

**Enhancement Theme**  
**Symposium *Evidence and***  
***Evaluation***

**Friday 1 November 2019**

**Summary Report**



Te Pōkai Tara  
**Universities**  
New Zealand



**AQA**

Academic  
**Quality Agency**  
For New Zealand Universities

*Te Pokapū Kōunga Mātauranga  
mō ngā Whare Wānanga o Aotearoa*

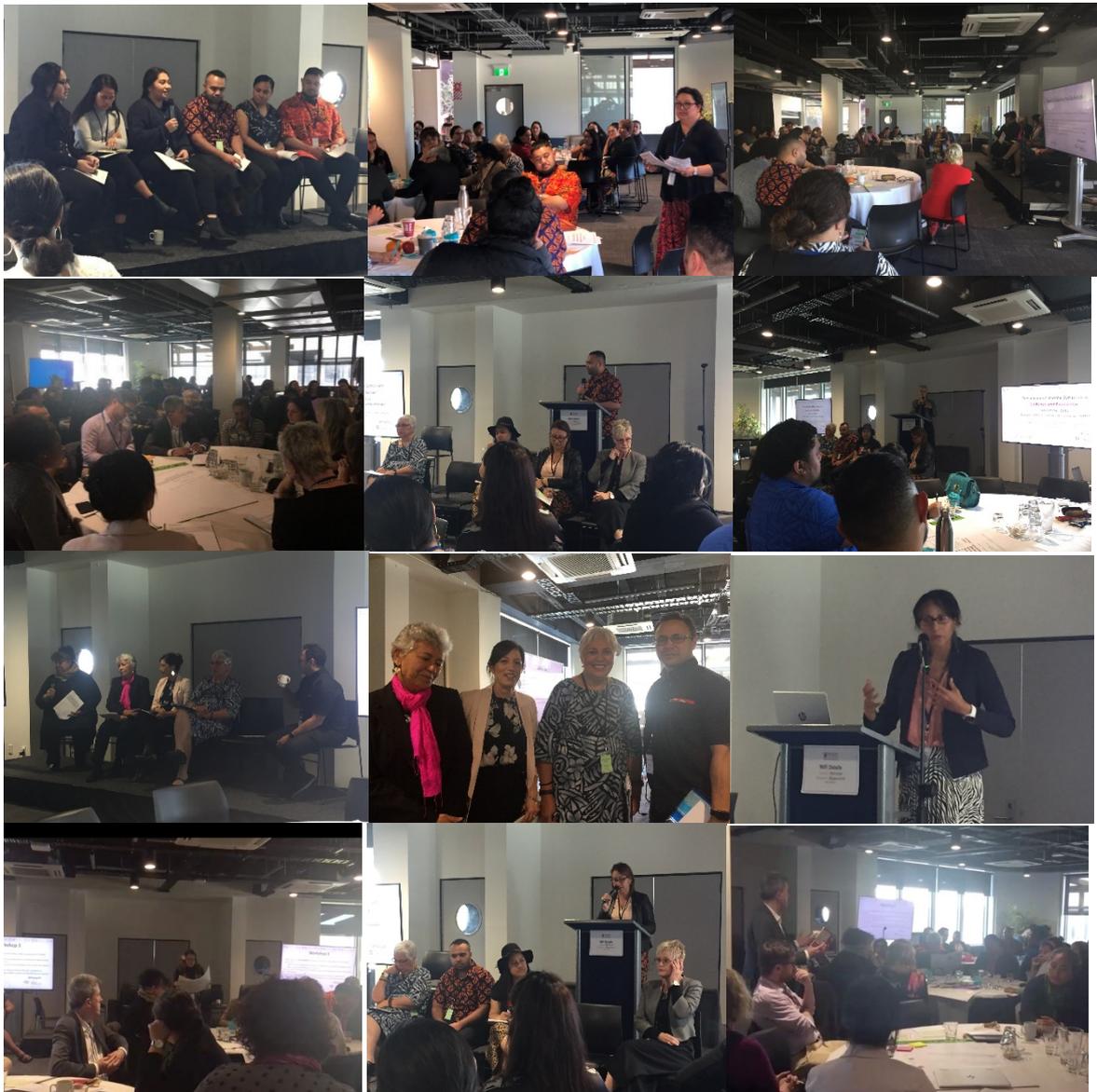


## Acknowledgements

*Kāore e āriarika te mihi ki a koutou katoa*

This Symposium could not have been delivered without the contribution of all participants at the Symposium, including workshop facilitators, rapporteurs, keynote speakers, panel members, Fiona Johnson-Bell, from Universities New Zealand – Te Pōkai Tara, the Kaihautū (MC) for the Symposium and Sheelagh Matear, the Symposium Co-ordinator.

The continued support of Massey University, Te Kunenga Ki Pūrehuroa in hosting the Symposium is gratefully acknowledged.



## He whakarāpopototanga

He Kaupapa Whakamarohi kua arohia e ngā whare wānanga o Aotearoa, hei wāhanga o te hurihanga tuaono o te arotakenga mātauranga mō ngā whare wānanga. E aro ana te Kaupapa Whakamarohi ki ngā ara e whai pānga ai, e whai hua ai, e whanake ake ai anō hoki ngā ākonga Māori, me ngā ākonga Pasifika anō hoki.

He pūrongo tēnei mō tētahi wānanga tuarua i whakahaerehia i raro i te maru o te kaupapa whakamarohi, i te 1 o Noema, i te tau 2019, otirā i tū ki Te Kunenga ki Pūrehuroa ki Pukeahu, i Pōneke. Tōna 70 ngā ākonga me ngā kaimahi nō ngā whare wānanga e waru i Aotearoa i tae atu.

Ko te kaupapa matua o te Wānanga ko *'Te Taunakitanga me te Arotakenga'*, ā, ko ngā whāinga matua ko te:

1. Whai mōhiotanga ki ngā rangahau me ngā mahi o mohoa nei e pā ana ki te arotake kaupapa e ai ki te tirohanga Māori, ki te tirohanga Pasifika anō hoki,
2. Tuari i ngā momo tauira, i ngā tukanga me ngā taero, me te
3. Whakawhanake i ngā mātāpono me ngā anga mō te arotakenga.

Tokorua ngā kaikauhau matua, e toru anō hoki ngā paepae kōrero i whai mōhio ai ngā papamahi e toru. E toru ngā pātai i arohia i ngā papamahi:

1. He aha rānei ngā mātāpono me ārahi i te arotakenga o ngā hōtaka, o ngā kaupapa rānei e tautoko nei i te angitu o te ākonga Māori, me te ākonga Pasifika?
2. Me pēhea te whakamahinga o ngā arotakenga o te angitu o te ākonga Māori me te ākonga Pasifika anō hoki, e hua mai ai he panonitanga?
3. He aha ngā matū matua me whai wāhi ki tētahi mahere e tika ai, e whai hua anō ai te arotakenga o ngā hōtaka, o ngā kaupapa rānei e tautoko nei i te angitu o te ākonga Māori, me te ākonga Pasifika?

I wānangahia ngā pātai e ai ki ngā tirohanga Māori, ki ngā tirohanga Pasifika anō hoki. I auau te arohia o ia pātai i ngā papamahi e toru; ko te papamahi tuarua i āpiti atu ki ngā kōrero i puta i te papamahi tuatahi, ā, ko te papamahi tuatoru, ko te mea whakamutunga, i āpiti kōrero ki ērā i puta i ngā papamahi e rua i mua atu i tērā.

He mea whakamahi ngā whakarāpopototanga papamahi hei waihanga i tētahi anga hei ārahi i te arotakenga o ngā hōtaka me ngā kaupapa e tautoko nei i te angitu o te ākonga Māori me te ākonga Pasifika. He mātāpono matua ō te anga, waihoki, ka tautohua ētahi āhuatanga o te mahi arotake, ka whakaarohia anō hoki ngā hua.

Ko ngā mātāpono hei tūāpapa mō te arotakenga ko te puata, ko te pono me te mārama, ko te aro pū ki te ākonga, ko te whakaute anō hoki i te ahurea. Ko te tikanga, ka mārama te kite atu i te awenga o ngā mātāpono nei i te hoahoatanga me te whakahaeretanga o te arotakenga, i te whakamahinga hoki o ngā hua o te arotakenga. Ko ngā āhuatanga o te arotakenga ka aro pū ki te take tonu e kōkiritia ana te arotakenga. Ko ngā āhuatanga hei whakaarotanga i tua atu, ko te mea e arotakengia ana, ko te hunga ka whai wāhi, otirā, ko ō rātou mana, ko ā rātou koha, ko te wā ka whakahaerehia te arotakenga, tae atu ki te angawā e arotakehia ana, ko te wāhi e kawea ana te arotakenga, ko te tukanga arotake anō hoki ka whāia e kapohia ai ngā āhuatanga ā-ahurea e hāpai ana i te angitu, e whakaata ana anō hoki i te rangahau e ai anō ki te tirohanga Māori, ki te tirohanga Pasifika rānei. Ko tā te anga e whakaatu ana, ka āhei te whakapuaki i ngā hua e ai ki ngā panonitanga, ngā painga me te haepapatanga.



Ko te manako ia ka whai take tēnei pūrongo me te anga i waihangahia ki ngā arotakenga o ngā hōtaka me ngā kaupapa e tautoko nei i te angitu o te ākonga Māori, me te ākonga Pasifika anō hoki.

*This translation was undertaken by a translator registered by Te Taura Whiri.*



## Summary

New Zealand universities have been undertaking an Enhancement Theme as part of the sixth cycle of academic audit for universities. The Enhancement Theme has addressed the topic of “Access, outcomes and opportunities for Māori students and for Pasifika students.

This is a report of a second symposium, held as part of enhancement theme activities, on 1 November 2019 at Massey University’s Pukeahu campus in Wellington and attended by approximately 70 students and staff from all eight New Zealand universities.

The topic for the Symposium was ‘*Evidence and Evaluation*’ and the objectives were to:

1. Learn about current research and practice in evaluating initiatives from Māori perspectives and from Pasifika perspectives,
2. Share models, approaches and challenges, and
3. Develop principles and frameworks for evaluation.

Two keynote speakers and three panel sessions provided input to three workshop sessions. The workshop sessions addressed three questions:

1. What principles should guide evaluation of programmes or initiatives to support taura Māori success and Pasifika learner success?
2. How should evaluations of taura Māori success and Pasifika learner success be used to effect change?
3. What are the key elements of a plan for appropriate and effective evaluation of programmes or initiatives to support taura Māori success and Pasifika learner success?

Each of the questions was addressed from Māori perspectives and from Pasifika perspectives. Each question was addressed iteratively in three sessions with the second workshop building on the discussions in the first, and the third and final workshop session building on the discussions in the two preceding sessions.

The workshop summaries have been used to develop a framework to guide evaluation of programmes and initiatives that support taura Māori and Pasifika learner success. The framework has underpinning principles, identifies dimensions of evaluation and considers outcomes.

The underpinning principles of evaluation are transparency, honesty and explicitness, student-centricity and being culturally based and responsive. Their influence should be evident throughout the design and undertaking of the evaluation and the uses of or outcomes of evaluation. The dimensions of the evaluation itself centre on ‘why’ the evaluation is being undertaken. The other dimensions to be considered are ‘what’ is being evaluated, ‘who’ is involved in the evaluation and respect for their mana and contribution, ‘when’ the evaluation occurs and the timeframe it covers, ‘where’ evaluation takes place and ‘how’ the evaluation is undertaken so that it is able to capture cultural nuances which contribute to success and reflect a Māori or a Pasifika research design. The framework indicates that the outcomes of an evaluation can be expressed in terms of change, benefit and accountability.

It is hoped that this report of the Symposium and the framework that was developed from the day will be of use in undertaking evaluations of programmes and initiatives that support taura Māori and Pasifika learner success.



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<https://creativecommons.org/licenses/by-nc/4.0/>.



## Introduction

New Zealand universities have been undertaking an Enhancement Theme as part of the sixth cycle of academic audit for universities. The enhancement phase of the audit cycle runs from 2017 to March 2020. More information on Cycle 6 academic audit is available on the AQA website [www.aqa.ac.nz](http://www.aqa.ac.nz)

The Enhancement Theme has addressed the topic of “Access, outcomes and opportunities for Māori students and for Pasifika students”. Each university developed its own objectives and plan for the enhancement theme. Enhancement Theme activities have been overseen by an Enhancement Theme Steering Group. More information on the enhancement theme is available on an enhancement theme website <https://www.enhanceunz.com/>

One of the objectives of the enhancement theme is to engage universities with what is being learnt through the enhancement theme. Two symposia have provided mechanisms for both engaging staff and students from across the university sector and sharing approaches and what has been learnt in addressing access, outcomes and opportunities for Māori students and for Pasifika students.

The second universities’ Enhancement Theme Symposium was held on 1 November 2019 at Massey University’s Pukeahu campus in Wellington. It was attended by approximately 70 students and staff from all eight New Zealand universities.

The topic for the Symposium was ‘*Evidence and Evaluation*’ and the objectives were to:

1. Learn about current research and practice in evaluating initiatives from Māori perspectives and from Pasifika perspectives,
2. Share models, approaches and challenges, and
3. Develop principles and frameworks for evaluation.

Two keynote speakers and three panel sessions provided input to three workshop sessions.

This report provides a record of the day and focuses on the summaries of the workshop sessions where facilitators reported back the views of the participants to the wider Symposium. These views have then been used to develop a guiding framework for evaluation. The objectives of the report and framework are to assist with improving understanding and practice for evaluation of programmes and initiatives that support taurira Māori and Pasifika learner success.

Members of the Enhancement Theme Steering Group have also contributed their reflections to this report.

This report will be distributed throughout the various Universities New Zealand – Te Pōkai Tara committees and working groups across the New Zealand universities and made available on relevant websites.

## Resources

Keynote presentations and photos from the day are available online at our official Enhancement Theme website - <https://www.enhanceunz.com/>

Access to the video transcripts are available through the AQA Director.



## Keynote Speakers and Panels

Two keynote speakers provided the framing for the Symposium. Dr Chelsea Grootveld (Ngai Tai, Ngāti Porou, Whānau-a-Apanui, Whakatōhea) provided a practitioner’s perspective of Kaupapa Māori Evaluation and Dr Cherie Chu-Fuluifaga examined “Pacific Evaluation or Pacific Valuing?”. Three panel sessions also provided thoughts on evaluation of initiatives from student, Māori and Pasifika perspectives.

Dr Grootveld set out what evaluation is, kaupapa Māori theory, kaupapa Māori evaluation principles and how these can be applied in practice. She also explored how success and impact can be assessed from a kaupapa Māori perspective. She concluded with lessons learnt and advice on how evaluative findings should be used. Slides from Dr Grootveld’s presentation can be found [here](#).

Dr Chu-Fuluifaga examined principles that should guide evaluation of programmes or initiatives to support Pasifika learner success and how evaluations of Pasifika learner success should be used to effect change using an appreciative enquiry framework. She developed this into an ‘appreciative pedagogy’ framework to tell stories and better understand Pasifika success. Slides from Dr Chu-Fuluifaga’s presentation can be found [here](#).



The Student Panel responded to questions asking:

- what do you think should be considered when programmes or initiatives to support Māori student success or Pasifika student success are being evaluated?
- Why are these things important?
- What should not be included or done?
- What advice would you give students who are asked to contribute to evaluations of initiatives?
- What advice would you give universities?



Māori and Pasifika panels briefly presented initiatives they were involved with and commented on:

- Why they had decided or were planning to evaluate the initiative or programme in a particular way?
- What they saw as the benefits of that approach?
- What they saw as the challenges?
- How they thought that evaluation would inform further initiatives and/or evaluation; and
- what had they and others learnt?



## Workshops

The workshop sessions addressed three questions:

4. What principles should guide evaluation of programmes or initiatives to support taura Māori success and Pasifika learner success?
5. How should evaluations of taura Māori success and Pasifika learner success be used to effect change?
6. What are the key elements of a plan for appropriate and effective evaluation of programmes or initiatives to support taura Māori success and Pasifika learner success?

Each of the questions was addressed from Māori perspectives and from Pasifika perspectives. Each question was addressed iteratively in three sessions with the second workshop building on the discussions in the first, and the third and final workshop session building on the discussions in the two preceding sessions.

### Summaries of Workshop Questions from Māori perspectives

These summaries of the workshop questions reflect the cumulative and iterative discussions of three workshop groups.

#### Principles to guide evaluation of programmes or initiatives to support taura Māori success?

The workshop groups addressing the question of “What principles should guide evaluation of programmes or initiatives to support taura Māori success and Pasifika learner success?” suggested that this question should be restated to ask “what principles have taura Māori identified to support their programmes and initiatives”? This makes it explicit that success needs to be viewed from the perspective of what does success mean for taura Māori and their whānau. This can be extended into a guiding principle that evaluation should be by, for, and as Māori, with support from non-Māori.



The groups discussing the question of principles to guide evaluation identifies transparency and explicitness as guiding principles. Being explicit and transparent means being clear about what the purposes of the evaluation are, whose voices are included, who the evaluation will be used by and what changes are expected

as a consequence. If the evaluation is to inform ongoing or further funding, this needs to be explicit.

Transparency and explicitness is a two, or possibly three-way concept. As well as being explicit about purposes, the verbatim feedback from students should be ‘kept intact’ and communicated to decision takers, rather than only as summarised key points or themes. The third component of transparency is ‘closing the loop’ and making the results and outcomes of evaluations available to those who have contributed.<sup>1</sup>

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<sup>1</sup> Seeking to be consistent with this aspect of transparency, notes, videos and transcripts from the Symposium are available to attendees and the Enhancement Theme Steering Group.



## How should evaluations of taura Māori success be used to effect change?

The second workshop question also picked up the ideas of how success should be defined (that it was broad and complex), whether 'evaluation' was an appropriate cultural lens through which to examine success and what was the purpose of evaluation.

The workshops on this question discussed where change could occur and how change might progress. It could be personal change, change within Iwi, within communities or within society; or it could be change at different levels in institutions, including policy and governance. Positive or valuable change may not be radical and small steps to meaningful change should also be recognised.

In terms of the purpose of evaluation, the workshops on this question asked whether the purpose was to contribute to change? The discussion of this question concluded that evaluation needs to be meaningful and culturally appropriate, and needs to be a foundation for continuous improvement, and it needs to utilise the student voice. Evaluations need to occur within a student context – students need to be involved in the design, undertaking and implementation of the consequences of evaluations.

This workshop developed some examples of ways in which institutions could change that would contribute to more culturally acceptable practice; for example, not limiting the number of graduation tickets to two per graduate as this fails to recognise the contribution of whānau to student success and recognising the importance of tangihanga and the obligations of taura Māori in tangihanga and not requiring taura to have to apply for extensions if they had to attend a tangihanga.

Finally, the discussion of this workshop question asked whether institutions were "courageous enough" to change to create more culturally accepting environments and experiences. They suggested that institutional policies could be reviewed through a cultural lens and this used to instigate change.

## Key elements of plans for appropriate and effective evaluation of programmes or initiatives to support taura Māori success?

The third workshop question was addressed in two parts. First, the groups developed a why, what, who, where, when and how of evaluation and then reframed that from Māori perspectives. At the outset however, they determined that this was, or should be, a 'strengths-based' approach and was about looking at successes, learning from success, and transferring success to enhance other activity.



In discussing the 'why' of evaluation, the workshops on this question highlighted accountability as part of the why and the accountability of Māori to Māori communities. Why also encompasses being explicit about who is going to benefit from this evaluation and recognising values (as also highlighted in the discussion of other questions) that underpin the evaluation.

Consideration of the 'who' dimension also emphasised that evaluation of taura Māori success was for taura Māori and taura Māori needed to be involved at all stages.



The workshops groups for this question also identified ‘**where and when**’ evaluation occurs as important aspects to be included in a plan. In terms of where, they stressed that the sorts of evaluation activity that might take place within a university meeting room is different from and will elicit different insights from evaluation that takes place in a whare nui. The when of evaluation was also discussed and recognised that evaluation occurred at a point in time. Success for tauira Māori may not be seen fully while they are still at university, or even shortly after completion.

The second part looked at cultural components of evaluation and the need to grow Māori capacity, in the first instance, to effect change. Associated with the ‘**how**’ of evaluation, data was recognised as a taonga with a mauri. Those involved with an evaluation are kaitiaki of that taonga. Participants in the workshop also discussed the importance of understanding and respecting cultural ‘spaces’ and working together respecting those spaces.

### **Summaries of Workshop Questions from Pasifika perspectives**

A parallel set of workshops addressed the same three questions from Pasifika perspectives. These summaries again reflect the cumulative and iterative discussions of three workshop groups.

#### **Principles to guide evaluation of programmes or initiatives to support Pasifika student success?**

The discussion of this question also started with exploring what success means for Pasifika students and characterised conventional measures of success (such as completion rates, retention rates, graduate outcomes, GPA averages, average earnings three years out from graduation) as ‘impoverished’ and there is a need to look deeper than this to capture Pasifika student success.

These workshops articulated three additional elements of success for Pasifika students:

1. Not limiting indicators of success to while a student is at or shortly after they have left university. Both the achievement of a student in reaching university and their contribution long-after are inter-generational successes.
2. Recognising the skills and strengths of Pasifika students in ‘walking between two worlds’ and that success encompasses not losing but growing a student’s identity as Pacific.
3. Success is not an individual construct and evaluation needs to encompass community contributions and contribution to communities.

These broader conceptualisations of success guided the development of principles to evaluate success:

1. Evaluation should be student-centric. This not only means students being engaged at all stages of the evaluation, but also that students are involved with the design of the initiative at the outset.
2. Evaluation must not be culturally-sensitive but culturally intelligent and reflect cultural humility.
3. Evaluation should not take place at a single point in time but reflect a longer timeframe.
4. Pragmatically and irrespective of method of evaluation, evaluation needs to be aligned with or consistent with government policy or funding in order to gain traction.
5. Pasifika students and Pasifika communities must feel valued in programmes and initiatives.

The workshop discussions of this question concluded that the objectives of evaluation should be to think more broadly and transform what the university is doing.



### **How should evaluations of Pasifika student success be used to effect change?**

The workshop discussions of this question from Pasifika perspectives also highlighted the importance of being student-centric and added the need to support students in being engaged with evaluation and associated processes.

In terms of effecting change, the workshop groups discussing this question noted that change needed to be effected at all levels of a university, from students to governance, and that Pasifika levels of representation were low. They suggested that Pasifika KPIs should be included in position descriptions for roles throughout the university, including for Vice-Chancellors. Sharing of success and learning was seen to be a useful contributor to effecting change and student stories were considered a powerful means of effecting change.

The workshop discussions of this question also recognised that significant investment was made in Pasifika initiatives and that there may at times be a need to stop or change initiatives that were not working as anticipated. The costs and consequences of failure of initiatives was high and needed to be minimised.

### **Key elements of plans for appropriate and effective evaluation of programmes or initiatives to support Pasifika learner success?**

The groups discussing this question also highlighted the why, what, who and how of evaluation that needed to be considered from the outset of initiative or programme developments. They recognised that there were probably a number of initiatives underway that had not been designed with a view as to how they might be evaluated.

In terms of why, the summary of these workshop discussions was that it needed to be clear that the purpose of the evaluation was to benefit students. This could mean recognising at the outset that an initiative or programme might be stopped and roles and positions disestablished or reassigned.



Student voice and engagement at all stages of the evaluation process was considered to be key. Other groups that may need to be included are family, whānau, co-ordinators, facilitators, churches and funders. Who is involved is also important in terms of dissemination and making findings accessible to different groups.

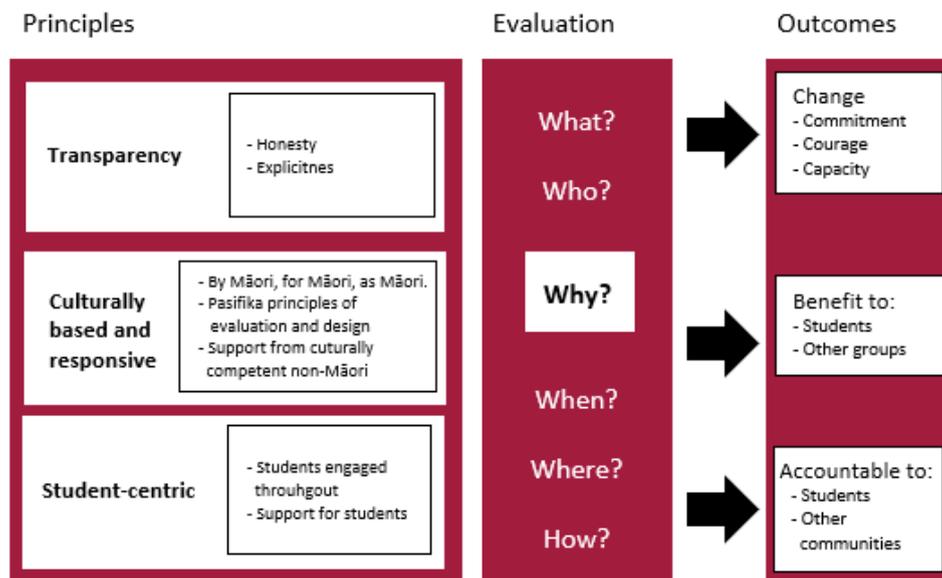
For the how component, the groups discussed the need for an evaluation design that was culturally responsive and able to capture cultural nuances through using Pasifika principles of evaluation and design.

Low numbers of Pasifika staff in universities limit capacity to undertake this work. This is an acknowledged and ongoing concern.



## Guiding Framework - Conclusions and Implications

The summaries presented by the workshop facilitators can be used to develop a framework to guide evaluation of programmes and initiatives that support taura Māori and Pasifika learner success. The framework suggests that evaluation should be underpinned by principles, evaluation has a number of dimensions – centered on ‘why’ the evaluation is being undertaken and evaluation has outcomes that can be expressed in terms of change, benefit and accountability. The framework is summarised in the figure below and each of the elements is explained further following the figure.



### Underpinning principles

The influence of the underpinning principles should be evident throughout the model, through the design and undertaking of the evaluation and into the uses of or outcomes of that evaluation. They are transparency, honesty and explicitness, student-centricity and being culturally based and responsive.

These principles shape and can be seen in the different aspects of the evaluation. For example: if some changes are not possible this should be made clear at the outset; students should be part of the design, conduct and consequences of the evaluation and their mana should be respected and upheld throughout (recognising that support for students may be needed); and the evaluation should be led by, for, and as Māori or Pasifika and based on kaupapa Māori research or Pasifika principles of evaluation and research design. These should be evident in all aspects of the evaluation and its outcomes.

Culturally capable non-Māori or non-Pasifika can support, but not lead, this work. They can play valuable roles as supporters, and with their Māori and Pasifika colleagues as cultural navigation partners for Māori staff and Pasifika staff. Māori and Pasifika students and staff in universities walk in two worlds and between worlds. Non-Māori and non-Pasifika staff can appreciate this and support by being culturally competent. Keynote speaker Dr Chelsea Grootveld suggested that at a minimum this means knowing your pepeha, being able to mihi, knowing karakia and waiata.

### Evaluation



Each of the underpinning principles needs to be reflected in the different components of the evaluation. These components are not mutually exclusive from one another.

- Why** The 'Why' component is presented first as this is the central component of evaluation. The underpinning principle of transparency (explicitness and honesty) needs to be reflected in why an evaluation is being undertaken and what the intended uses of the evaluation are.
- What** What is being evaluated needs to be clear. Success for taura Māori and Pasifika students is not only defined in terms of access, progression, qualification completion and graduate outcomes. Success also means contribution to whanau and community and what success means for taura Māori and Pasifika students needs to be reflected in evaluation.
- Who** Who is involved in the evaluation needs consideration and their mana and contribution needs to be respected and enhanced throughout. Just as the what of success needs to reflect Māori or Pasifika ideas of success, so too does who contributes to and experiences success. Again, success is not only about an individual student and not only about their time at university. Students, and others, may need support to engage with university processes. A further aspect of 'who' is that evaluation should not only reflect the views of taura Māori and Pasifika students who have succeeded or are still at university. Evaluation should also consider those who did not attend or left prior to completion.
- Who benefits from and who are those involved in the evaluation accountable to also need to be explicit and transparent.
- When** Both the timing of the evaluation and the timeframe it reflects need to be considered. Success for taura Māori and Pasifika students does not begin and end with their time at university.
- Where** Where evaluation takes place need to be considered. Different insights will be gained in a whare nui or fale than in a lecture theatre or online, for example.
- How** How the evaluation is undertaken needs to be able to capture cultural nuances which contribute to success and needs to reflect a Māori or a Pasifika research design. There is also an element of 'who' in how the evaluation is undertaken as who conducts the evaluation and who will consider and act on findings is also important.

### **Uses of evaluation**

The above framework indicates that a purpose of an evaluation is to effect change and this change should benefit students. It also recognises that accountability for change (and for student success) extends beyond the university and students, staff and the university are also accountable to wider communities (Iwi, Church, whanau). Change is acknowledged as having the potential to be challenging and requiring commitment and courage to undertake changes. It may be particularly difficult if changes to or disestablishment of roles are involved. The potential for this, and other changes, needs to be acknowledged at the outset of the evaluation. Capacity to undertake change also needs to be considered. Do those undertaking or engaged in the evaluation have the capacity (and support) to undertake change?



## Implications

On the one hand, the above framework is straightforward and can support good practice in undertaking evaluations. On the other, if this is enacted based on the principles developed by the workshops, it would represent a fundamental shift in the 'politics of knowledge' and knowing within universities.

There are implications of using the above framework to guide evaluation of programmes or initiatives. The first, which is well recognised but remains a significant issue, is that numbers of Māori staff and Pasifika staff in universities are low. Being able to undertake appropriate evaluations will require further attention being paid to increasing the numbers of Māori staff and Pasifika staff. A further lack of capacity which receives less attention is that the numbers of culturally capable non-Māori or Pasifika staff are also low. The priority however is increasing numbers of Māori staff and Pasifika staff to be able to undertake evaluation.

Undertaking evaluation of programmes and initiatives to support taura Māori and Pasifika student success will assist in the scaling of successful initiatives and contribute to an evidence-base for future decision-making. It will also contribute to evidence for academic audit.

This report and the enhancement theme more broadly are concerned with success for taura Māori and Pasifika students. The components of the evaluation model reflect the insight provided by taura Māori and Pasifika students, as well as Māori and Pasifika staff. There is value however for all students in considering how they view success, being transparent about how initiatives and programmes support their success, why evaluation of these initiatives occurs, who is involved, when, where and how evaluation happens and supporting students to contribute at all stages.



## Reflections and Feedback

Members of the Enhancement Theme Steering Group provided their reflections in the final session of the day.

They reflected on a sense of change, including questioning the politics of knowledge production, the growth and importance of student voice and the important and complementary roles that everyone has to play. Several members used whakatauki, proverbs or quotes to support their thoughts.

“For the master's tools will never dismantle the master's house. They may allow us to temporarily beat him at his own game, but they will never enable us to bring about genuine change.” (Audre Lorde)

Mā wai e kawē taku kauae ki uta ki tawhiti?

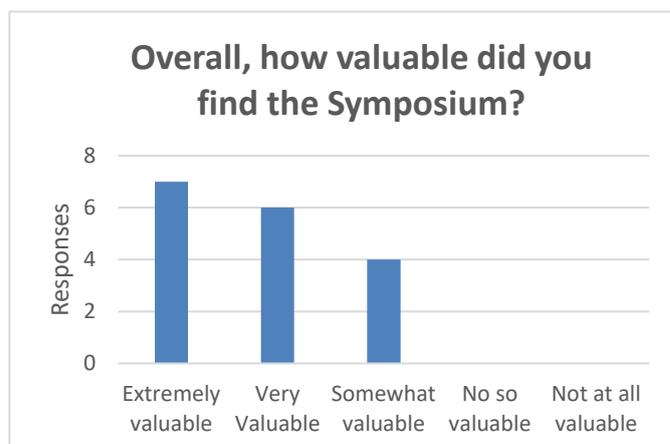
E so’o le fau I le fau.

## Participant feedback

Feedback via SurveyMonkey was received from 17 participants. Overall, participants indicated they found the Symposium valuable.

The themes in the feedback about what participants found valuable about the day were student voice, keynote speakers and panelists, application to evaluation work and networking and making connections.

Participants commented on the organisation of the Symposium, the keynote speakers and student contribution and participation as aspects which were done well. The keynote speakers were described as “amazing” and “thought-provoking”.



Participants also provided useful feedback on what could have been better. Points made here covered:

- Panels may have included too many people which didn’t allow enough time for debate between panel members.
- It would be good widen the number of Pasifika contributors and voices.
- It was a long and intense day and a two-day Symposium could have provided more time for networking and relationship building.
- The workshop sessions could have been explained further and more time would have been appreciated.
- Including more detail about enhancement theme initiatives which were discussed.
- The timing of the Symposium clashed with exams for some students. Overall however, 13 out of 17 respondents who provided feedback thought the timing was suitable.



