alert – Watch for opportunities. (Hawai'i)
- Bailers and paddlers – collective endeavour, delegation, study groups



## BALANCE

- Family responsibility and motivation
- Competing value? – aiga, ohana, famili and whanau and family reunions
- Spiritual anchors and pulls
- Ulu kite fatu e malu ei koe – Take shelter in the rock where you will be protected (Tuvalu)

### **‘Calling the Island’: The Pacific Strategic Plan 2021–2025**

The ingenuity, daring, innovation and intelligence required by our ancestors throughout the project of settling of the Pacific has been likened by some to the Moon landings (Schiffman, 2017). Over a relatively short period of time, our ancestors settled an area of 25 million square miles in an ocean that is “995 parts water to five parts land” (Walker, 2004, p. 24). The farther that one moves east in the Pacific, as islands become ‘remote’, the less that you can navigate by line of sight and the more that you have to be bold, daring and smart, sometimes learning how to get to places you have never been before. You must engage in a form of spatial reasoning called wayfinding which relies on detailed mind maps, keen scientific observation of flora, fauna, weather and currents—for instance, the ‘reading’ of water—and a deeper awareness of the environment around oneself. To safely traverse and settle the biggest ocean in the world, you need to innovate and develop cutting-edge science, technology, engineering and mathematics. Binary numbers, for instance, the basis of computing today, were invented in the Pacific 600 years ago, or 300 years before they were discovered by the German mathematician who is usually credited with the achievement (Ball, 2013; Bender, 2013). As oral cultures, Pacific people carried vast amounts of knowledge, virtual libraries of hundreds of generations of time, astronomy, medicine, environmental science, and many other disciplines in their memory and languages (see, for instance, Beckwith, 1978).

Our ancestors also had to navigate by ‘calling the island’ to them. ‘Calling the island’ required an undoubting focus on destination and objective. To navigate this way, “you have got to live and breathe

what that destination really is. Live and sleep and feel it—the destination is in our mind; it is an ever-present thought.” (Johnnie Freeland quoted in Spiller et al., 2015, p. 43). Calling the island also requires a certain trust that if you do certain things, you will reach your destination as if that island had come to you. Nainoa Thompson, a Native Hawaiian navigator, describes how the world moves toward you as if you were still and at the centre of it (Spiller, 2016, p. 32; also see Spiller et al., 2015, p. 134). At a basic level, calling the island is also about knowing where you came from and where you want to go.

More than ever, our present strategic journey as a university has been an exercise of reflecting on where we have been, where we are now and where we want to go. It has also been an exercise of *talanoa*, especially as we drafted our next strategic plan.

The Pacific Strategic Plan 2021–2025 (Hemi, 2021b) was passed by the University Council on 15 June 2021 after much discussion in divisions, faculties, schools, committees and boards, and many conversations with various Pacific stakeholders about what matters to them. It

is the product of many different conversations over the last four years—and over decades. It incorporates what we have learned from a pandemic and our own research, from data analytics, machine learning, decades of literature on what Pacific families and communities want, and student voice. The PSP has been strengthened by the support of senior and many other leaders, as well as the insights and experience of various staff ‘in the trenches’ of Pacific learner and staff success. These conversations indicate that, while we have progressed on several objectives, we do have more work to do in other areas. They also demonstrate that most staff are positive about our ability to progress. (Hemi, 2021a)

In fact, a substantial amount of just *talking* has occurred. In November 2020, key stakeholder groups including the PSSF, PASF, PSLG and PAG had the chance to feedback on the university’s progress on achieving the Objectives of the Plan, discrimination and pastoral care via a survey. Through these conversations, a number of positives were identified, including progress on developing a culture of belonging and building relationships with stakeholders but areas where we could do better, such as increasing Pacific staff numbers, collective leadership for the plan, and eliminating structural discrimination were also identified.

### **‘Lead from the front’: *Talanoa-vā*, collective leadership, pathways of success, and intentional implementation**

The Pacific Strategic Plan 2021–2025 (PSP) commits the university to seven objectives:

- Objective 1—Demonstrate and grow leadership on Pacific success.
- Objective 2—Illuminate, clear and open Pacific learner success pathways.
- Objective 3—Deliver substantive outcomes for Pacific learners.
- Objective 4—Promote and deliver high-quality teaching and learning support.
- Objective 5—Foster and support lifelong success.
- Objective 6—Value, grow and attract Pacific staff.
- Objective 7—Grow Pacific researchers and research excellence (see Figure 13).

These objectives recognise three important principles which have come through strongly in our *talanoa-vā* as a university: collective leadership; creating, clearing and smoothing pathways; and intentional implementation.

### Collective leadership

A well-known Native Hawaiian proverb says: *E mālama i ka wai*. Take care of the water. As in other places, fresh water was essential for human existence in ancient Hawai‘i and remains essential to Native Hawaiian conservation projects today. Water was so precious in ancient Hawai‘i that our word for wealth is *waiwai*—literally, water water. Our ancestors lived in communities which ran from the ridges of the mountains to the ocean and edges of the reef. Each of these *ahupua‘a*<sup>37</sup> contained ecosystems which provided everything that the community needed to survive and thrive—fresh water flowing from the mountains, timber and other resources in the forests, swampy wetlands for growing *kalo* (taro) our staple food, and the shoreline and ocean. One of the most detrimental impacts of colonisation was a land tenure system that divided *ahupua‘a* into alienated parcels of land, interrupted the flow of water that the entire system depended on, and resulted in poverty and hunger.



**Figure 13. Pacific student and staff scholars who presented at the University’s first annual Pacific Research Symposium, September 2019.<sup>38</sup>**

One of the responsibilities of everyone living in an *ahupua‘a* during ancient times would be to protect the water. This was the duty of everyone from the highest ranked chief to children who were old enough to understand. Objective 1 of the PSP unapologetically states, in the words of several who provided feedback, that ‘Everyone is responsible for the PSP’. Our water is Pacific learner and staff success. It is also cultural leadership that flows from the top and throughout our university in an ecosystem where siloes are broken down and all thrive. The first objective is focused on collective leadership because it is a priority.

The PSP is aimed at collective leadership across the university and that the university, as a whole, will become a *Learning Village* (Objective 3). In their thorough literature review of what works for Pacific learners, Chu et al. (2013) identified a Pacific space on campus where Pacific learners could access learning and other support in an environment where it was culturally safe to be Pacific, which they called the learning village (p. 93). Our vision is that the entire university will become a place where responsibility for Pacific learner and staff success does not rest with a few but with all and where everyone becomes an aunty, uncle or cousin of Pacific learners.

Although everyone is responsible for the PSP, however, each objective now contains a section listing leaders and teams with key responsibilities for each objective so that responsibility also does not fall through the cracks.

### *Pathways of success*

In the previous plan, we intentionally shifted narratives about Pacific learners and staff away from deficit to success. This time, feedback also strongly supported the need to ensure that our version of success is what Pacific people and communities consider to be success. This feedback was strongly supported by our initial findings in our Ōritetanga Learner Success and Data-Informed Initiatives projects. We spoke of aspirations last time in good faith, but this time we needed to better define the Pacific values that will drive us and characterise the relationship between the university and Pacific learners, staff, families and communities. The PSP states:

The high value Pacific people continue to place on knowledge and learning remains evident in the high expectations which Pacific parents place on their children in education and the hopes which Pacific families and communities place in tertiary education to lift and empower families and communities. It is evident in the heavy involvement of parents and other families in career choices and programme selection, and the way that church congregations know who is at university, what they are studying and what grades they are getting. Whether first-in-family or multi-generational, Pacific learners want to give back, set examples and make a difference ...

The relationship between the University of Waikato and its Pacific people will reflect and embody Pacific principles including alofa/ofa/aloha (love, respect and really being in the presence of other human beings (Samoa/Tonga/Hawai'i)), fakatokilalo (humility (Tonga)), collective outcomes and success, sautu (holistic and collective well-being (Fiji)), and tautua/kuleana (a leader's responsibility for collective well-being and outcomes (Samoa/Hawai'i)). The ongoing development and implementation of this plan will respect the vā (the relational space between people (various)), foster relationships and follow a co-design approach with Pacific stakeholders. These interactions will draw on Pacific processes such as fono (relationship-based meetings between people (Samoa)) and forms of dialogue including talanoa (open and participatory discussion (Tonga)), tok stori (teaching and learning through storytelling (Solomon Islands)) and ako (to both teach and learn (Cook Islands)). (Hemi, 2021b, p. 2)

These values do not reflect all of our diverse Pacific cultures at the University of Waikato but they do take us closer to that goal. We have intentionally chosen to use Pacific words instead of English or even te reo Māori, despite the challenges of our diverse languages and cultures, as they reflect Pacific aspirations and values as other languages may not (see article in this special edition entitled *In Our Language: Imagining a Pacific research journal in terms of language and stakeholder position and engagement*). These values are formalised in the PSP, but we will no doubt engage others as we move forward.

These aspirations and values are closely connected to the creation, clearing and smoothing of pathways of success and the achievement of *sautu* and collective outcomes. Objectives 2–7 realised will tell a story of pathways of success that start long before Pacific learners think of enrolling with us and will continue as lifelong success. For instance, Objective 2 “acknowledges the need for better pathways of success for Pacific learners, staff and communities in tertiary education ... from the start” and of “[b]uild[ing] relationships with schools, kura, other tertiary institutions and Pacific organisations”. Objective 3 discusses the Learning Village but also about transitions into study, tailored student advice, and growing higher learners (exemplified in Figures 14 and 15). Objective 4 acknowledges, “Great teachers and support staff who care can make a huge difference in a student’s journey”. Objective 5 commits us to improving employment outcomes, “[i]mproving opportunities and support for Pacific learners from a multitude of pathways and educational journeys to participate in and complete tertiary degrees and qualifications”, and working with alumni. Objectives 6 and 7 especially recognise the need

for career pathways for Pacific staff that “open doors to various options” in academia and research (Hemi, 2021b).

These objectives and pathways represent conversations with a number of stakeholders within and beyond the porous boundaries of the university.

### *Intentional implementation*

Implementation is also clearly important to our Pacific staff and students across the university. While there was significant support for the PSP, a number of staff and students wanted to ensure that it would actually be implemented. Staff also wanted more accountability and a greater capacity to measure progress. As a result, the PSP provides for our first Pacific Implementation Plan (PIP), which will include measurables and metrics of success, SMART goals and the development of tools for measuring and monitoring progress on the plan. Implementation will be bolstered by more evidence-based, data- and student voice-informed initiatives already in development.



**Figure 14. Dr Sangata Kaufononga (Tonga), the first Pacific woman to graduate with a PhD in Analytical and Organic Chemistry (2019).<sup>39</sup>**



**Figure 15. Pacific undergraduate and graduate students at Pacific Orientation, February 2019.<sup>40</sup>**

The Pacific Strategic Plan represents the genuine leadership, hard work, knowledge, and experience of many people. We are extremely grateful for the thoughtful, proactive and innovative contributions to the journey of the PSP by staff, students and others. We believe that this level of engagement with a UoW strategic plan by staff and students is unprecedented at our university. The conversations which we have had have been the most productive that we have experienced in the almost twenty years that some of us have been students or staff here. The amount of people who read the draft and came forward with concrete, constructive ways of implementing the PSP, who were positive and willing to contribute to the *mahi* ahead, and the general *aloha/alofa/ofa* for Pacific people and each other was humbling. This enthusiasm and commitment bodes well for the implementation of the PSP and development of the Pacific Implementation Plan.

### Conclusion: 'Transformative progress and change'

One more overarching principle, purpose and catchphrase drives the Pacific Strategic Plan which states:

The ongoing purpose of the Plan is to *imua*—that is, to go forward and lead from the front in terms of Pacific learner, staff and community success. Implementing the Objectives will enhance a culture of belonging for Pacific students, staff and peoples, especially one that nurtures Pacific success, equity, diversity, inclusivity, and community. Like the Pacific navigators and voyagers of the past, we will be bold, courageous, smart, innovative, and collaborative in our efforts to create transformative progress and change. (Hemi, 2021b)

Another way to look at *imua* is from a Fijian perspective. In Fijian, *imua* becomes *iMua*. The lowercase 'i' is known as a nominal marker and is used deliberately to emphasise. For simplicity's sake, the verb-ising of nouns—by adding the nominal marker 'i'—essentially progresses the verb in a similar manner to adding '-ing' as is done in the English language. *Mua*, therefore, lacking the lowercase nominal marker 'i', is passive despite indicating forward movement. However, to *iMua* is, in essence, to go forward and lead from the front deliberately and intentionally.

As we continue our journey, we do so intentionally and deliberately. As we contemplate the distance we have travelled and celebrate progress, we contemplate the projects and initiatives ahead which will demonstrate our commitment, the *mahi* still to be done. We look to Pacific cultural legacies and strengths but also to possibilities and what-ifs, to innovation, collaboration and the island of success we might call to us if we truly *imua*.



**Figure 16.** Current post-graduate student and former President of Waikato University Samoan Students Association (2018), Vasanthi Fou Lualua, presents a *nifo oti* as a sign of peace and welcome, an image exemplifying the values of *imua*.<sup>41</sup>

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## Notes

- <sup>1</sup> Welcome ceremony on a marae (Māori).
- <sup>2</sup> A marae is a “courtyard - the open area in front of the wharenuī, where formal greetings and discussions take place. Often also used to include the complex of buildings around the marae” (Moorfield, 2021).
- <sup>3</sup> The bench where those who speak for either the hosts or the visitors on the marae sit (Māori).
- <sup>4</sup> Māori language (Māori).
- <sup>5</sup> Hawaiian language (Hawai‘i).
- <sup>6</sup> Ancestral line and genealogy (Māori).
- <sup>7</sup> Ceremonial call of welcome onto a marae at the start of a pōwhiri (Māori).
- <sup>8</sup> Elder women who perform the karanga (Māori).
- <sup>9</sup> Chant (Hawai‘i).
- <sup>10</sup> “[L]ove, affection, ... kindness, sentiment, grace, [and] charity” (Kuamo‘o, 2018).
- <sup>11</sup> Sense that something is good, right or fitting (Hawai‘i).
- <sup>12</sup> Sense of kinship and family connection (Māori).
- <sup>13</sup> Songs (Māori).
- <sup>14</sup> Traditional dance (Hawai‘i).
- <sup>15</sup> Elderly person of status (Māori).
- <sup>16</sup> <https://www.facebook.com/uwpacific/photos/a.2077790608937245/2077791372270502>
- <sup>17</sup> <https://www.facebook.com/uwpacific/photos/a.2077790608937245/2077791558937150>
- <sup>18</sup> <https://www.facebook.com/uwpacific/photos/a.2077790608937245/2077791882270451>
- <sup>19</sup> <https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222768617772756>
- <sup>20</sup> Work (Māori).
- <sup>21</sup> <https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222772171105734>
- <sup>22</sup> <https://www.facebook.com/media/set/?vanity=uwpacific&set=a.2505686169481018>
- <sup>23</sup> <https://www.facebook.com/uwpacific/photos/a.657352137647773/3497289283654030>
- <sup>24</sup> <https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222772624439022>  
<https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222772964438988>
- <sup>25</sup> <https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222774191105532>  
<https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222774487772169>  
<https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222775091105442>  
<https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222775367772081>
- <sup>26</sup> Care for and help (Māori).
- <sup>27</sup> <www.facebook.com/657350654314588/videos/932788564237886>
- <sup>28</sup> <www.facebook.com/657350654314588/videos/792146744997056>
- <sup>29</sup> <www.facebook.com/657350654314588/videos/346567489742836>
- <sup>30</sup> <www.facebook.com/657350654314588/videos/3036171763153728>
- <sup>31</sup> Family (Hawai‘i).
- <sup>32</sup> The sport of Samoan cricket.
- <sup>33</sup> <https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222776607771957>  
<https://www.facebook.com/uwpacific/photos/a.2505686169481018/4222775914438693>
- <sup>34</sup> <https://www.aqa.ac.nz/cycle6>
- <sup>35</sup> <https://www.enhanceunz.com/>
- <sup>36</sup> <https://www.waikato.ac.nz/staff/learner-success/>
- <sup>37</sup> *Ahupua‘a* were the basic socio-political units of Hawaiian society and ecosystems. These could be entire valleys bounded by mountain ridges and often extended to the edges of the reef. They included the resources for sustainable living, such as fresh water, fertile land for farming and often access to the sea for fishing (Kamehameha Schools Hawaiian Studies Institute, 1994, p. vi).
- <sup>38</sup> <https://www.facebook.com/uwpacific/photos/a.660687780647542/2491148210934814/>
- <sup>39</sup> <https://www.waikato.ac.nz/study/success-stories/sangata-kaufononga>
- <sup>40</sup> <https://www.facebook.com/uwpacific/photos/a.2505686169481018/422277487771869>
- <sup>41</sup> <https://www.facebook.com/uwpacific/photos/a.657352137647773/1776893339026975>