

ABSTRACT

Beyond the Dusky Maiden records Pasifika women's experiences of working in higher education in Aotearoa New Zealand. Using a navigational metaphor this dissertation maps the storms within higher education that are slowing down Pasifika people's journey to success. This dissertation identifies six promising practices for enabling faster change in higher education whilst also considering the hidden conversations that are necessary to identify why institutions need to change. This dissertation recognises the neo-liberal and colonial foundations of higher education and how they contribute to a white masculine imprint that enables and enforces excess labour, non-performative diversity, infantilization, hyper-surveillance, lateral violence, and sexual assault. This dissertation records Pasifika women's encounters with the white masculine imprint as they attempt to transform higher education institutions. Pasifika women share their methods for survival in higher education spaces in spite of patterns of exclusion.

To record Pasifika women's journey's this research introduces the masi methodology. The masi methodology centres Pacific/Pasifika women's voices within the research process ensuring that they are seen as the experts on their own experiences. The Pacific research method of talanoa, a narrative enquiry developed from Pacific people's oratory tradition is used to engage with twenty-seven Pasifika women about their experiences working in higher education. In Aotearoa New Zealand.

BIOGRAPHICAL NOTES

Academic Studies: BA University of Auckland
BA (hons) University of Auckland
MA University of Auckland

Current Position: Associate Director, All My Relations, Thompson Rivers University

GRADUATE STUDIES

Field of Study: Pacific, Indigenous, Higher Education,

AWARDS

2016- 2018 - UBC Public Scholars Award

2017 - Dean of Education Scholarship, Faculty of Education

2017 -Costs of Doing Research, Educational Studies, Faculty of Education

2016 - William C. Gibson Citation, Green College, University of British Columbia

2016 -Patricia Dyer Memorial Award for Service to Community in Educational Studies,

2014 -University of British Columbia Aboriginal PhD Scholarship (Four Year Fellowship)

2014 - R Howard Webster Foundation Fellowship

PUBLICATIONS

Naepi, S. (2018). Pacific Peoples, Feminisms and Higher Education. In Icaza, R., Rutazibwa, O. and de Jong S. (Eds), *Decolonization and Feminisms in Global Teaching and Learning*, Routledge

Airini., and Naepi, S. (2018). A Notch in my Heart: University practices that help Canadian first-generation student success. In Bell, A and Santamaria, L. (Eds), *Understanding Experiences of First Generation University Students: Culturally Responsive and Sustaining Methodologies*, Bloomsbury Publishing, London

Naepi, S. and Airini (2018). Be the Real Me: Learning from Knowledge Makers. *Knowledge Makers* 3. 58-62

Naepi, S., Stein, S., Ahenakew, C., and Andreotti, V. (2017). A Cartography of Higher Education Attempts at Inclusion and Insights from Pasifika scholarship. In Major, J. (Eds), *Global Teaching: Southern Perspectives on Working with Diversity* Palgrave Macmillan

Naepi, S. (2017). The Lessons We Carry with Us, *Knowledge Makers*, 2. 85-86

Naepi, S. and Airini (2017). Foreword, *Knowledge Makers*, 2 2-5

Naepi, S. (2016). Indigenous Feminisms: A South Pacific Perspective, *Canadian Graduate Journal for Social Justice*. 1. 1-10

Naepi, S. (2016). Answering the Call, *Knowledge Makers*, 1. 55

Naepi, S. and Airini (2016). Foreword, *Knowledge Makers*, 1. 2-4

Naepi, S. (2015) Navigating the Currents of Kaupapa Māori and Pan-Pacific Research Methodologies, *Mai: A New Zealand Journal of Indigenous Scholarship* 4(1). 71-84

Ahenakew, C., & Naepi, S. (2015). The difficult task of turning walls into tables. In A. Macfarlane, M. Webber & S. Macfarlane (Eds), *Sociocultural theory:*

Implications for curricular across the sector (p.181-194). Christchurch, NZ:
University of Canterbury Press.

SELECTED PRESENTATIONS

- (2017). *Beyond the Dusky Maiden*, Pasifika Symposium, New Zealand Association of Research in Education, Auckland, New Zealand
- (2017). Naepi, S. and Airini., Knowledge Makers: *Promising practices for mentoring undergraduate Indigenous researchers.*, World Indigenous Peoples Conference on Education, Toronto, Canada
- (2017). *Indigenous Migrations and Changing Relationships*, Native American and Indigenous Studies Association, Vancouver, Canada
- (2017). *The Cost of Indigenous Engagement in Higher Education*, Indigenous Graduate Student Symposium, Vancouver, Canada
- (2017). Naepi, S and Airini., British Columbia Ministry of Education, *Fulfilling Potential: The Role of Parity Measures presentation to six British Columbia School districts* at British Columbia Ministry of Education Equity Scan Development Day
- (2017). PhDivas Podcast, invited discussion on *Indigenising the academy and Pacific peoples*, <https://soundcloud.com/phdivas/sereanaepi>
- (2017). *Layers of Influence: Unfolding cloth across Cultures – Bark Cloth from the Pacific Islands*, Museum of Anthropology, Invited presenter for Special Thursday Tour
- (2017). *Education for Public Good - Pacific Higher Education Challenges*, Public Scholars Initiative, UBC learning Exchange, Vancouver
- (2016). Naepi, S and Stein, S., *Where “Indigenous” and “International” Meet: (Beyond) Higher Education as White Property.*, Native American and Indigenous Studies Association, Hawai’i, United States of America
- (2016). *Indigenous Feminisms: a South Pacific Perspective.*, F Word, Vancouver
- (2016). *Refusing One Box: Dual Indigenous Identities and Teaching and Learning in Universities.* American Education Research Association, Washington DC, United States of America
- (2016). ‘*Examining the concept of Lagona (“a gut feeling”) in Pasifika ontology*’ discussant in panel Emotion as a site of resistance, control and holistic learning: Critical emotion scholarship across diverse educational contexts. Comparative International Education Studies, Vancouver
- (2016). ‘*Ongoing efforts to decolonise and indigenise the university*’ discussant in panel The Body and its Regulation: Interdisciplinary Thoughts on Power. Green College Member Series, Vancouver



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THE UNIVERSITY OF BRITISH COLUMBIA

Graduate and Postdoctoral Studies

PROGRAMME

The Final Oral Examination
For the Degree of

DOCTOR OF PHILOSOPHY
(Educational Studies)

SEREANA PATTERSON-NAEPI

BA, University of Auckland, 2008
BA (Hons) University of Auckland, 2009
MA University of Auckland, 2013

Tuesday, July 17, 2018, 4:00 pm
Room 2012, Ponderosa Commons, 6445 University Boulevard, V6T 1Z2
Latecomers will not be admitted

“Beyond the Dusky Maiden: Pasifika Women’s Experiences of Working in Higher Education”

EXAMINING COMMITTEE

Chair:
Prof Monika Naus (Population and Public Health)

Supervisory Committee:
Prof Vanessa Andreotti, Research Supervisor (Educational Studies)
Prof Amy Metcalfe (Educational Studies)
Prof Sarah Hunt (Geography)

University Examiners:
Prof Pierre Walter (Educational Studies)
Prof Candace Galla (Language and Literacy Education)

External Examiner:
Prof Konai Thaman
School of Education
University of the South Pacific
Suva, Fiji