

**REPORT ON THE ENGLISH & FOREIGN LANGUAGES
(EFL) DEPARTMENT : EXTERNAL REVIEW APRIL 2014**

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&

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REPORT ON THE ENGLISH AND FOREIGN LANGUAGES (EFL) DEPARTMENT
REVIEW OF COURSES 2014

A. INTRODUCTION

The English and Foreign Languages (EFL) Department is one of three departments within the Faculty of Arts (FOA) at the National University of Samoa (NUS). It is still the largest department in the Faculty with 18 Faculty members (12 Full time and 6 Part time staff) out of a total of 33 and delivers courses for students from all five Faculties of the University; Arts, Business & Entrepreneurship, Education, Nursing and Science and the Centre of Samoan Studies.

Since 1999, the Foreign Languages component of the Department has been growing, especially with Japanese and Mandarin. Currently French is not offered even though recent discussions have been held at the Faculty level about its revival. However, since 2011 Japanese International Corporation Agents (JICA), senior and junior volunteers have ceased their involvement in teaching Japanese courses which are now localized, even though any future offerings of help in this area from JICA and Japanese lecturers would still be most welcome. We also acknowledge JICA's support for the Annual Japanese Speech Competition for NUS.

Samoa is hosting the United Nations Small Islands Developing States (SIDS) Conference in September, 2014. These gatherings, held once every 10 years, focus on vital issues of sustainable development and signpost pathways in strategic areas for the future progress of small islands and their peoples across the globe. Along with climate change, poverty reduction, including food security together with gender equality, educational development is a critical area of concern where the National University of Samoa plays a crucial role in National Development and the EFL Department comes into focus with its offerings of specialist courses which leads to linguistic empowerment of Samoan citizens and the enhancement of its cultural capital.



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B. ADMINISTRATIVE STRUCTURE

FIGURE 1: ORGANSATIONAL STRUCTURE OF ENGLISH & FOREIGN LANGUAGES DEPARTMENT

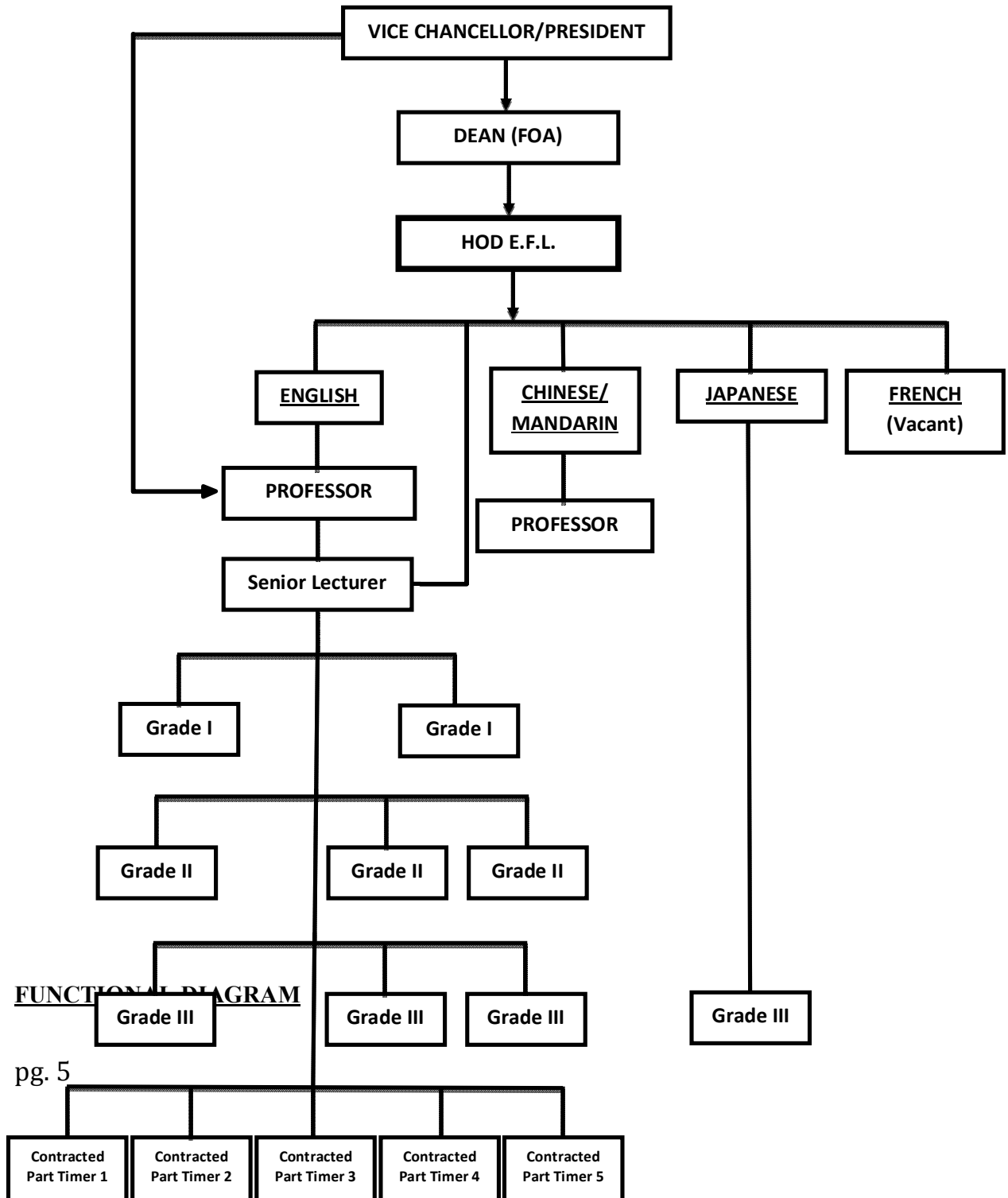
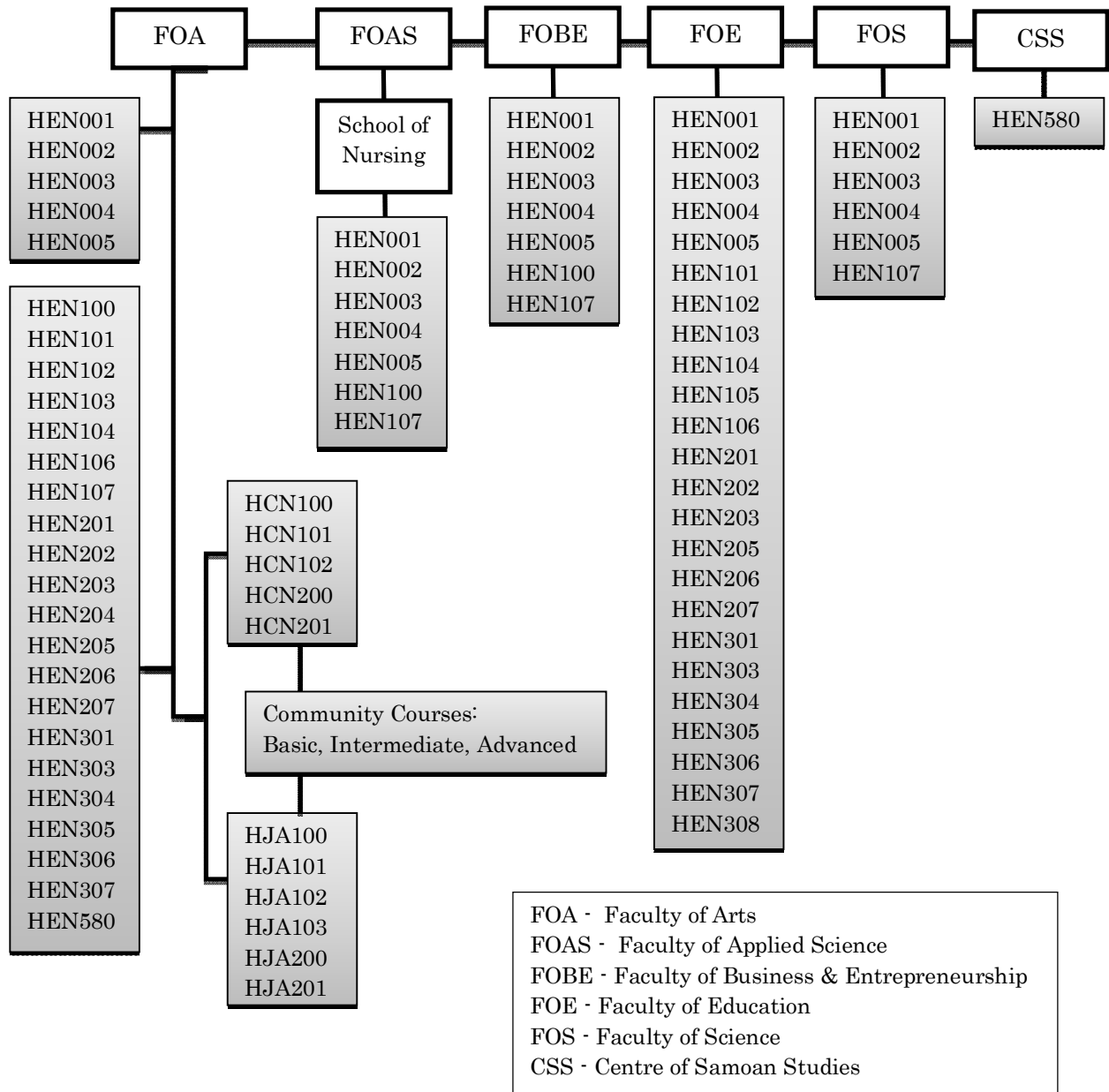


FIGURE 2: ENGLISH & FOREIGN LANGUAGES DEPARTMENT



C. MISSION STATEMENT:

The EFL Department observes the mission statement of the National University of Samoa which is to be "the provider of Samoan Studies, quality teaching, professional training and research to meet the human resource needs of the country" (NUS Calendar, 2014, 30). As noted by Heem and Vaai, within the parameters of the overarching mission statement, "the EFL Department is also particularly committed to providing [learners] with the relevant communication, language and literary skills needed for use in educational institutions as well as in the workplace, enabling personal competence, fulfilment and progress" (2005b, 4).

1. GOALS

The major goals of the EFL Department in all of the courses delivered are to:

- a. Develop efficient, higher level skills and intellectual curiosity.
- b. Progress effective communication skills which are crucial for success in tertiary education.
- c. Develop appropriate competencies in oral and written English, the second official language of Samoa, with a particular view to upgrading writing skills in formal essays and research assignments.
- d. Amplify and promote research skills from a variety of media using appropriate academic referencing systems.
- e. Generate and broaden understanding of key concepts and terminology in relation to particular subjects, ie. Linguistics, Literature, Business and Academic English.
- f. Promote community interest in the academic study of other Foreign Languages such as Japanese and Mandarin to provide a comparative basis for English and Samoan, the two official languages of the nation.

To fulfil the above goals, the EFL Department offers courses as part of the following programmes:

Foundation Certificate of Arts

Foundation Certificate of Commerce

Foundation Certificate of Education

Foundation Certificate of Nursing

Foundation Certificate of Science
Foundation Certificate General
Certificate of Commerce
Diploma of Accounting
Diploma in Banking and Finance
Diploma in Economics
Diploma in Management
Diploma of Arts
Diploma of Education (ceased since Dec 2013).
Bachelor of Arts
Bachelor of Commerce
Bachelor of Education
Postgraduate Diploma of Development Studies
Postgraduate Diploma of Samoan Studies/Master of Samoan Studies

The fact that HEN004 Foundation English is a compulsory course for all first year students at the foundation level as an integral part of the Foundation Certificate Programme affects the teaching load of the English lecturers and the Equivalent Full Time Student Ratio (EFTS) as well as the Weighted Equivalent Full Time Student Ratio (WEFTS) which then become an essential part in the justification of the number of teaching positions within the Department.

The EFL Department is also involved in sharing and providing expertise both inside the University and externally in the form of community workshops, moderation and examination of national assessments, together with educational curricula, professional teachers associations such as Teachers Association for the Teaching of English in Samoa (TATES), school community outreach such as school visits and judging inter-secondary school speech and short story competitions and to the overall development of literacy and associated language skills in Samoa.

D. OBJECTIVES:

The Department objectives are spelt out in the Strategic and Corporate Plans of the Faculty of Arts in the National University of Samoa. Overall, they aim at achieving excellence in academic standards, promoting learning, scholarship, research and creative activities as prominent components as well as hiring, upgrading and growing Faculty who are excellent lecturers, robust scholars, active researchers and creative individuals. The objectives also target and include the preparation of graduates who are well qualified, responsible and well prepared citizens for contemporary local and global challenges especially in promoting communities in which all members are treated with respect and establishing a University milieu that supports and nourishes the personal, intellectual, physical and social development of the student, promoting effective communication amongst all members of the University community, environmental and cultural responsibility and promoting a safe, healthy, clean and supportive environment. (FOA Strategic Plan: 2012-2014).

Since the first External Review of the Faculty of Arts in 2005, these objectives have been pursued in various ways.

- A.** The development and proposal of new courses
- B.** new programmes
- C.** the revision of current courses,
- D.** community outreach
- E.** hosting South Pacific Association for Commonwealth Literature and Language Studies (SPACLALS) Conferences and Festivals
- F.** promoting research and publication through Conference participation and Seminar Presentations
- G.** professional development in the upgrading of staff qualifications
- H.** liaising with the Education Sector ó Ministry of Education Sports and Culture (MESC), Samoa Qualifications Authority (SQA), Samoa Arts Council (SAC).
- I.** merging with Institute of Technology (IOT) formerly Samoa Polytechnic to become a dual sector institution and thus incorporating the Department of Media and Journalism within the Faculty of Arts leading to professional collaboration and cooperation.

1. STRATEGIES FOR ACHIEVING THESE OBJECTIVES:

- a.** The development of new courses include HEN107 English for Academic Purposes as one of four courses in a compulsory Minor for the offering of the Bachelor of Arts as well as HEN580 Images of Samoa in Post-Colonial

Literatures in English for the Post-Graduate Diploma in Samoan Studies and the Post-Graduate Diploma in Development Studies as a pre-requisite to the final year of the Masters in Samoan Studies and Masters in Development Studies.

- b. In terms of the proposal of new programmes concerning the Master of Arts, progress has been made but final approval is yet to be achieved. The programme documents were submitted to Senate and then revised and unfortunately, due to the departure of particular staff and the new requirements of the Space and Resources Utilisation Committee (SRUC) whereby the teaching staff for the delivery of the Programme were required to have PhDs rather than Masters, the strategic direction on this matter is under further consideration. Thus as mentioned in (1) above, HEN580 is offered as a post-graduate course for the Post-Graduate Diploma in Samoan Studies and the Post-Graduate Diploma in Development Studies. Students must pass 8 of the post-graduate diploma courses before embarking on the thesis in the second year of the Masters of Samoan Studies and Masters of Development Studies programmes.

- c. Revision of courses have followed on from research projects on Reading Competencies, published in 2010, which has resulted in the inclusion of the SRA Reading Laboratories as a component of internal assessment (10%) in HEN004 Foundation English. In addition continuing curricular revision is ongoing for example, in HEN101 Introduction to Literary Studies, the drama unit of three weeks is now collaboratively taught and assessed by Dr Sina Vaai and Fiona Collins, the Performing Arts lecturer in the Faculty of Education. This collaboration is now in its third year.

- d. The Department has also devised strategies for promotional school visits where lecturers have teamed up and visited four schools each within Upolu to connect to feeder schools and inform students of expectations and tertiary level requirements, especially in the field of reading, writing and researching competencies. Lecturers enthusiastically coordinate and organise English and Foreign Language Concert Nights annually as well as Japanese Speech Competitions, Chinese Cultural Displays, Open Day Booths and activities, for Annual Career Days

- e. Furthermore, the Department has convened Literary Conferences and Festivals, one in 2007, (10TH SPACLALS Triennial Conference) and the other in 2012 (SPACLALS NUS Branch Literary Festival) in the Languages and Literatures of the South Pacific as well as fostering creative writing and performance arts in the schools, in the University and within the wider local, regional and international (Commonwealth) community. In keeping with the vision of NUS as a vibrant and innovative centre of excellence in research, Samoan studies and quality learning, teaching and training across all disciplines (NUS 2012, 4), the EFL Department has convened and hosted three international events. Initially in November 2004, the 9th Triennial Conference of the South Pacific Association for Commonwealth Literature and Language Studies (SPACLALS) with the theme of "Culture, Crisis and Change in Oceania" occurred on the 24-26 November.

The 27 speakers represented an international array of academics and other individuals in the field who were interested in the theme and topics presented. They came from Japan, United Kingdom, New Zealand, Australia, Fiji, the USA including Hawaii, Tahiti, American Samoa and other local Samoan academics, writers and participants. "The range of papers presented examined literary and cinematic representations of the Pacific and Australasia, the position of children in Samoa, globalization and gender stereotypes, literacy and writing in the vernacular, foreign language teaching and teaching methods in Samoa, liminal forms of cultural productions such as hip-hop and children's books, cultural practices in Western Polynesia, the politics of intercultural theatre, American Samoa literature and other comparative literatures and postcolonial identity issues in the South Pacific" (Vaai & Heem: 2005,1). Since this was the first SPACLALS Conference hosted by the convenors at NUS, it provided excellent opportunities for academics in the Committee to expand their experience in managing an event such as this as well as achieving our Conference objectives of "facilitating open communication, cross-cultural understanding, academic exchanges and development along with promoting the culture of peace through language and literature" (ibid, 2).

The 10th Triennial Conference in November 2007 followed with the theme of "Images, Ideologies and Realities in Oceania". The 25 speakers who presented papers came from New Zealand, Australia, India, Hawaii, Fiji and Samoa and quite a few of the papers focused on the problems of literacy throughout Oceania with multi-layered and complex multiple courses involved including those factors relating to culture. Other topics were visited including "tourism, the changing faces and cultures of Pasifika peoples as globalization hits close to

home, the images and realities of Island versus American identity, methods of teaching, a moving paper on the unrecognized Pacific Island men who are members of the 28th Maori Battalion and a controversial paper on the changing face of the Church, in particular the practice of givingö. (Vaai S., Heem V., & Arp K.: 2009, 1). The Conference was successful in that it offered opportunities for local academics to present and expand their intellectual experiences as well as providing öa forum for cross cultural understanding, academic exchanges and development through language and literatureö (ibid).

In November 2012, the Department launched a Literary Festival under the umbrella of SPACLALS whose Executive had moved to the University of Auckland, to coincide with the celebration of the 50th Anniversary of Samoa's regaining of political independence. The theme of the Literary Festival was öPacific Literatures and the Blue Continent: Dreams and Realitiesö. The 24 speakers who presented papers and performances came from New Zealand, Tonga, Fiji, India and Samoa and the variety of topics covered story-telling and e-publishing, reviews of recent Samoan films such as 'The Tulafale' diasporic identities and afakasi realities along with women's issues such as the representation of violence in fiction, the impact of text messaging on the English language learning and writing, critical thinking skills, culturally responsive teaching and learning practices, the realities of reading competencies and difficulties, human rights education in media and journalism, gender issues in the English Department and personal journeys and profiles.

All three literary events in 2004, 2007 and 2012 had a focus on writers with Writers' and Readers' Forums where established and newly published writers could be showcased along with a Young Writers' Forum introduced in the latter event to allow the prizewinners from the Annual Short Story Competition, organized by Bluesky Samoa, Samoa Stationery and Books (SSAB) and the Newspapers In Education (NIE) section of the Samoa Observer, to participate in the Literary Festival as the new and up and coming generation of creative writers. These young writers ranged in age from 8 to 18 years of age. The usual book launches and art exhibitions by local artists as well as poetry readings were also included in our programmes.

In the 2012 Festival, a Wearable Art Fashion Show by NUS students as well as spoken word performances, monologues and other productions by lecturers such as Fiona Collins in the Performing Arts section of the Expressive Arts Department of the Faculty of Education were offered as part of the mixed platter of Festival events. A unique addition to the 2012 Festival was the

inclusion of the prize winners from the Samoa 50th Independence Secondary Schools Drama Competition organized by the Rotaract Club of Apia. Students from St Mary's College and Faatuatua Christian College dramatized "Sina and the Eel" and "The Arrival of Christianity in Samoa" respectively to a very appreciative audience. This community outreach and an attempt to link town and gown as well as to construct a literary bridge between the generations is an ongoing effort by the Department to make language and literary studies authentic and relevant.

- f. As regards to promotion of research and publications, the Faculty have been very active in both areas. Publications such as Faatufugaga/Journal of the Arts Faculty of the National University of Samoa (JAFNUS) as well as the SPACLALS Journal SPAN together with the Journal of Samoan Studies, have featured prominently as academic publication outlets for Faculty members. Other publications are also utilized by individual Faculty members as well as reputable online publications. Regular Research Workshops have been conducted for professional development purposes in a wide variety of areas covering the Humanities. Guest speakers have included the University of the South Pacific Alafua Campus Librarian as well as international editors and consultants such as Dr Penelope Schoeffel.

To mention just a few of these events, a 2-day Research Workshop was held at Pacific Pearl Hotel in 2007, the Moana Lisa Hotel in 2011, and a further Workshop in 2013 in the Fale Samoa at NUS. Visiting overseas academics and specialists have conducted seminars in different aspects of the research process. These include Professor Cynthia White from Massey University, Dr Alec Thornton from the University of New South Wales, based at the Australian Defence Force Academy Campus in Canberra and a 2 day Reading Workshop with Dr Tolman, a Reading Therapist from California. Staff Development Days to produce Strategic and Annual Plans for the Faculty and the University which have included the planning of research activities and publications have also been held at Insel Ferhman in Apia and Galusina at Solosolo as well as on Campus at Vaivase.

Participation and presentation of Conference papers at the National University of Samoa Measina and Samoa Conferences which are convened every two years is another highlight for academic staff to gain experience and professional development in this vital arena and gathering of professional practitioners in the dissemination and development of the corpus of knowledge.

Overseas Conferences and Symposia also feature in staff profiles since the last External Review in 2005 with various members attending a Symposium at Auckland University in 2009, the University of the South Pacific in Suva in 2012, Otago University and other venues in Australia, Fiji, Vancouver, and New Zealand. The current Dean of the Faculty of Arts who is also a lecturer in the EFL Department also participated in an Applied Linguistics Conference at Victoria University, Wellington in December, 2013.

- g. As regards professional development, lecturers have been involved in upgrading their professional qualifications, several undertaking the Certificate of Adult Teaching (CAT) and others completing and pursuing degrees at the Masterate level whilst others are being encouraged to pursue their Doctorate studies within NUS via the Centre of Samoan Studies, a recent development within the last year. Due to the availability of funding and opportunities, this process of professional upgrading is necessarily an on-going and long term process.
- h. Other initiatives include membership of Teachers Association of the Teaching of English in Samoa (TATES) and participation in their activities such as volunteering for week-end tutorials for students in Years 12 and 13 preparing for external examinations. It also includes participation in Ministry of Education, Sports and Culture (MESC) activities such as the examining, moderating and marking of Year 12 and Year 13 Regional /National Examinations together with contributing to workshops in the establishment of the Samoa Qualifications Authority (SQA) and the recently established Samoa Arts Council (SAC). Lecturers in this Department are also regularly called upon to use their expertise to help judge Inter-Secondary English Speech, Drama and Short Story Competitions.
- i. The merging of the Institute of Technology (IOT), formerly Samoa Polytechnic with the Institute of Higher Education (IHE) to become a dual sector institution has led to the incorporation of the Department of Media and Journalism within the Faculty of Arts. Discussions were held over several years before the full merge in 2012 to eliminate duplication and overlap in Communication courses within the Media and Journalism Department and English courses in the EFL Department. Currently we are experiencing an enhancement of professional collaboration and cooperation where for example, lecturers of English have

assisted by providing and mentoring Foundation Programme students for the Debating Competition to mark the United Nations World Press Freedom Day in early May, 2014. Lecturers have also been involved in proofreading and providing reviews of the student and staff publication to be launched on that day.

E. DEPARTMENTAL CONCERNS:

Several vital issues cause much concern in the delivery of Departmental courses in the Faculty of Arts.

1. **Financial Concerns:** This was raised in the first External Review in 2005 and continues to be a burden with regards to the administration and delivery of courses. There has been a huge increase in student numbers in the comparator compulsory Foundation English course HEN004 and despite the annual fluctuations, the figures range from an average of 400 plus students in 2009 to over 800 students since 2010 and 2011. (See Figure 13, p. 23) The implications on teaching load and over load, teaching and space resources have been very severe. As stated in 2005, "the budget allocation has been a perennial challenge in delivering our courses and maintaining staff solidarity and morale" (Heem & Vaai, 2005:8). The level of budget allocation remains very low and inadequate. More discussion on this vital issue is covered in great detail in **Section G. Budget** further on in this Report (See pp 15 ó 20)
2. **Space and Room Allocation:** This is a very urgent issue given the large number of students enrolled in our courses (See Tables on Student Enrolments pp. 35 - 68) particularly HEN003, HEN004, HEN005, HEN100, HEN101, HEN102, and HEN107. In 2004 there were 10 full time and 4 part time faculty teaching English courses for 1413 students. These student figures covered 2 semesters. In 2014, Semester 1, there are 9 full time staff and 5 part time tutors teaching English courses for 990 students. The need for a store room for books as well as other teaching resources together with a film and theatre space for our drama courses and oral presentations continues to be a vital need. There is also a deplorable lack of space and rooms for students to study outside of class time resulting in the use of corridors, cafeteria and even drains outside offices as our students search for place to read and rest in between classes.
3. **Library Computer and Other Resources Needed to Fulfil Goals:** There is a dire need for a bigger capacity Library and several computer user laboratories to

cater for the growing number of students to access library resources as well as the internet and other data bases for research purposes. The current Library and computer resources are deplorably insufficient.

4. **Support for Teaching and Research:** Staffing continues to be a challenge, given the increasing number of enrolled students in English courses and the demand for staff to upgrade their professional qualification to the highest academic level as well as to fulfil research and publication contract criteria. More support for teaching as well as more teachers are needed especially where English is a second language and the optimal tutorial group size of 15 students is hardly ever maintained and most groups reach 20 plus defeating the purpose of our small group work for ESL students.

Despite these urgent challenges mentioned above, the Department promotes a committed spirit of professional team work to enthusiastically cover the tasks at hand, and with this cooperative, positive spirit and working attitude, much continues to be achieved with limited resources.

F. PLANS FOR FUTURE DEVELOPMENTS:

The plans for the future development of the Department are ambitious and visionary yet circumscribed by the constraints described above. They include:

- The promotion of a building with space for the appropriate production of dramatic performances, debates and oral presentations for our courses
- A refurbished, updated Language Laboratory which will be digitally enhanced to support our students in their language learning English as well as Mandarin and Japanese.
- The promotion of community courses such as intensive report writing for professional purposes as well as creative writing
- Support for Faculty and student Literary and Language Club activities such as poetry readings, debates, and creative writing as well as public speaking with the aim of enriching the intellectual and imaginative life of all members of the University.
- The development of resources to support course offerings such as computers, Audio Visual equipment, a store room, extra office spaces and an administrative assistant specifically hired for the Department.

- Professional development of all the Faculty: the continuation of short, one to two days research activities with professional trainers as well as longer term attachments, training and exchanging with outside Universities.
- The promotion of Conferences and publications such as FAATUFUGAGA/JAFNUS, SPAN, the Measina and Samoa Conferences as well as continued participation in SPACLALS Symposia, Conferences and Literary Festivals.
- Linking town and gown with community outreach activities such as our annual EFL Night and Japanese Public Speaking Competition together with annual visits to Year 13 students of feeder schools around Samoa.
- The promotion of literacy including reading and writing competencies with the Proficiency in English Language Test (PELT) along with the continued emphasis on group and individual student work with the SRA Lab for all courses if necessary.
- Programme Development and a re-strategizing for the offering of four courses for an English Major in the Post Graduate Diploma in Arts leading into the Master of Arts final year thesis programme.

G. BUDGET

The annual budget for the National University of Samoa for the financial year 2012/2013 is \$18,404,678.00 million tala and for the current financial year 2013/2014 is \$17,923,943.00 million tala. Of this amount, \$1,511,025.00 million has been allocated to the Faculty of Arts for 2012/2013 and \$1,601,550.00 for the year 2013/14.

Personnel costs for FOA amount to \$1,416,025.00 for 2012/13 and \$1,499,550.00 for 2013/14 of which \$537,392.72 is allocated to the EFL Department for the former and \$544,392.72 for the latter. \$30,000 has been allocated for internal operational costs to the EFL Department out of a total of \$95,000 for 2012/13 and \$102,000 for 2013/14. Rental accommodation for the Chinese Lecturer of the Foreign Languages section of the Department will amount to \$14,400 of this \$30,000 for the current financial year which is almost 50% of the EFL operational budget.

Rental is paid by NUS for Foreign Languages lecturers as part of the Memorandum of Understanding (MOU) between the Embassy which hires and supplies the lecturer and University which s/he serves. However, such a gross distortion proportionally of this allocation is having a negative impact on our operational

budget and severely limiting the ability of the Department to provide resources for the majority of the staff and students of the Department who come under the mantle of the English courses. In comparing the allocated operational budget minus the annual rental paid for the Chinese lecturer, one is able to appreciate the **real** operational budget for the EFL Department which is severely compromised (See Figures 8 and 9). It is therefore imperative that the rental /accommodation costs for the Foreign Languages lecturers be separated under a different category to avoid this negative impact.

Moreover, given the escalating enrolment numbers of students in the past several years, in the English courses especially in HEN004 (See Figures 11 ó 13, pp 22 ó 23) it is very clear that these budgetary allocations must be drastically improved, especially since over 90% of the allocated budget is earmarked for and consumed by salaries and allowances (See Figure 4).

The Department has been forced to operate from a minimalist philosophy which constrains the development of current courses and programmes thus limiting our visionary plan with these fiscal barriers. Despite the very slight increases in the annual budget allocations for the EFL Department from 2009 ó 2013 (See Figure 4), they are hardly a true representation of the operational costs needed to deliver our courses to the highest professional standards. It would seem fair to describe this phenomena as -doing more and more for less and lessø As noted by Heem & Vaai, in 2005, -the implementation of future growth and the expansion of courses and programmes depends heavily on the provision of physical facilities and better technological infrastructure and resources such as more books and computers in the library, and these rely directly on budgetary allocationsø (p. 11). The need for a much bigger library and learning resource centre, inclusive of student common rooms, together with computers to service research needs for both staff and students will provide the appropriate, enabling environment for achievement at tertiary level in the 21st century.

It is also our hope that retirement benefits and medical insurances will eventually be implemented to attract and retain faculty at the National University of Samoa and particularly within the EFL Department which is so fundamental to studentsø progress across the curriculum in the understanding of their course materials in English.

Figure 3: EFL Operational Budget & Expenditure 2009-2013

Activities	2009 - 2010	2010 - 2011	2011 -2012	2012 - 2013
Computers R&M	1,540.78	300.00		100.00
Computers consumables	392.00		420.00	
Computers	8,920.00	8,490.00	4,535.00	
Printing and photocopying	4,662.37	4,870.86	4,886.72	5,696.40
Accommodations (Chinese Lecturer)	2,728.00	8,000.00	10,219.00	12,000.00
Overseas Travel	5,512.62		730.00	2,255.00
Stationery and teaching materials	1,631.10	5,409.88	4,300.75	3,455.00
Furniture		500.00		774.90
Data Projector			2,200.00	
Textbooks			1,540.00	1,517.50
Workshop			1,583.00	
Air conditions				8,250.00
Registration and membership				1,100.00
Others	<u>208.58</u>	<u>200.00</u>	<u>90.00</u>	<u>772.20</u>
Actual Spent	25,595.45	27,770.74	30,504.47	35,921.00
Allocated budget	<u>20,000.00</u>	<u>25,000.00</u>	<u>27,500.00</u>	<u>30,000.00</u>
(Over)/Under spent	<u>(5,595.45)</u>	<u>(2,770.74)</u>	<u>(3,004.47)</u>	<u>(5,921.00)</u>

N.B.

As for the last four years, the University has allowed for the overspent to accommodate for the need of EFL and this is to ensure that the core function of the department is delivered at its best.

FIGURE , Foundation Certificate of Arts Enrolments 2006-2013

Figure 4: Total Budget Allocation for EFL Department 2009 - 2013

Activities	2009 - 2010	2010 - 2011	2011 -2012	2012 -2013
Personnel				
Salaries	471,778.50	471,778.50	483,389.36	483,389.36
ACC 1%	4,717.79	4,717.79	4,833.89	4,833.89
NPF 5%	23,588.93	23,588.93	24,169.47	24,169.47
HOD Allowance				7,000.00
Part timers	25,000.00	25,000.00	25,000.00	25,000.00
Total Personnel costs	525,085.21	525,085.21	537,392.72	544,392.72
Operating costs				
Computers R&M	1,540.78	300.00		100.00
Computers consumables	392.00		420.00	
Printing and photocopying	4,662.37	4,870.86	4,886.72	5,696.40
Accommodations (Chinese Lecturer)	2,728.00	8,000.00	10,219.00	12,000.00
Overseas Travel	5,512.62		730.00	2,255.00
Stationery and teaching materials	1,631.10	5,409.88	4,300.75	3,455.00
Textbooks			1,540.00	1,517.50
Workshop			1,583.00	
Registration and membership				1,100.00
Others	208.58	200.00	90.00	772.20
Total operating costs	16,675.45	18,780.74	23,769.47	26,896.10
Capital				
Computers	8,920.00	8,490.00	4,535.00	
Furniture		500.00		774.90
Data Projector			2,200.00	
Air conditions				8,250.00
Total capital costs	8,920.00	8,990.00	6,735.00	9,024.90
Total Actual Spent	550,680.66	552,855.95	567,897.19	580,313.72
Total allocation	545,085.21	550,085.21	567,392.72	574,392.72
(Over)/Under spent	(5,595.45)	(2,770.74)	(504.47)	(5,921.00)
N.B.				
As for the last four years, the University has allowed for the overspent to accommodate for the need of EFL and this is to ensure that the core function of the department is delivered at its best.				

Figure 5 : Budget 2012-2014	2012 -2013	2013 -2014
	\$	\$
Overall NUS Budget	<u>18,404,678</u>	<u>17,923,943</u>
Allocations to FOA		
Personnel	1,416,025	1,499,550
Operating	95,000	102,000
Total FOA Allocations	<u>\$ 1,511,025</u>	<u>\$ 1,601,550</u>
Internal Operating allocations:		
Dean	25,000	25,000
EFL	30,000	30,000
Social Science	20,000	23,500
Media & Communications	20,000	23,500
	<u>95,000</u>	<u>102,000</u>

Figure 6:

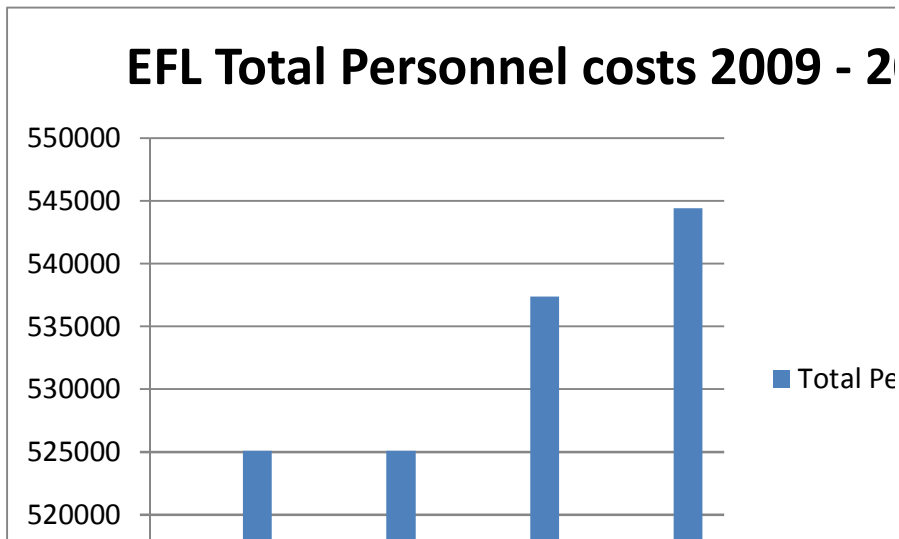


Figure 7:

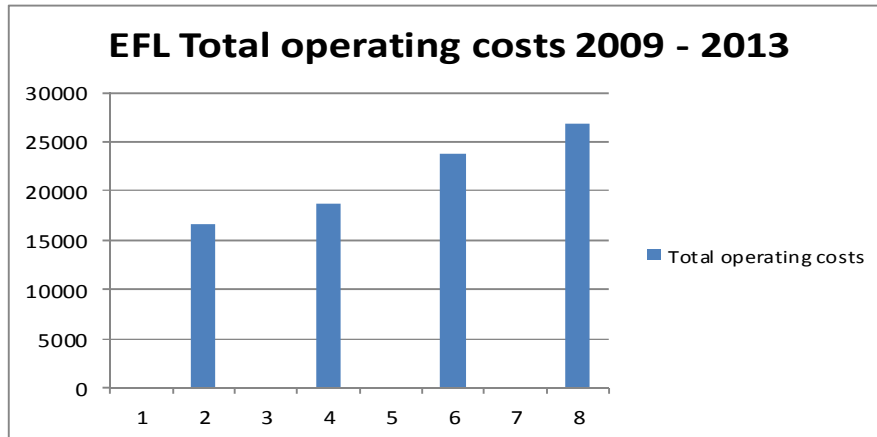


Figure 8:

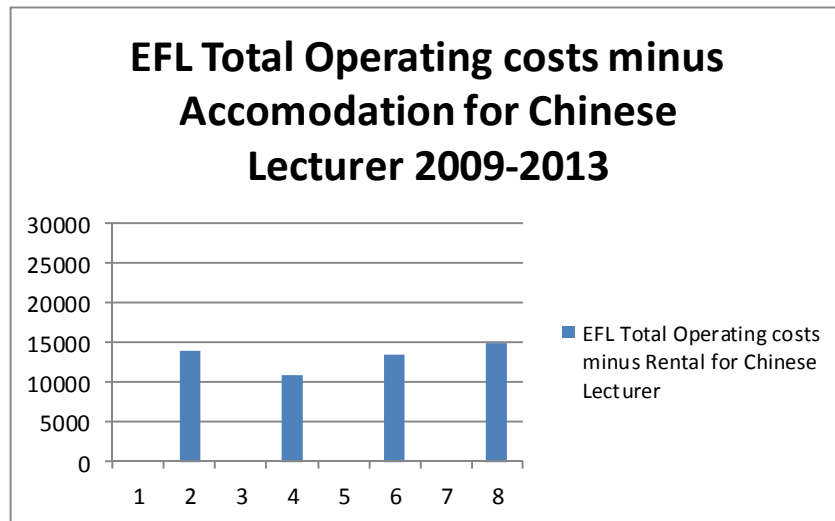
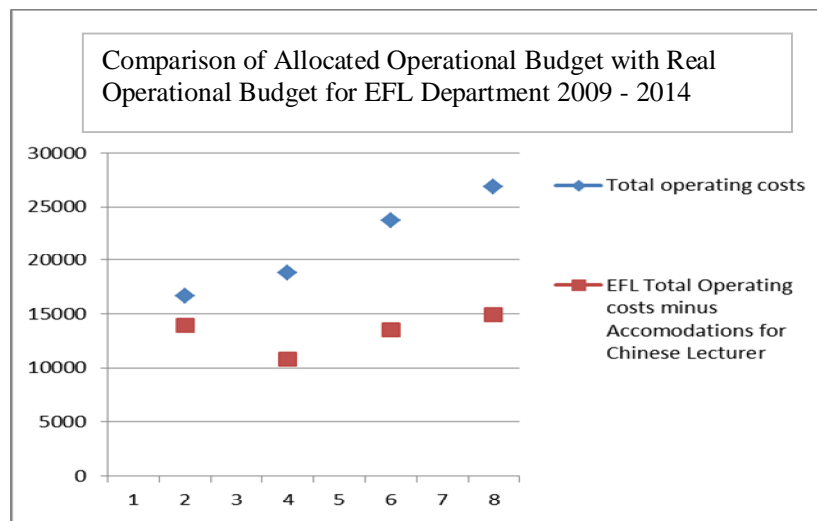


Figure 9:



H. TEACHING

Section 1:

- Our teaching programmes are related to national development needs articulated in the 5 Year Plans, recently detailed in the Strategy for the Development of Samoa (SDS) 2012 ó 2016. (Ministry of Finance 2014). The five strategic areas aim to õprogress quality teaching and learning at all levels, provide access to relevant education and training opportunities at all levels, strengthen linkages between education and training development to national goals, improve coordination of planning and policy development at all levels and upgrade facilities and resources to sustain efficient management across the sector.ö (ibid, 12).
- Since English is one of the two official languages for Samoa, the public and the private sector are under an imperative for training and improvement in this language. Competency in English is necessary for business and travel globally and achieving educational objectives.
- Our teaching programmes are measured against overseas comparators within the region and internationally, with accreditation on the horizon in the next year. All courses are aligned with SQA course descriptor format with credit points and levels of qualifications from Certificate Level 4 for Foundation courses up to post graduate level 10 for Doctorates. (See Attached Table).

Figure 10: Samoa Qualifications Framework

LEVEL	QUALIFICATION
X	DOCTORATES
IX	MASTERS
VIII	POSTGRADUATE DIPLOMAS, POSTGRADUATE CERTIFICATES, BACHELOR WITH HONOURS
VII	BACHELORS, GRADUATE DIPLOMAS, GRADUATE CERTIFICATES
VI	DIPLOMAS
V	
IV	
III	CERTIFICATES
II	
I	
I	

- Resources are minimal, photocopying of Readers is necessary because of the financial difficulties for most of our students and Library and Computer access to the internet for research purposes such as downloading and printing need to be improved.
- Scope of courses: From Pre-Foundation Level to Foundation Certificate Level to Diploma to Degree to Post Graduate Diploma. Offering a Minor and Majors in English in Linguistics, Literature and a combination of the two, as well as electives from any of the courses offered. Compulsory Minor of four courses for the BA includes HEN107 English for Academic Purposes introduced in 2007.
- The structure of English courses: 100 broad based with 200 and 300 level courses specializing in different areas. Offerings have been consistent over the last several years with the change of texts wherever financially possible to keep courses current and up to date.
- Mode of delivery: Face to face lecture and tutorial, one to one consultation where necessary and virtual classroom and on line websites being mooted for future development, especially for delivery to students in Savaii and in rural areas. These would require a staggering increase in funding and resources which we look forward to.

Figure 11:

FOUNDATION ENROLMENT TREND								
	2006	2007	2008	2009	2010	2011	2012	2013
ARTS	118	94	95	101	165	168	204	155
COMMERCE	101	57	73	64	153	182	159	127
EDUCATION	196	239	158	145	210	301	346	191
GENERAL	73	74	36	49	47	79	67	55
NURSING	10	19	17	14	33	82	100	87
SCIENCE	54	46	77	69	93	133	154	127
AGRICULTURE								9
Graduation as % of Enrolment Sem. 1.	280 of	310 of	297 of	257 of	299 of	409 of	508 of	496 of
	552	532	456	442	701	945	1030	751
Percentage	50.7	58.2	65.1	58.1	42.7	43.2	49.3	66

Figure 12:

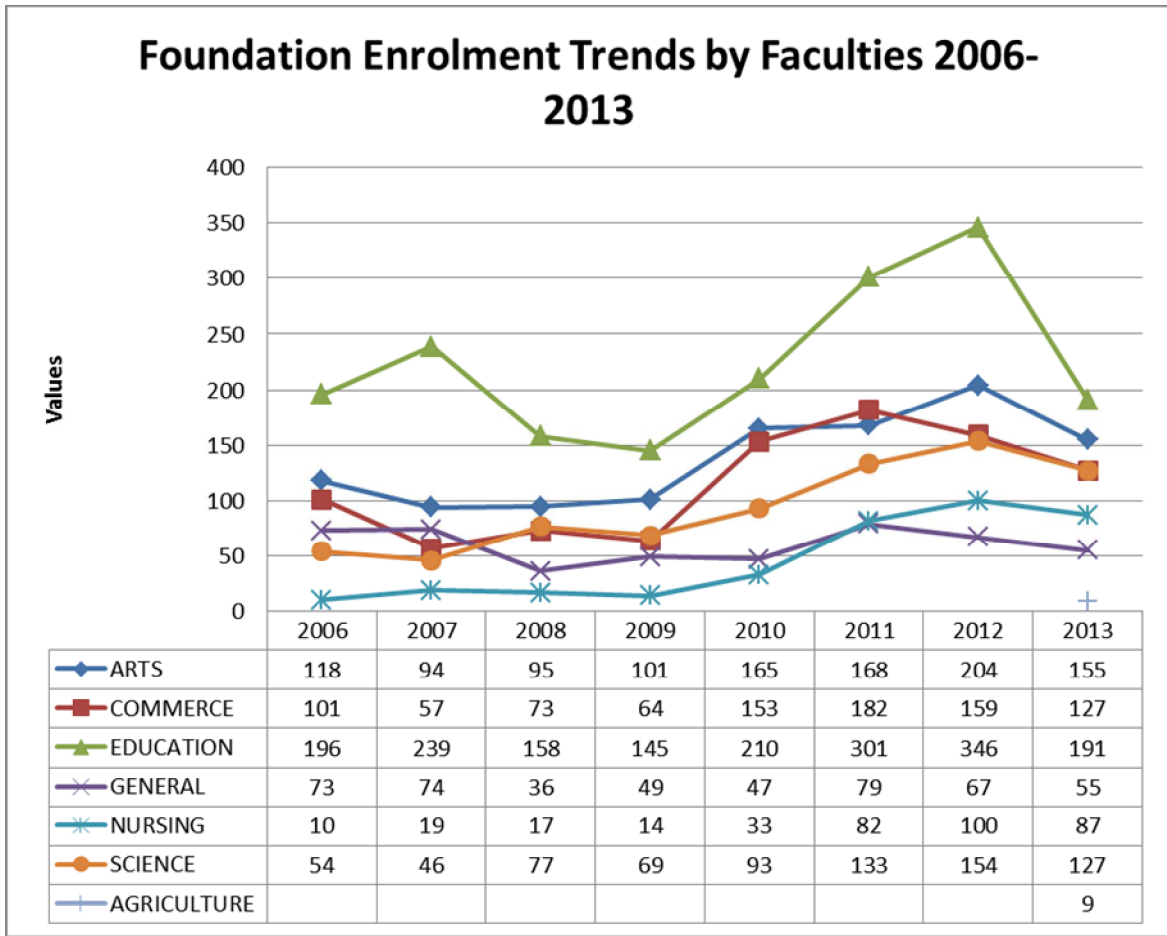


Figure 13:

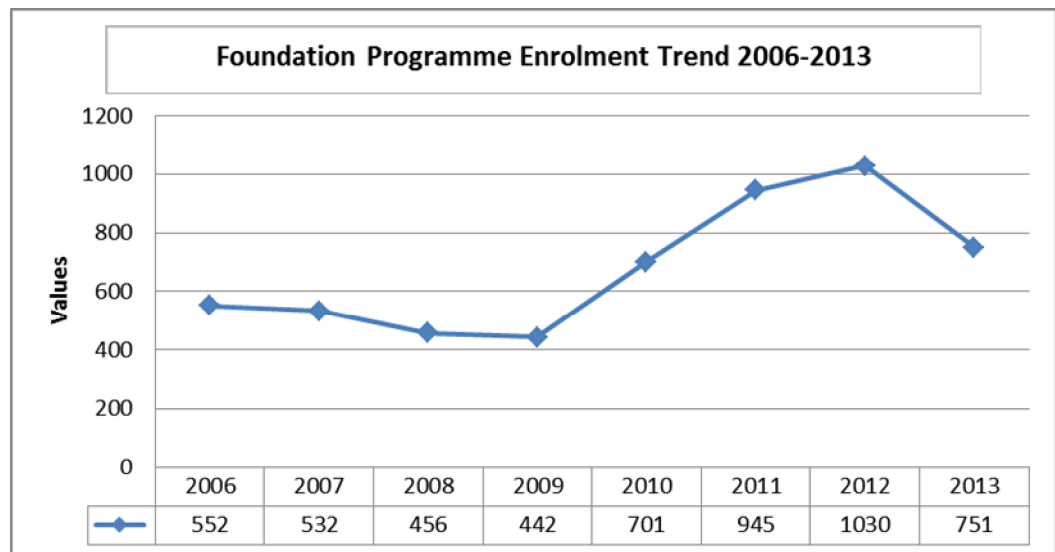


Figure 14:

Foundation Programme 2006-2013 Numbers Enrolled - Numbers Graduated (Includes Repeats) <i>Percentage Graduated</i>							
2006	2007	2008	2009	2010	2011	2012	2013
118-79	94-79	95-69	101-79	165-76	168-102	204-113	155-133
66.9	84	72.6	78.2	46	60.7	55.3	85.8
101-62	57-41	73-61	64-41	153-80	182-89	159-99	127-90
61.4	71.9	83.6	64.1	52.2	48.9	62.2	70.8
196-52	239-99	158-82	147-54	210-61	301-55	346-106	191-73
26.5	41.4	51.9	36.7	29	18.2	30.6	38.2
73-42	74-43	36-22	47-27	47-22	79-43	67-56	55-45
57.5	58.1	61.1	57.4	49	54.4	83.5	81.8
10-6	20-11	17-6	14-8	33-7	82-40	100-48	87-48
66	55	35.3	57.1	21	48.7	48	55.1
54-39	48-37	77-57	69-48	93-52	133-80	154-86	127-104
72.2	77.1	74	69.6	55.9	60.1	55.8	81.8
							9-3
							33.3

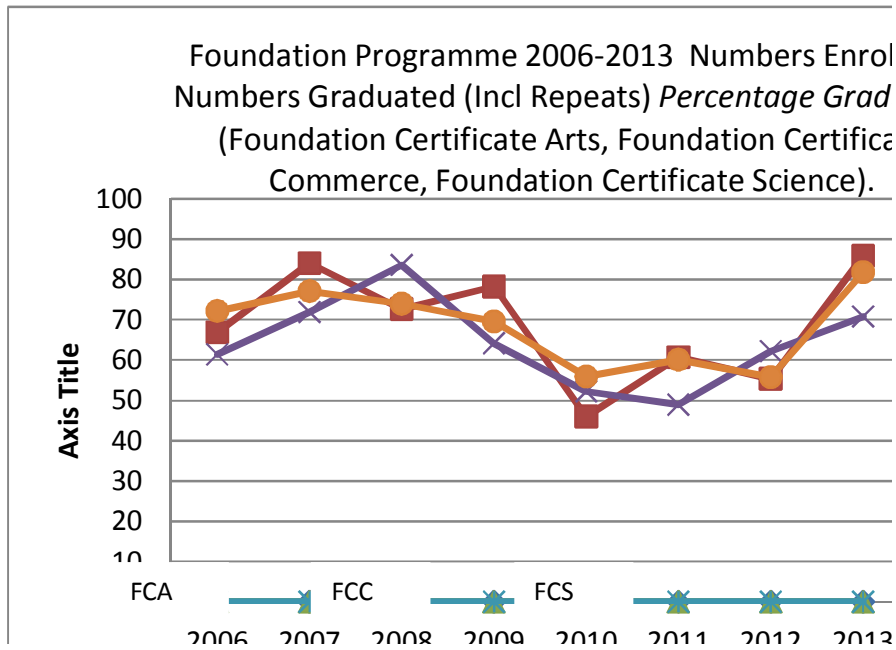
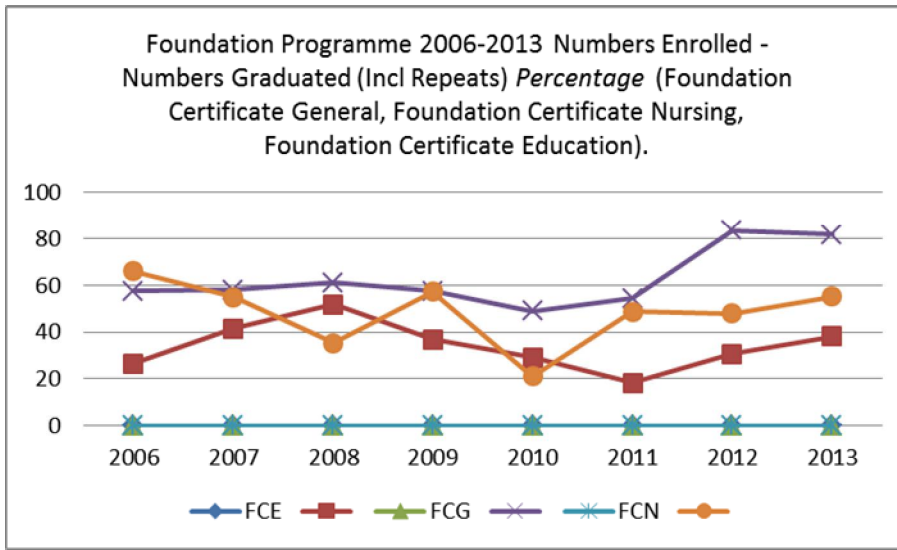


Figure 15:

Figure 16:



Section 2:

STUDENT NUMBERS, RETENTION RATES, NUMBER OF GRADUATING STUDENTS IN CERTIFICATE, DIPLOMA AND DEGREE PROGRAMMES.

Figure 17

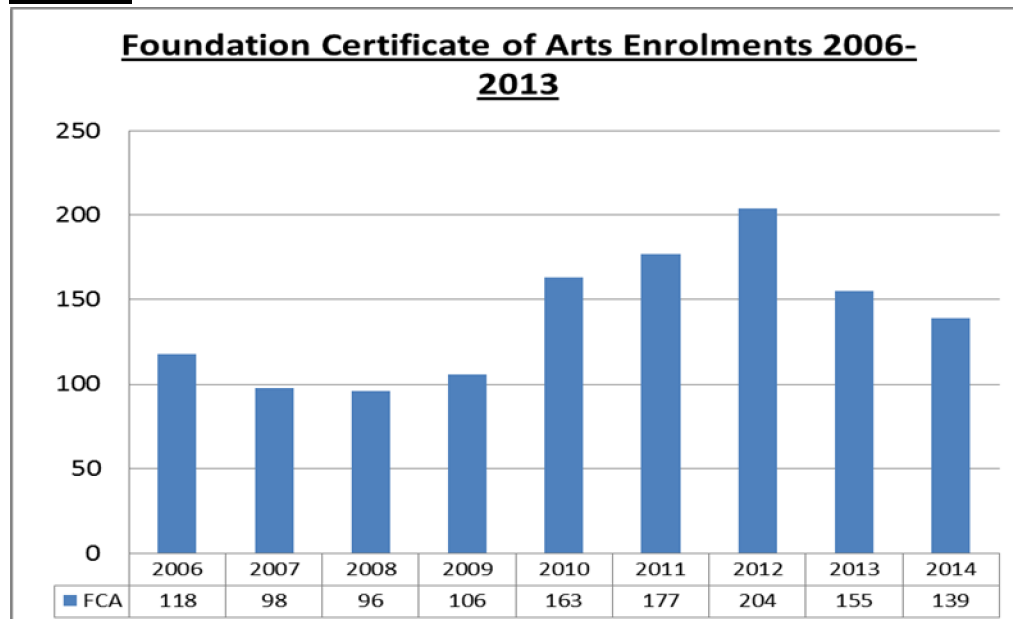
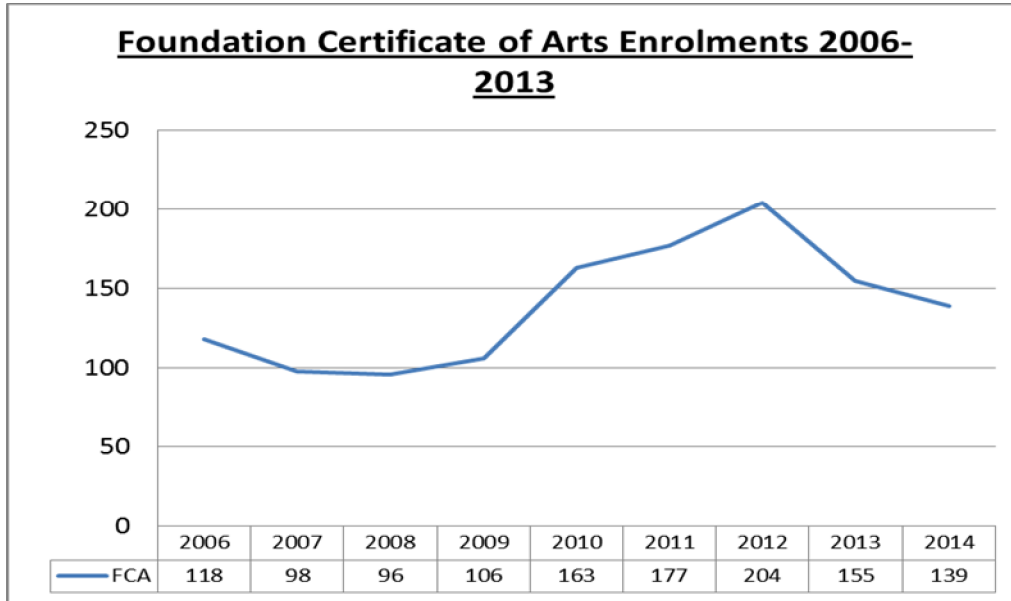
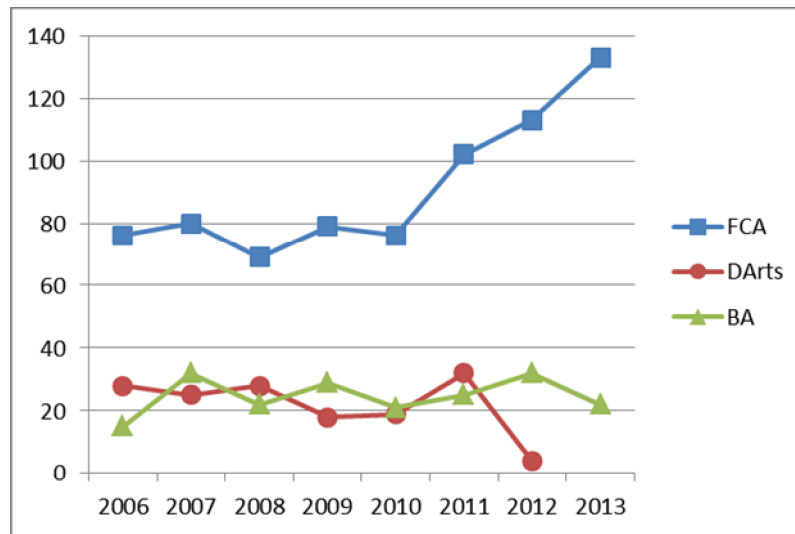


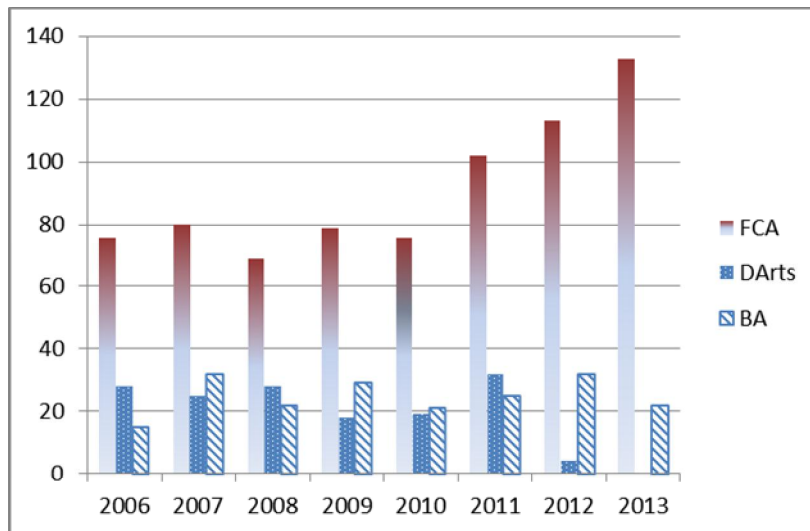
FIGURE 18: Foundation Certificate of Arts Enrolments 2006-2013



**Figure 19:
Number of FOA Graduates 2006 - 2013**

	2006	2007	2008	2009	2010	2011	2012	2013
FCA	76	80	69	79	76	102	113	133
DArts	28	25	28	18	19	32	4	
BA	15	32	22	29	21	25	32	22





Section 3:

CONTRIBUTIONS TO TEACHING FOR OTHER FACULTIES AND TEACHING DUTIES

- Each contact hour presupposes one hour for preparation and one hour for marking so whilst contact hours vary according to grades, tutorial groups are invariably on the high side because of the increasing numbers of enrolments, that is 20 plus rather than 15 per tutorial group, leading to the heavy loading of English lecturers.
- Part-timers are hired to help ease the teaching load especially in the first semester and team teaching is adopted as a strategic tool to cope with the large lectures which are repeated weekly for HEN004 to cope with the increasing numbers of enrolments in the Foundation English courses.
- Contributions by the Department to teaching English courses for all Faculties such as Education, Science, Nursing, Business & Entrepreneurship (Commerce), Centre of Samoan Studies as well as Arts, mean that the Department plays a very important role in the development of all programmes across all Faculties and the Centre of Samoan Studies.
- Discrepancies in student enrolment numbers from the Student Administration Office and the number of students who actually turn up to

classes can pose a problem of correct record keeping and correct measurement of workload and EFTS. For example, in tabulating the results for HEN107, we noticed that figures supplied by Student Administration gave us an historical figure of 40 students enrolled for Semester 2, 2009 and a pass rate of 90%. [see Figure 31, p.44)]. However, on checking the list supplied by the lecturer for the Departmental Assessment meeting of that semester, 51 students were recorded on the list and the pass rate was 90% was recorded. The question arises, if Student Administration Records are not consistent with the records passed by the Department, Faculty and Senate, how are we to measure correctly or to get a true picture of these student enrolments and pass rates over the years and more importantly in relation to staff, to achieve a correct measure of the **workload of lecturers** in relation to EFTS.

Section 4:

GENERAL COMMENTS AND FEEDBACK FROM STUDENT EVALUATIONS ON TEACHING EFFECTIVENESS OF STAFF

- Since the student evaluations have been conducted by the Administration in 2006, Faculty have not received such regular feedback as in the past.
- However, what we have received leads us to believe that common factors such as clear delivery, punctuality, and patient tutors providing enjoyable tutorials and lectures as well as challenging assignments remain points of positive performance in our courses.
- The same drawbacks regarding the lack of computers and other resources as well as the levels of difficulty of assignments and reading, as well as boring tutorials and the need for a bilingual approach if students' competencies in English are compromised are also highlighted as challenges with our courses.
- Whilst some of the responses are ambivalent, many students reported enjoying their courses and learning from them whilst others noted the level of difficulty experienced and the need for more help. In this regard an office with properly qualified staff addressing Academic Support for all students and staff upgrading their qualifications is well overdue.
- In data supplied to us by the Student Administration for Semester 1, 2009 ten HEN004 lecturers were rated very highly 90% plus on average on matters relating to:
(a)punctuality,

- (b) covering all topics,
- (c) communicating ideas and information clearly,
- (d) being well organized and well prepared, demonstrating a supportive attitude and behaviour toward students,
- (e) providing clear instructions for internal assessment tasks,
- (f) being available for consultation at stated times, and
- (g) treating students fairly

With regards to HCN100, in Semester 1 2009, the whole cohort of 18 students gave the lecturer an A+ rating for effectiveness on all the matters mentioned above from (a) to (g).

- To give some specific examples from the NUS Evaluations from Semester 1, 2010, supplied to us by the Student Administration, the lecturer in HCN100 was rated as outstanding for effectiveness from 100% of the students, and the lecturer for HEN101 and HEN305 rated as outstanding in effectiveness from 88.89% of the students evaluated. The lecturers in HEN100 for that semester rated as outstanding from 34.21% of their students and very good from 42.11% of their students in the category of lecturer effectiveness. Thus for this sample of four courses from the Department for this one semester, students are very clear in their judgements that they are extremely satisfied with the effectiveness of their particular lecturers.
- In Semester 1 2013, lecturers from HEN004 were rated very highly from our perusal and analysis of copies of course evaluation forms that were supplied to us upon request.
- Students expressed satisfaction as well as frustration with challenges that the course provided. What they liked best about their course included
 - (a) the air conditioning of the lecture theatres
 - (b) the lecturers presentations of the materials
 - (c) obvious preparations and clear explanations by helpful lecturers
 - (d) new skills in researching
 - (e) talking in English which is a second language
 - (f) upgrading their skills in note taking, essay and research writing.
 - (g) humour used by lecturers to make their presentations fun and interesting.
 - (h) building up confidence in public speaking.
 - (i) mingling with students from other faculties and schools other than their own past secondary schools.

- (j) challenging assignments and learning how to manage their time.
- (k) tutorial sessions providing the backup and explanation for difficult points in the lectures.

As far as what they disliked most about their courses, students mentioned the following:

- (a) more time required for assignments, especially the final research assignment.
- (b) too many notes requiring too much reading.
- (c) boring lectures and tutorials.
- (d) crammed lecture theatres.
- (e) not enough resources in the library especially for research.
- (f) individual slides for power point presentations moved too quickly ó speed of presentation.
- (g) challenges with accents and heights (too short) of lecturers.
- (h) level of language difficulty in the Readers.
- (i) insufficient number of lectures

Suggestions from students evaluations for improvement of courses included:

- (a) lecturers to speak more slowly and clearly to assist the understanding of students.
- (b) more lecture hours a week.
- (c) speaking more English in class.
- (d) providing more books and resources that are up to date with events and people in the 21st century.
- (e) course readers to be simplified and notes reduced.
- (f) improving library resources.
- (g) more interaction and practical activities.
- (h) allocating more time to complete assessment tasks.
- (i) costs of course reader to be decreased to allow more access for students.
- (j) more videos and dvds to be used to make the course interesting.
- (k) avoiding overcrowding in lecture theatres where students have to sit on the floor.

Generally, student responses demonstrated that they found the academic capital of EFL courses to be of great use and value. Despite what they did not like about the courses such as the heavy workload and level of difficulty of the English language, they also reported enjoying, appreciating and learning much from their courses especially where English is considered the passport or ðvisaö to the outside world and education, the necessary path to

further qualifications. The effectiveness of both lecturers and courses is very good and of a high standard and suggestions for future improvements of courses are acknowledged, regardless of financial implications which may impede their implementations.

Our efforts to address the low competencies in English have led to the implementation of a Proficiency in English Language Test (PELT) test at the beginning and end of semester to allow tutors some idea of the need for remedial help with individual students in their allocated tutorial groups. It is our intention that this would allow the tutor to give special attention to the weaker students, preferably on a one to one basis for individual consultation. It will also allow the tutor to encourage those at the other end of the academic curve to be challenged to excel by extending their reading and research skills to a more appropriate level. The introduction in 2013 of the Student/Self Reading Assessment (SRA) component in HEN001, HEN003 and particularly in HEN004 is also a strategy to improve on comprehension and vocabulary skills across the board and to enhance overall literacy and competencies in English. Our research in this area and in these courses will continue into the future to evaluate the effectiveness of these two strategies.

Feedback on teaching for staff review purposes is also derived from weekly departmental meetings, monthly faculty meetings and professional development research seminars as well as individual consultations with senior academic mentors which include the Professor, the HOD and the Dean. The Department encourages and supports good teaching practice through the appointments of Coordinators for each course, particularly the courses with high enrolments which employ a team teaching strategy. Annual appraisals are also employed and salary increments after a three year contract term as well as promotions to encourage and boost staff morale, commitment and zeal for excellence in the profession and academy. A very active Faculty Social Committee has representatives from each Department who organize regular collegial, social events to promote solidarity and bolster staff morale, as well as to recognize milestones, such as the annual Christmas gathering after the end of year Graduation together with other achievements throughout the year.

Innovations in teaching and learning are welcomed by the EFL Department and pursued through various avenues already mentioned in the paragraphs above, especially to do with PELT and SRA. In order to facilitate excellence in teaching and learning, the Department has purchased its own data projector and two laptops which are in constant use and proving to be technologically effective. Internet access to websites and access to databases, including overseas libraries are now available for individual staff research which is a timely opportunity. However, the fact of **internet down** syndrome, which has recently been discussed at Senate (April 2014) must be addressed as it interrupts and frustrates research of both staff and students.

Section 5:

STUDENT NUMBERS, PASS RATES IN CERTIFICATE, DIPLOMA AND DEGREE COURSES.

a. English & Foreign Languages Course Enrolments and Pass Rates from 2006-2013

Figure 20:

HEN001 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN001	English Skills	115	91
S1-07	HEN001	English Skills	30	100
S1-08	HEN001	English Skills	14	100
S1-09	HEN001	English Skills	17	92
S1-10	HEN001	English Skills	81	83
S1-11	HEN001	English Skills	55	86
S1-12	HEN001	English Skills	16	100
S1-13	HEN001	English Skills	16	93

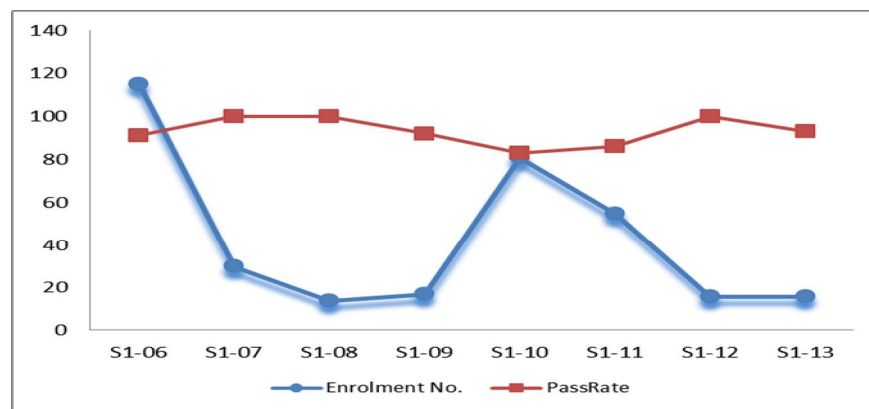
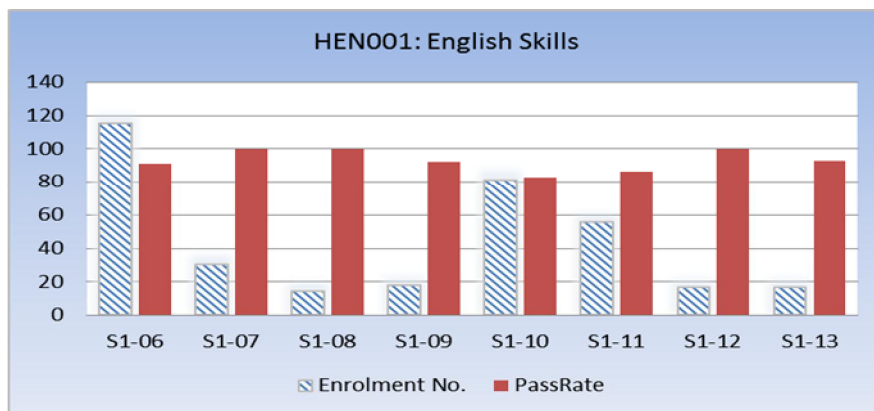


Figure 21:

HEN002 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN002	Advanced English Skills	75	91
S2-08	HEN002	Advanced English Skills	12	100
S2-09	HEN002	Advanced English Skills	12	88
S2-10	HEN002	Advanced English Skills	57	94
S2-11	HEN002	Advanced English Skills	41	91
S2-12	HEN002	Advanced English Skills	10	88
S2-13	HEN002	Advanced English Skills	16	88

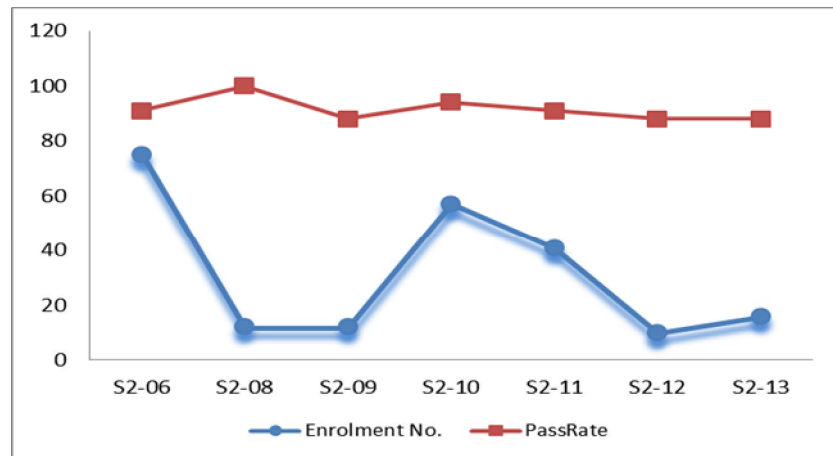
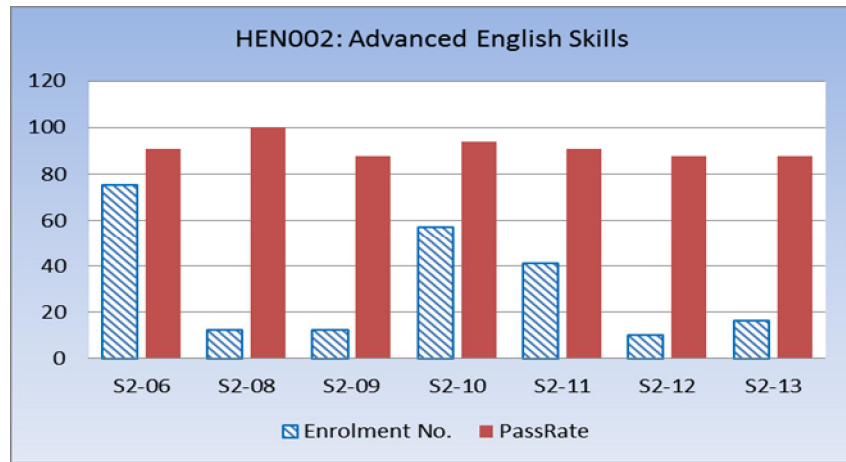


Figure 22:

HEN003 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN003	Progressive English Skills	165	78
S1-07	HEN003	Progressive English Skills	139	66
S1-08	HEN003	Progressive English Skills	124	88
S1-09	HEN003	Progressive English Skills	72	86
S1-10	HEN003	Progressive English Skills	124	78
S1-11	HEN003	Progressive English Skills	232	60
S1-12	HEN003	Progressive English Skills	216	72
S1-13	HEN003	Progressive English Skills	107	92

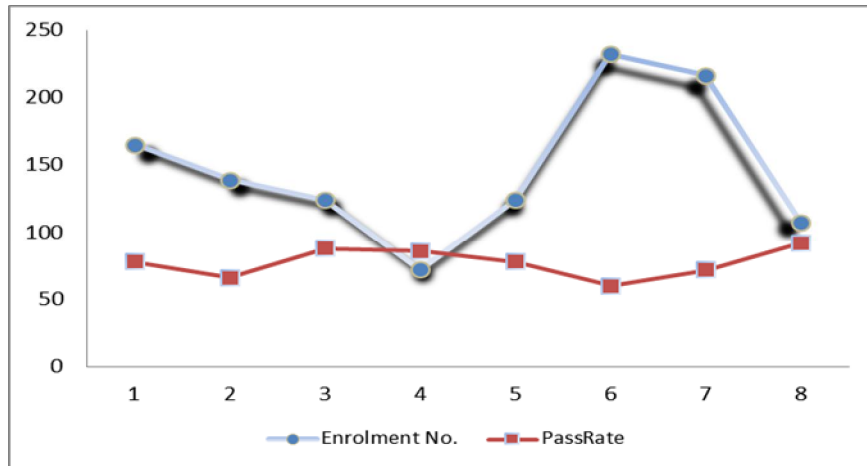
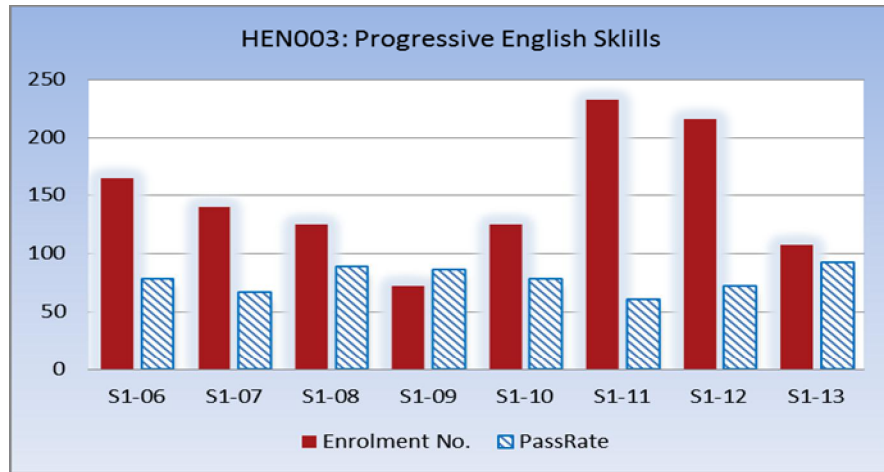


Figure 23:

HEN004 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN004	Foundation English	409	78
S2-06	HEN004	Foundation English	188	71
S1-07	HEN004	Foundation English	375	76
S1-08	HEN004	Foundation English	351	86
S2-08	HEN004	Foundation English	136	71
S1-09	HEN004	Foundation English	357	89
S2-09	HEN004	Foundation English	98	79
S1-10	HEN004	Foundation English	504	72
S2-10	HEN004	Foundation English	198	64
S1-11	HEN004	Foundation English	722	75
S2-11	HEN004	Foundation English	261	55
S1-12	HEN004	Foundation English	717	75
S2-12	HEN004	Foundation English	242	85
S1-13	HEN004	Foundation English	539	88
S2-13	HEN004	Foundation English	123	50

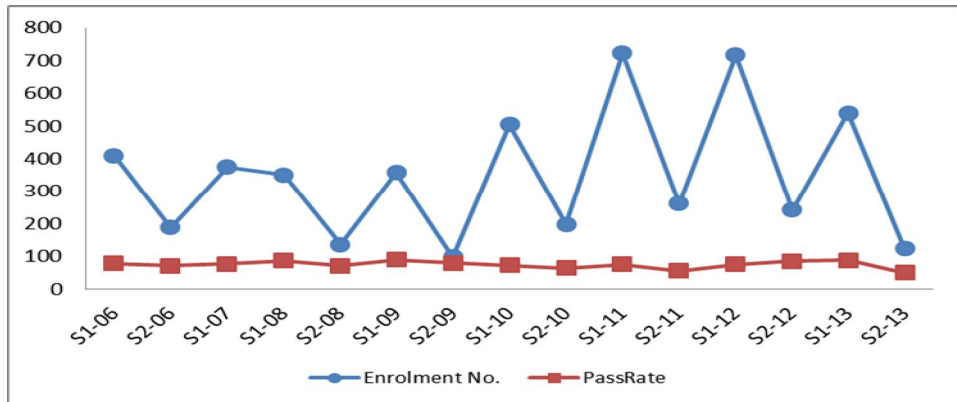
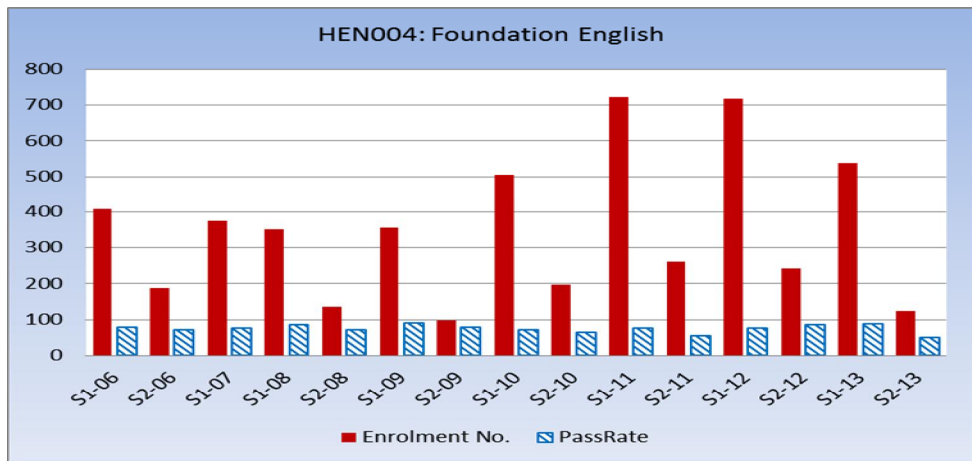


Figure 24:

HEN005 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN005	Introduction to Literature	106	89
S2-08	HEN005	Introduction to Literature	80	86
S2-09	HEN005	Introduction to Literature	73	92
S2-10	HEN005	Introduction to Literature	84	85
S2-11	HEN005	Introduction to Literature	141	84
S2-12	HEN005	Introduction to Literature	180	91
S2-13	HEN005	Introduction to Literature	114	93

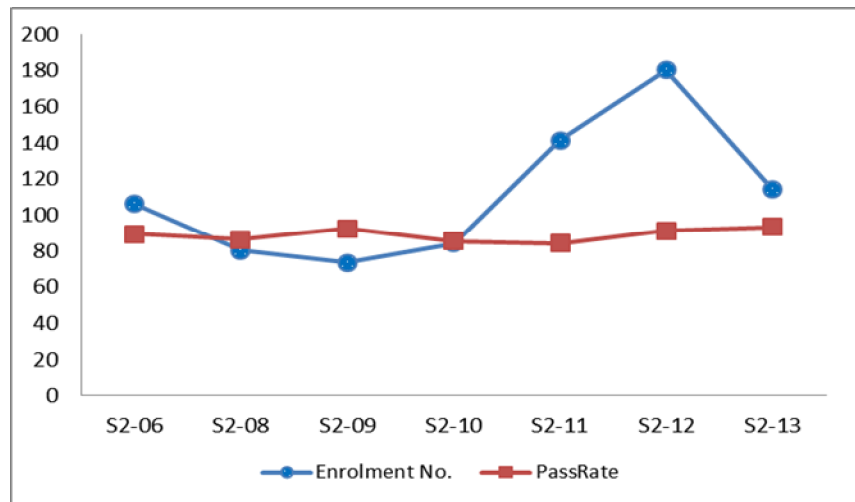
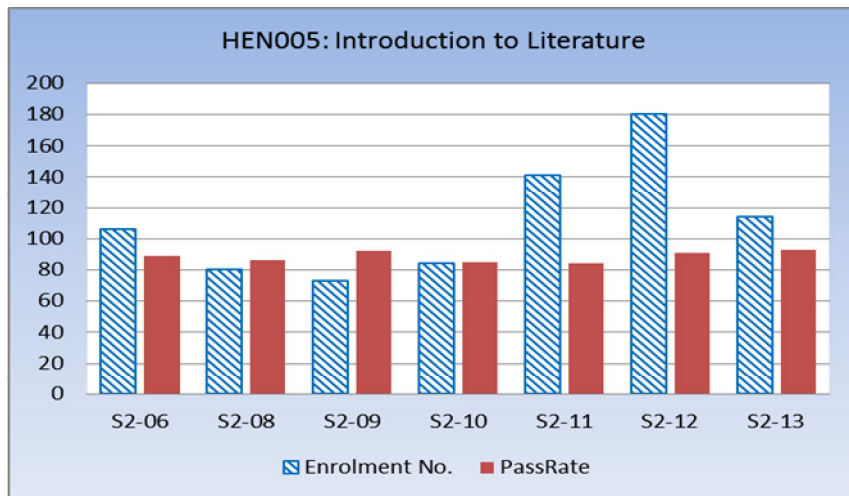


Figure 25:

HEN100 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN100	Business English	71	95
S1-07	HEN100	Business English	59	100
S1-08	HEN100	Business English	59	90
S1-09	HEN100	Business English	21	100
S1-10	HEN100	Business English	82	92
S1-11	HEN100	Business English	86	95
S1-12	HEN100	Business English	69	95
S1-13	HEN100	Business English	50	94

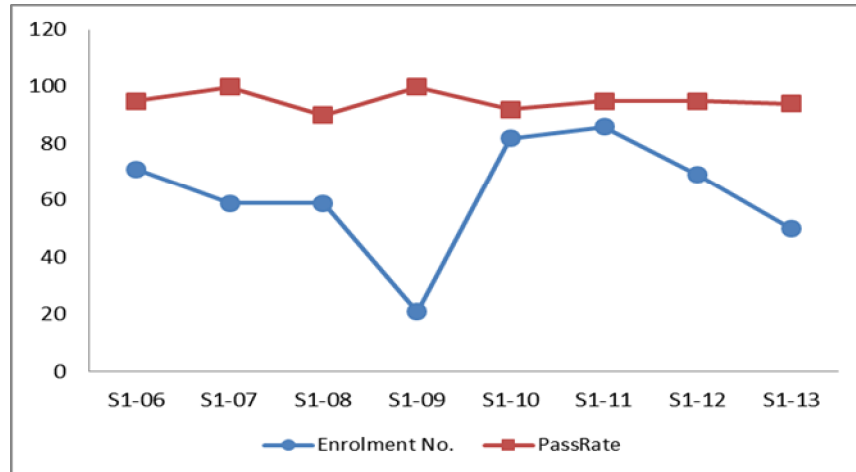
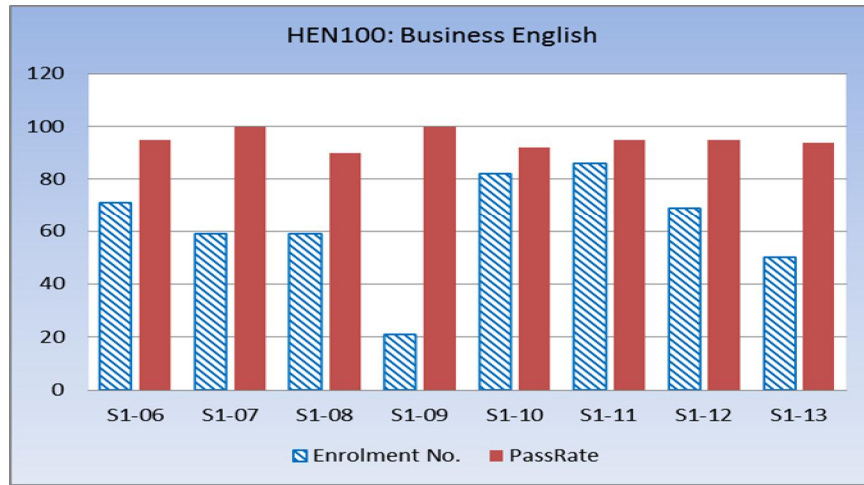


Figure 26:

HEN101 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN101	Introduction to Literary Study	40	87
S1-07	HEN101	Introduction to Literary Study	32	93
S1-08	HEN101	Introduction to Literary Study	21	70
S1-09	HEN101	Introduction to Literary Study	44	78
S1-10	HEN101	Introduction to Literary Study	51	91
S1-11	HEN101	Introduction to Literary Study	36	84
S1-12	HEN101	Introduction to Literary Study	45	83
S1-13	HEN101	Introduction to Literary Study	55	84

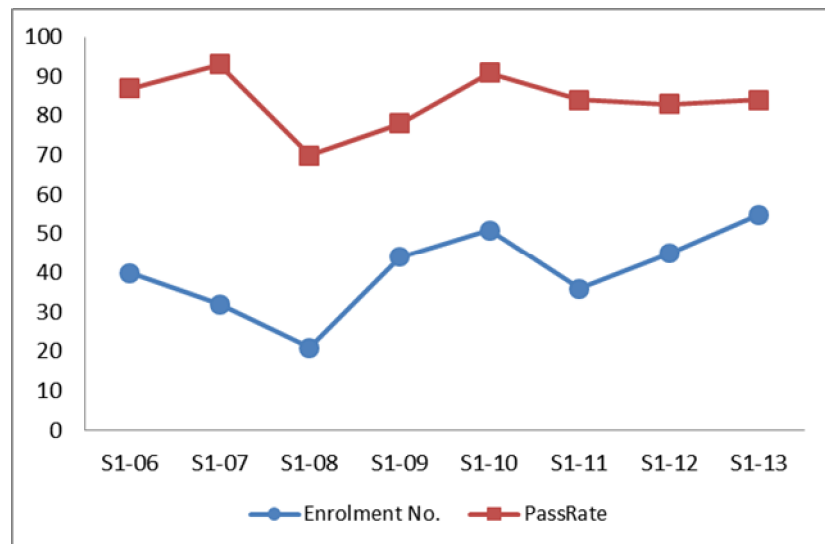
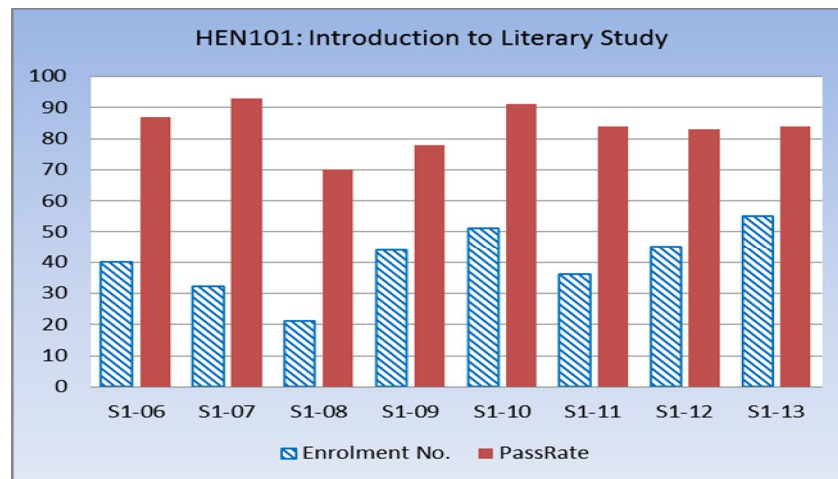


Figure 27:

HEN102 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN102	Introduction to Language	26	95
S1-07	HEN102	Introduction to Language	31	93
S1-08	HEN102	Introduction to Language	25	80
S1-09	HEN102	Introduction to Language	22	83
S1-10	HEN102	Introduction to Language	21	93
S1-11	HEN102	Introduction to Language	24	100
S1-12	HEN102	Introduction to Language	43	87
S1-13	HEN102	Introduction to Language	48	73

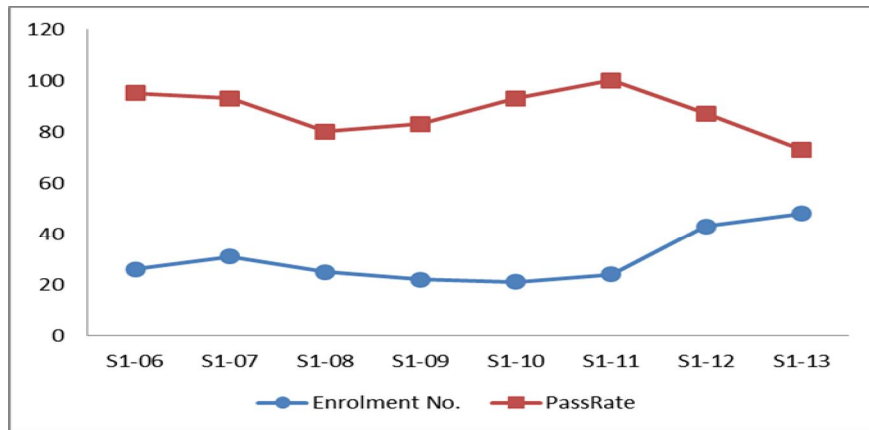
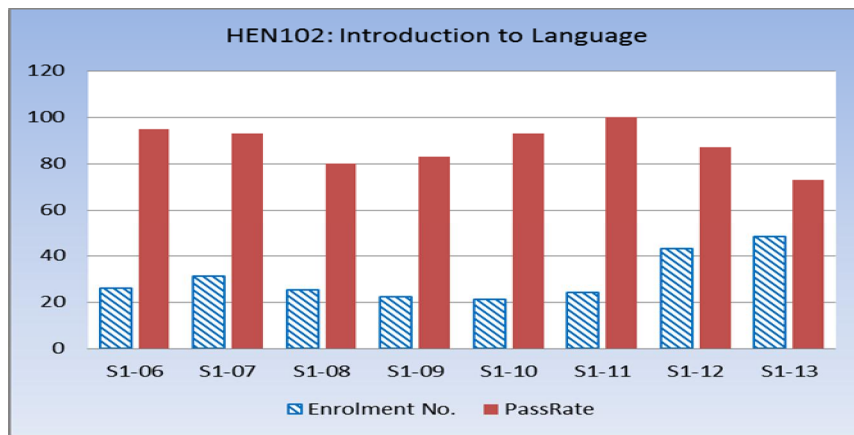


Figure 28:

HEN103 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN103	World Literature in English I	9	100
S2-08	HEN103	World Literature in English I	8	100
S2-09	HEN103	World Literature in English I	12	89
S2-10	HEN103	World Literature in English	11	100
S2-11	HEN103	World Literature in English	7	86
S2-12	HEN103	World Literature in English I	5	100
S2-13	HEN103	World Literature in English	17	94

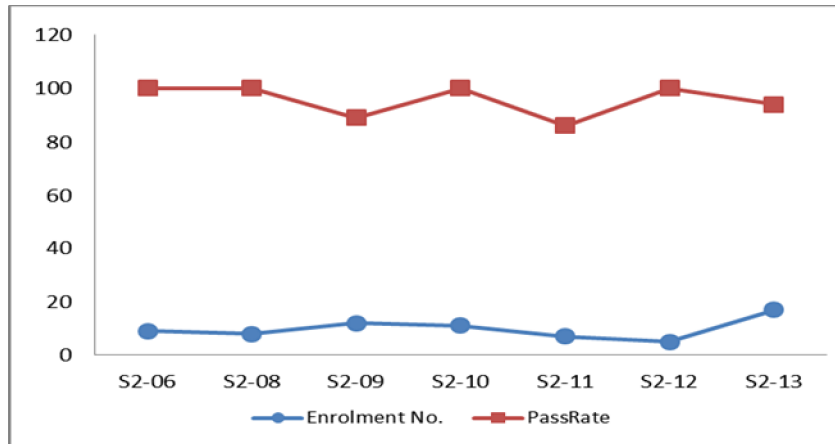
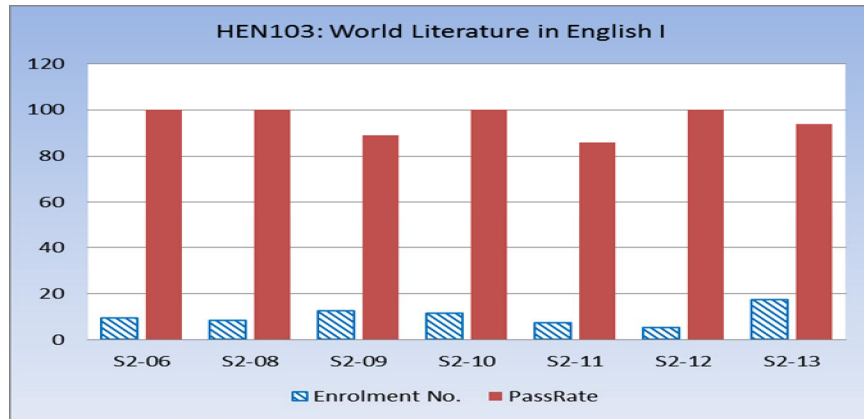


Figure 29:

HEN104 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN104	Children's and Young Adults' Literature	7	100
S2-08	HEN104	Children's and Young Adults' Literature	3	100
S2-09	HEN104	Children's and Young Adults' Literature	3	100
S2-11	HEN104	Children's and Young Adults' Literature	8	86

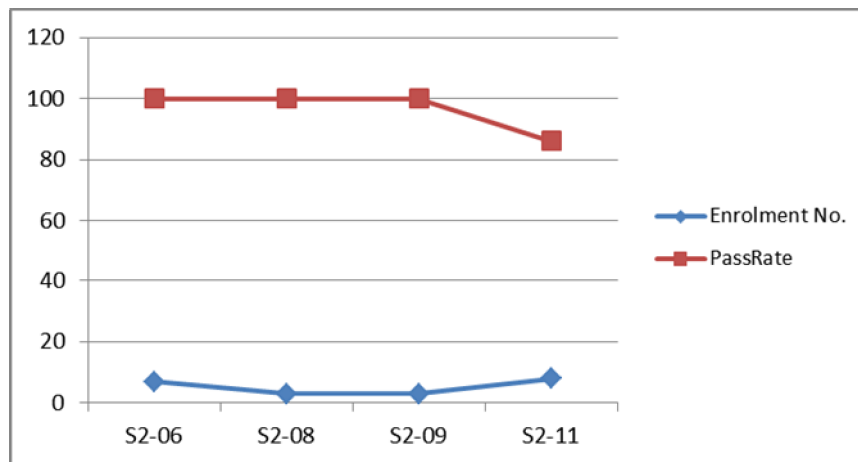
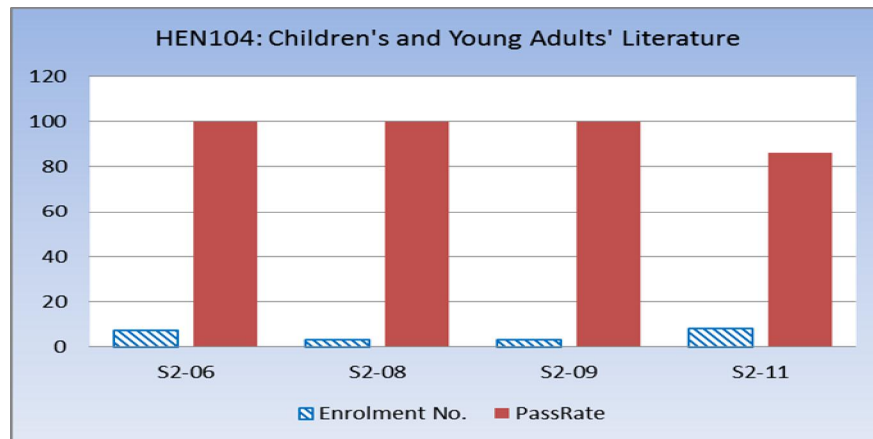


Figure 30:

HEN106 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN106	Comparative Approach to Language	13	83
S1-07	HEN106	Comparative Approach to Language	12	100
S1-08	HEN106	Comparative Approach to Language	13	100
S1-09	HEN106	Comparative Approach to Language	9	83
S1-12	HEN106	Comparative Approach to Language	6	83

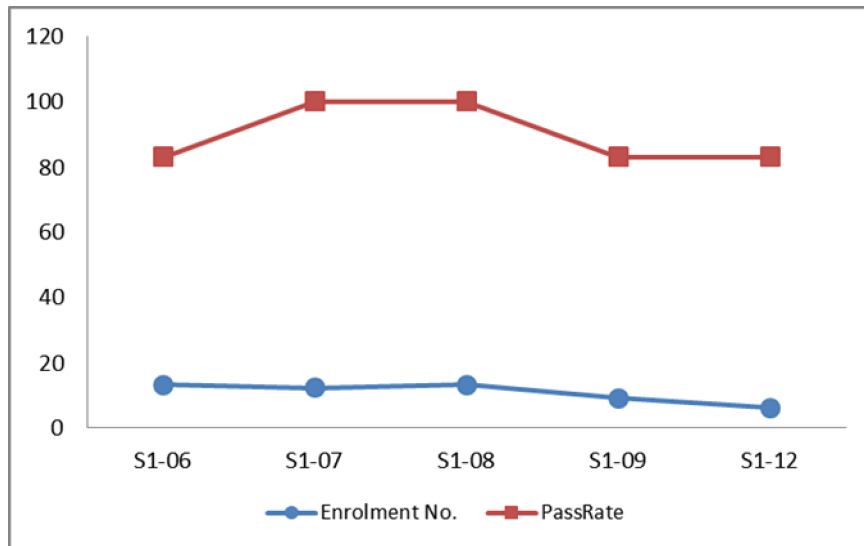
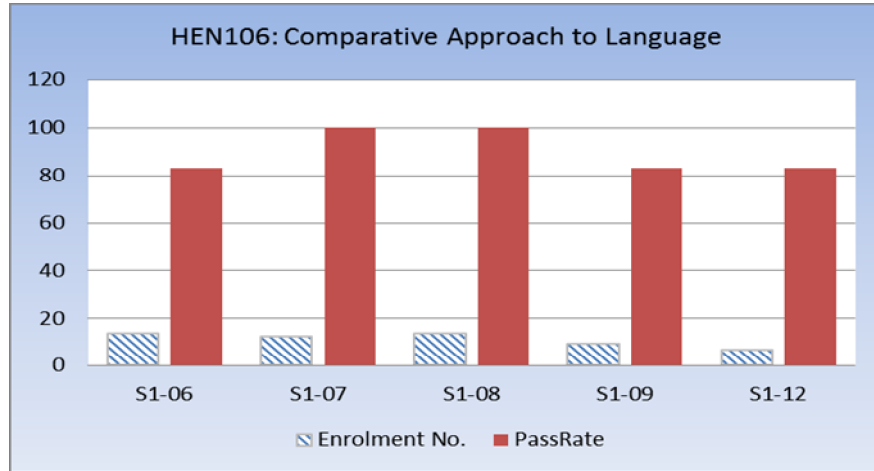


Figure 31:

HEN107 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-08	HEN107	English for Academic Purposes	45	94
S2-08	HEN107	English for Academic Purposes	39	82
S2-09	HEN107,	English for Academic Purposes	40	90
S2-10	HEN107,	English for Academic Purposes	58	91
S2-11	HEN107	English for Academic Purposes	58	84
S2-12	HEN107	English for Academic Purposes	94	95
S2-13	HEN107	English for Academic Purposes	90	95

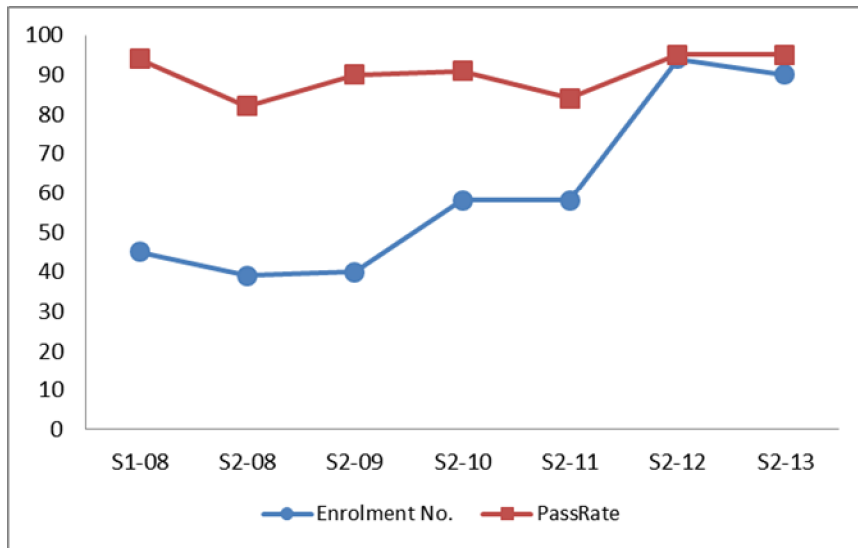
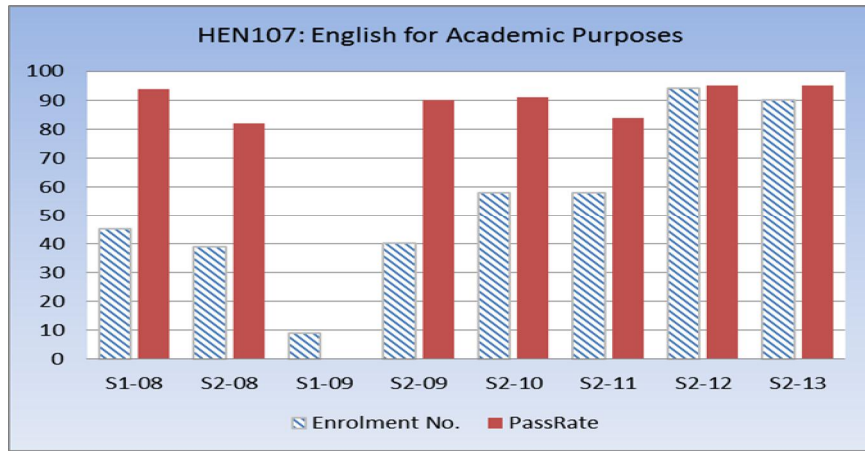


Figure 32:

HEN201 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN201	World Literature in English II	18	100
S1-07	HEN201	World Literature in English II	6	67
S1--08	HEN201	World Literature in English II	6	100
S1-09	HEN201	World Literature in English II	10	100
S1-10	HEN201	World Literature in English II	15	100
S1-11	HEN201	World Literature in English II	20	100
S1-12	HEN201	World Literature in English II	10	100
S1-13	HEN201	World Literature in English II	18	100

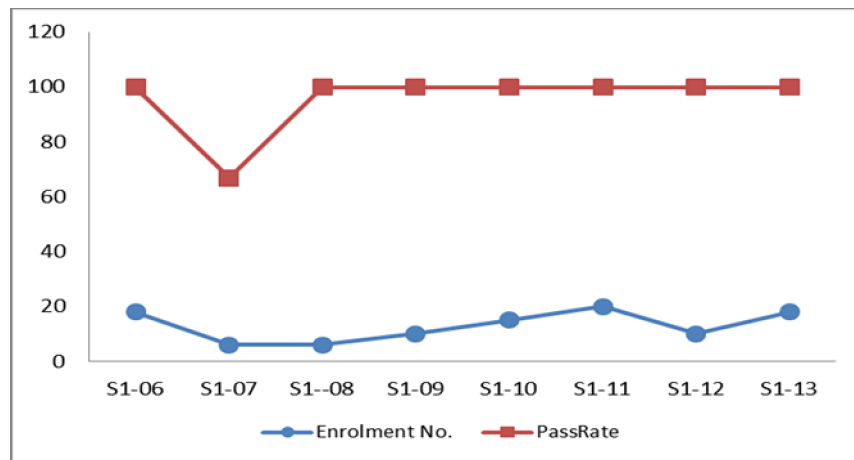
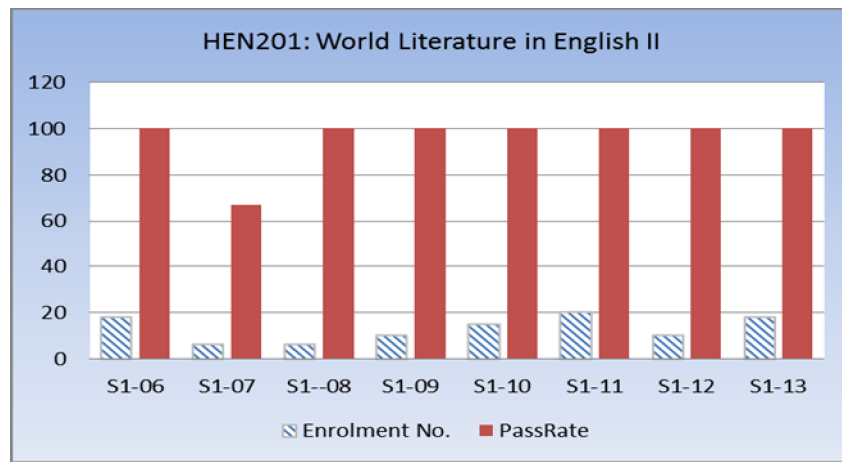


Figure 33:

HEN202 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN202	Introduction to Linguistics	11	100
S2-08	HEN202	Introduction to Linguistics	27	85
S2-09	HEN202	Introduction to Linguistics	16	100
S2-10	HEN202	Introduction to Linguistics	14	86
S2-11	HEN202	Introduction to Linguistics	18	100
S2-12	HEN202	Introduction to Linguistics	17	73
S2-13	HEN202	Introduction to Linguistics	16	87

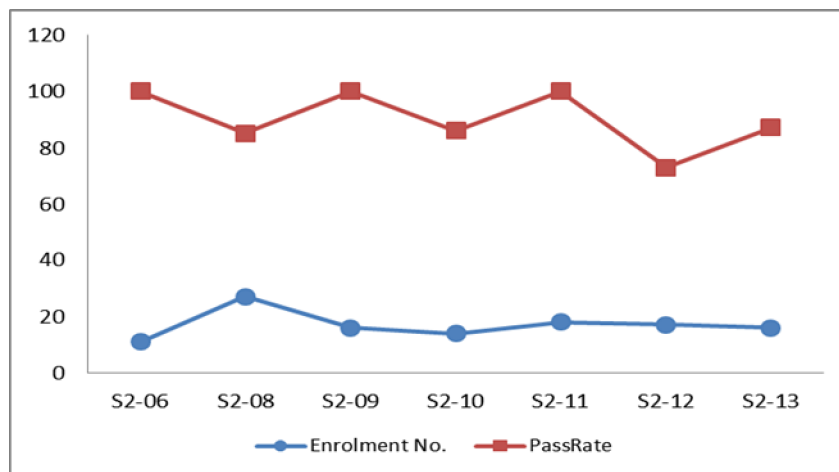
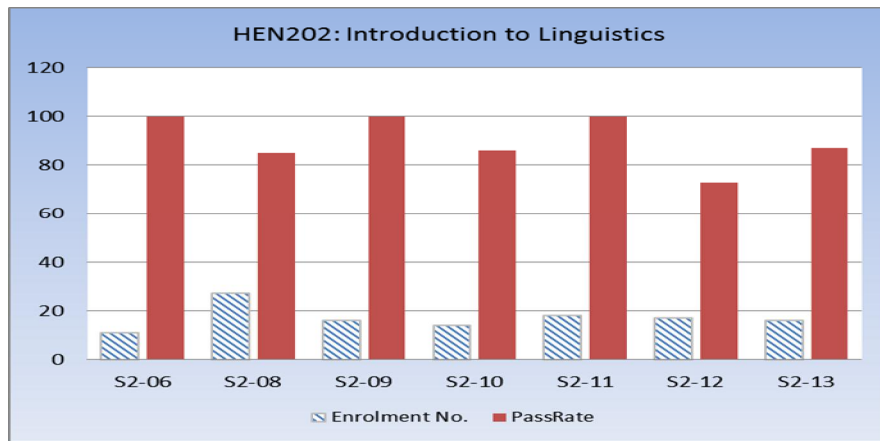


Figure 34:

HEN203 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN203	A Historical Survey of English Literature	11	78
S2-08	HEN203	A Historical Survey of English Literature	11	100
S2-09	HEN203	A Historical Survey of English Literature	20	94
S2-10	HEN203	A Historical Survey of English Literature	23	86
S2-11	HEN203	A Historical Survey of English Literature	15	100
S2-12	HEN203	A Historical Survey of English Literature	18	100
S2-13	HEN203	A Historical Survey of English Literature	20	95

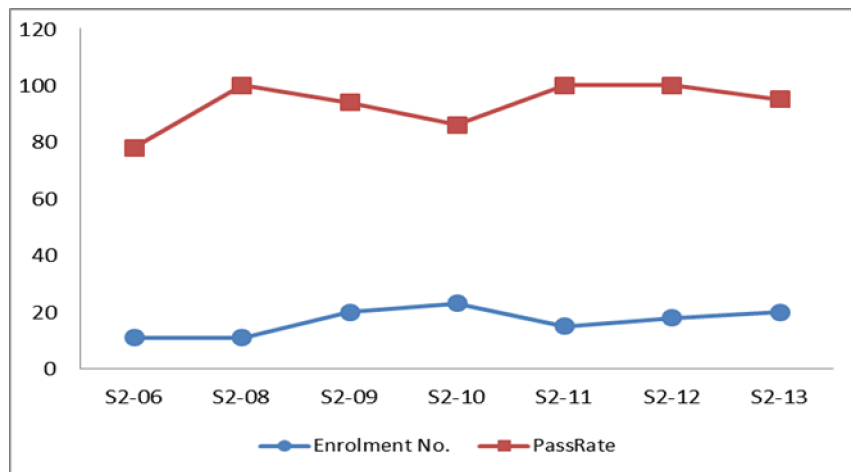
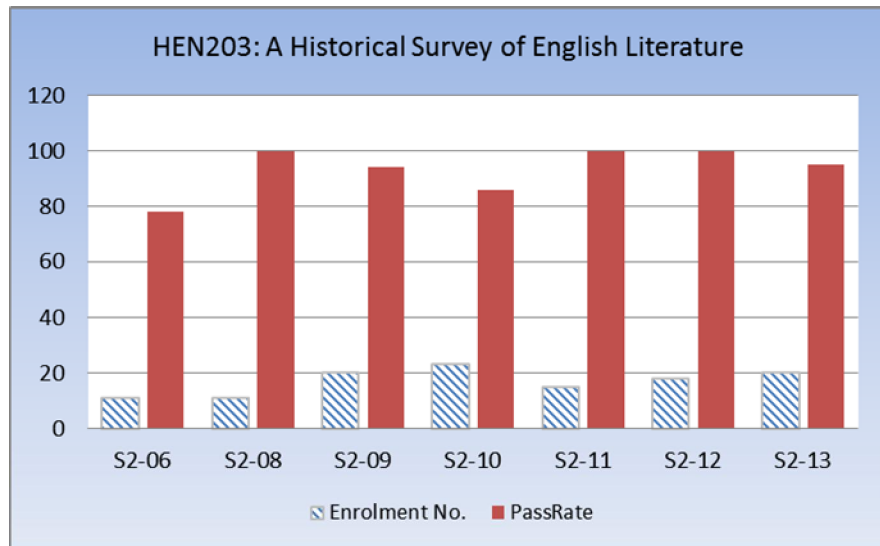


Figure 35:

HEN204 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN204	Syntax and Semantics	9	89
S1-07	HEN204	Syntax and Semantics	2	100
S2-09	HEN204	Syntax and Semantics	6	100
S1-10	HEN204	Syntax and Semantics	4	100
S1-11	HEN204	Syntax and Semantics	7	86
S1-12	HEN204	Syntax and Semantics	9	44
S1-13	HEN204	Syntax and Semantics	3	100

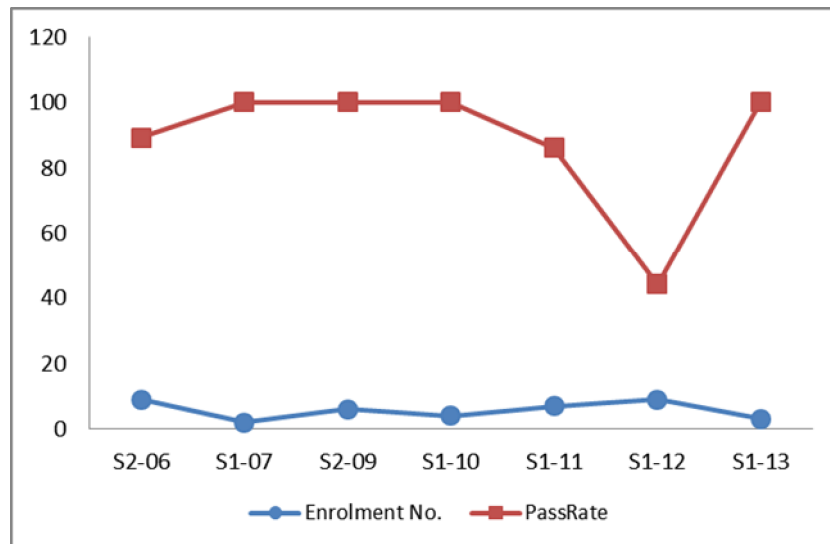
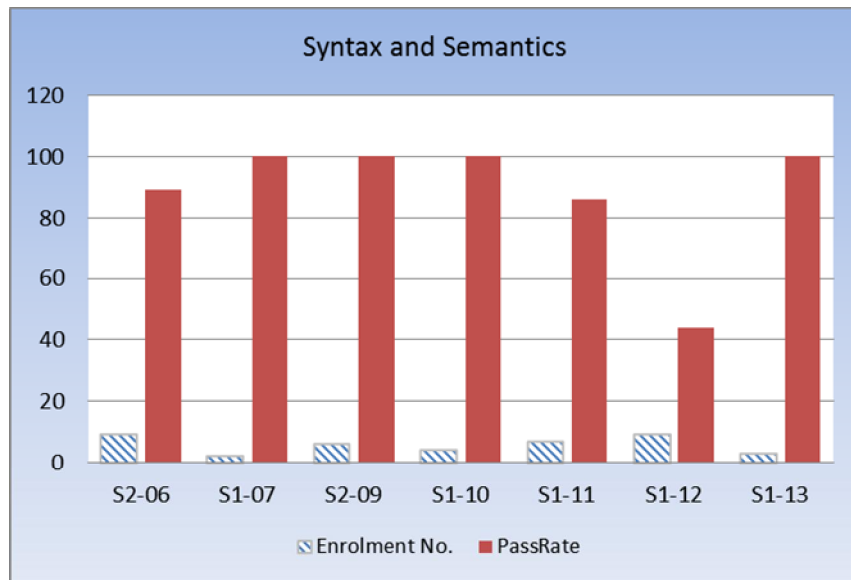


Figure 36:

HEN205 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN205	Socio-linguistics	8	100
S1-08	HEN205	Socio-linguistics	4	100
S1-09	HEN205	Socio-linguistics	13	100
S2-09	HEN205	Socio-linguistics	5	100
S2-11	HEN205	Socio-linguistics	3	100
S2-12	HEN205	Socio-linguistics	4	100

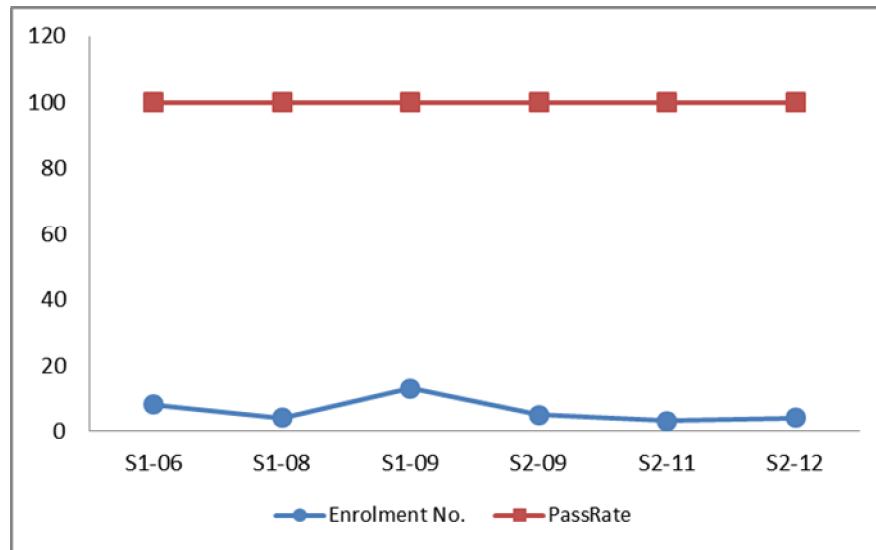
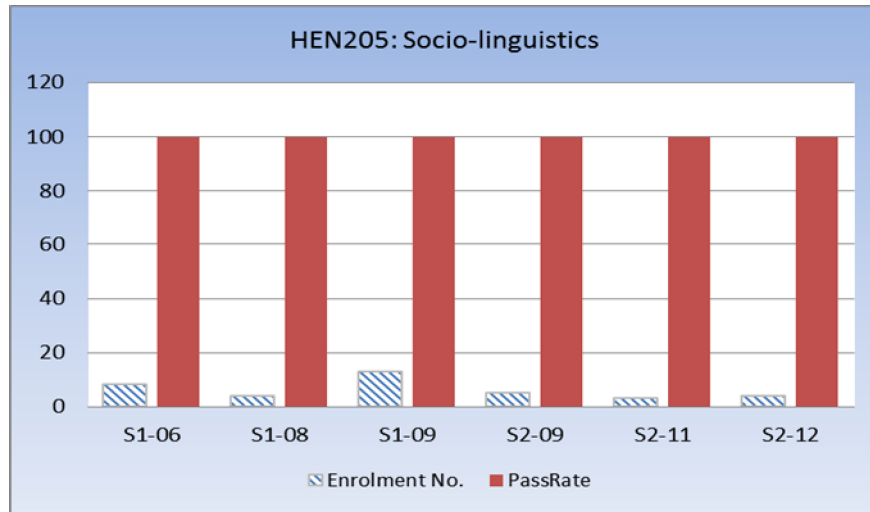


Figure 37:

HEN206 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-13	HEN206	Poetry of 19th and 20th Centuries	11	90

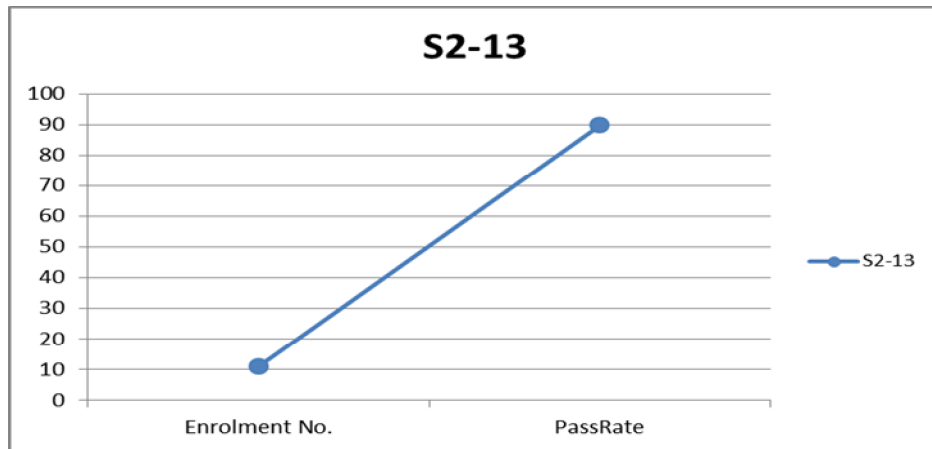
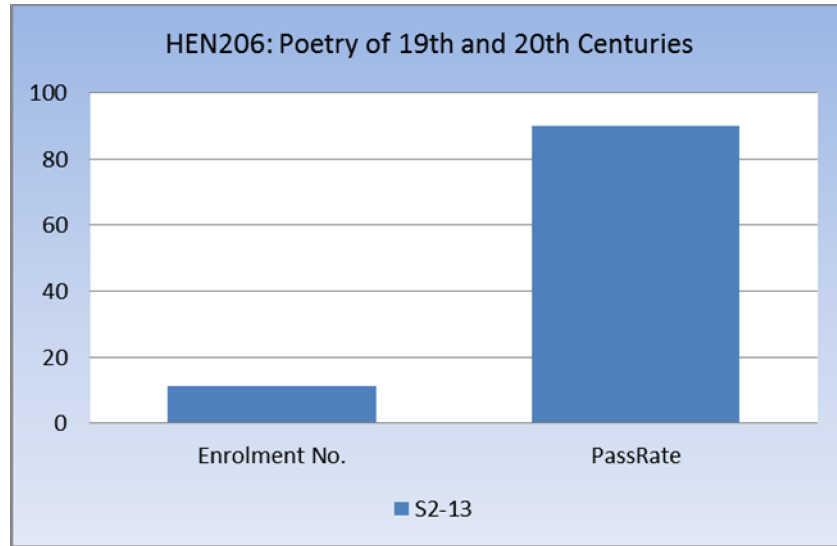


Figure 38:

HEN207 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN207	Drama in Schools and Community	9	100
S2-08	HEN207	Drama in Schools and Community	8	100

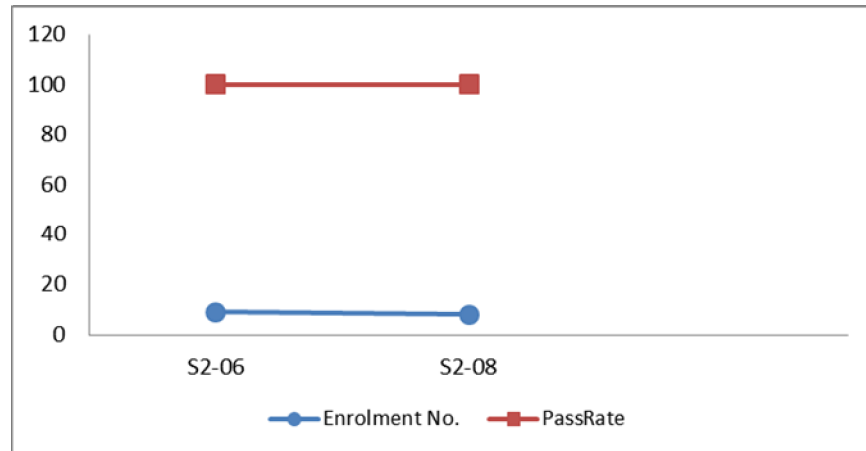
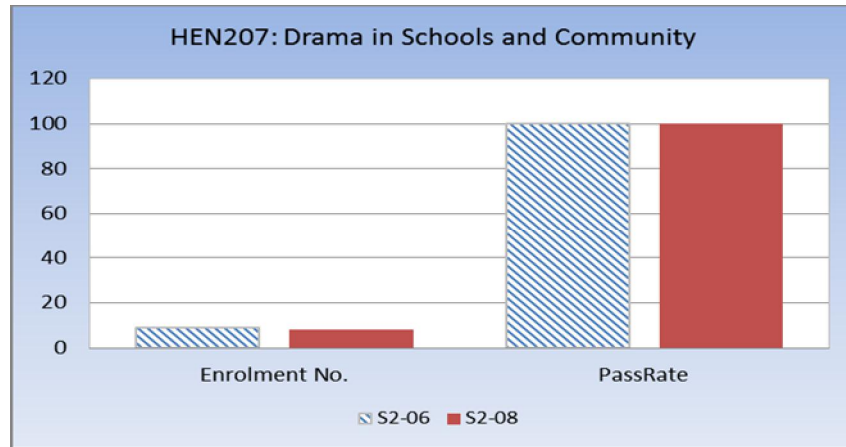


Figure 39:

HEN301 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN301	Drama: Classical to Modern	11	90
S1-07	HEN301	Drama: Classical to Modern	6	100
S1-08	HEN301	Drama: Classical to Modern	4	100
S1-09	HEN301	Drama: Classical to Modern	7	100
S1-10	HEN301	Drama: Classical to Modern	15	100
S1-11	HEN301	Drama: Classical to Modern	4	100
S1-12	HEN301	Drama: Classical to Modern	12	83
S1-13	HEN301	Drama: Classical to Modern	7	86

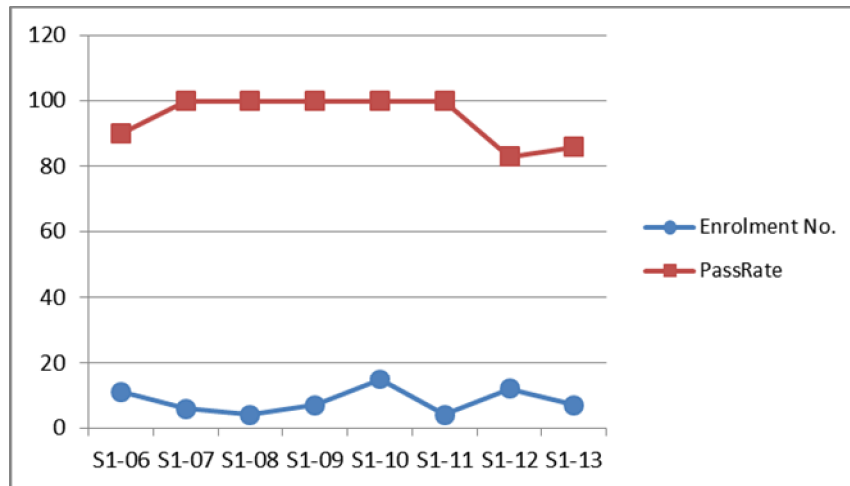
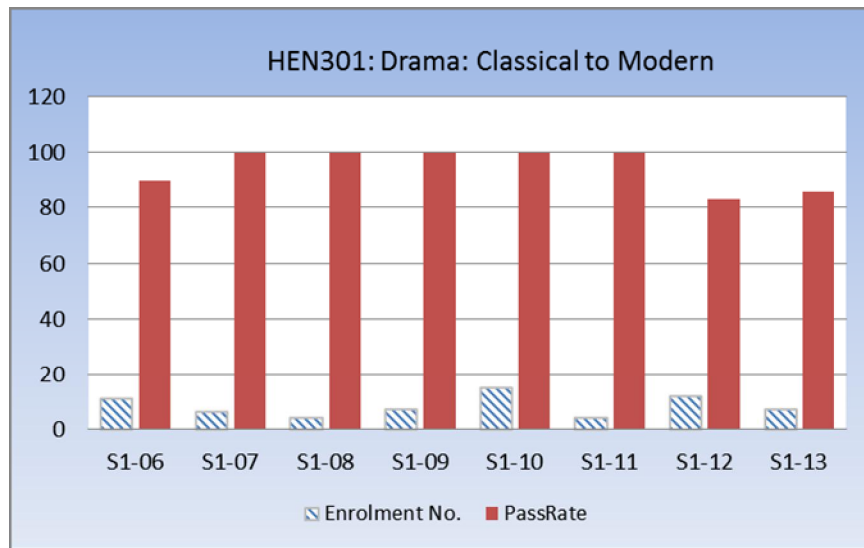


Figure 40:

HEN303 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN303	World Literature in English III	8	100
S2-08	HEN303	World Literature in English III	4	100
S2-09	HEN303	World Literature in English III	2	100
S2-10	HEN303	World Literature in English III	9	100
S2-11	HEN303	World Literature in English III	6	100
S2-12	HEN303	World Literature in English III	5	100
S2-13	HEN303	World Literature in English III	9	100

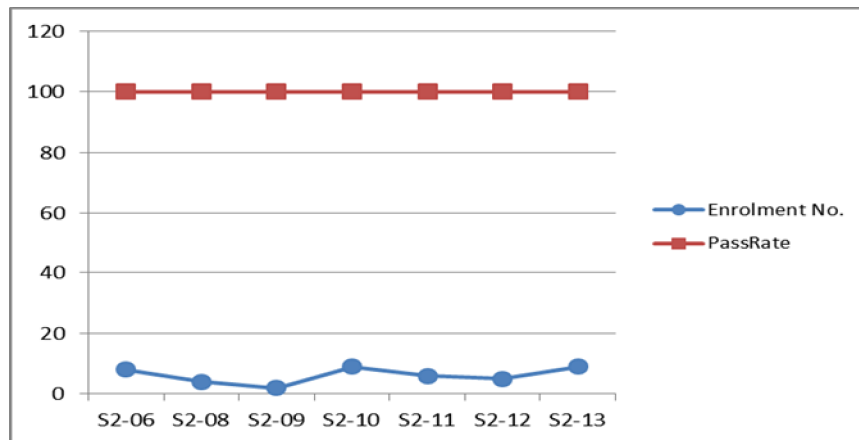
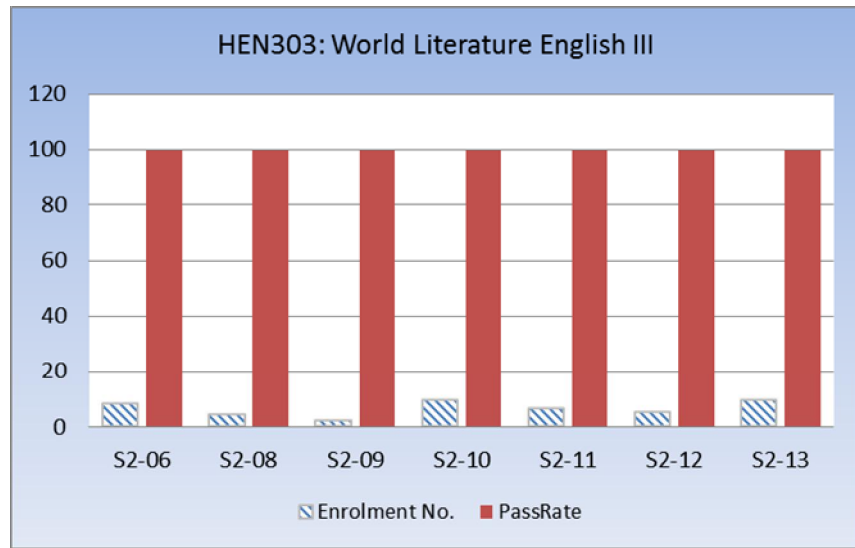


Figure 41:

HEN304 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-6	HEN304	Applied Linguistics	6	80
S2-08	HEN304	Applied Linguistics	2	100
S2-09	HEN304	Applied Linguistics	5	100
S2-10	HEN304	Applied Linguistics	4	75
S2-11	HEN304	Applied Linguistics	7	100
S2-12	HEN304	Applied Linguistics	3	100

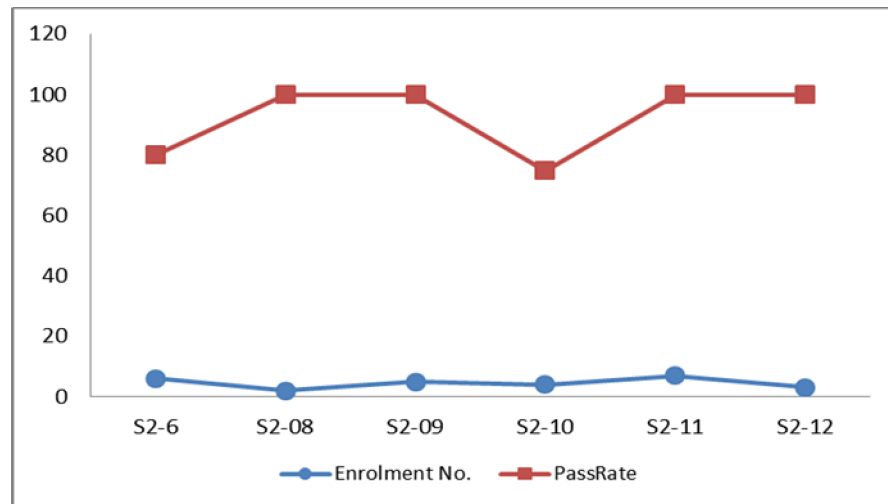
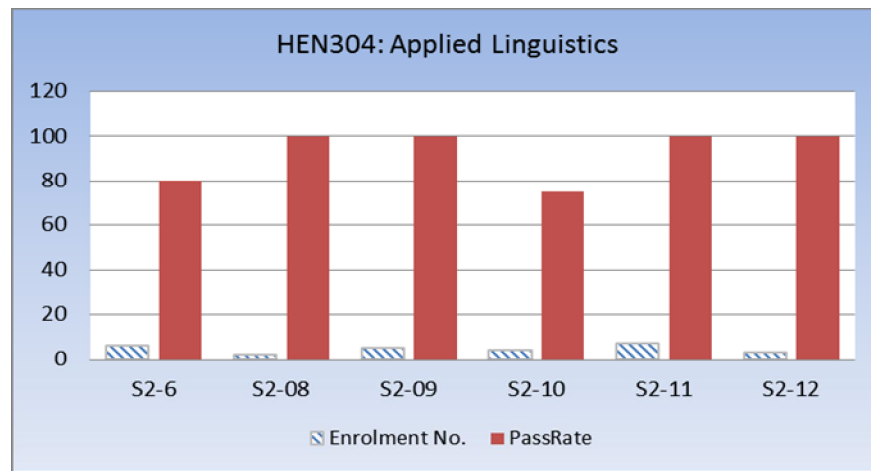


Figure 42:

HEN305 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HEN305	Shakespeare: Selected Texts	10	88
S1-07	HEN305	Shakespeare: Selected Texts	8	100
S1-08	HEN305	Shakespeare: Selected Texts	3	67
S1-09	HEN305	Shakespeare: Selected Texts	9	100
S1-10	HEN305	Shakespeare: Selected Texts	13	100
S1-11	HEN305	Shakespeare: Selected Texts	8	100
S1-12	HEN305	Shakespeare: Selected Texts	6	83
S1-13	HEN305	Shakespeare: Selected Texts	9	100

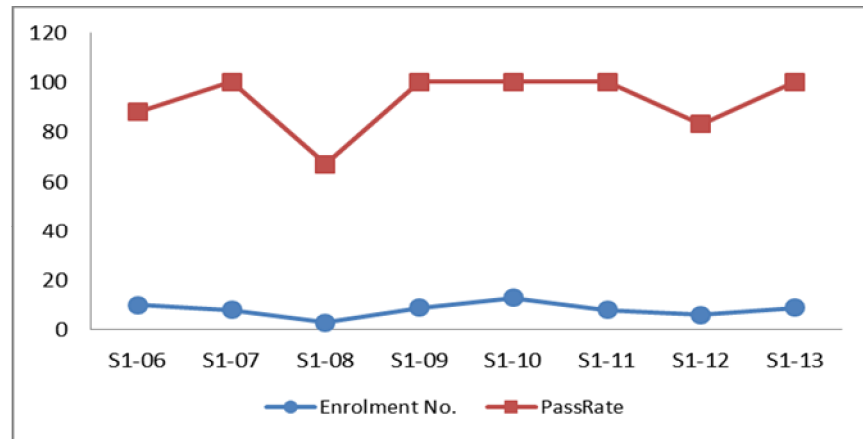
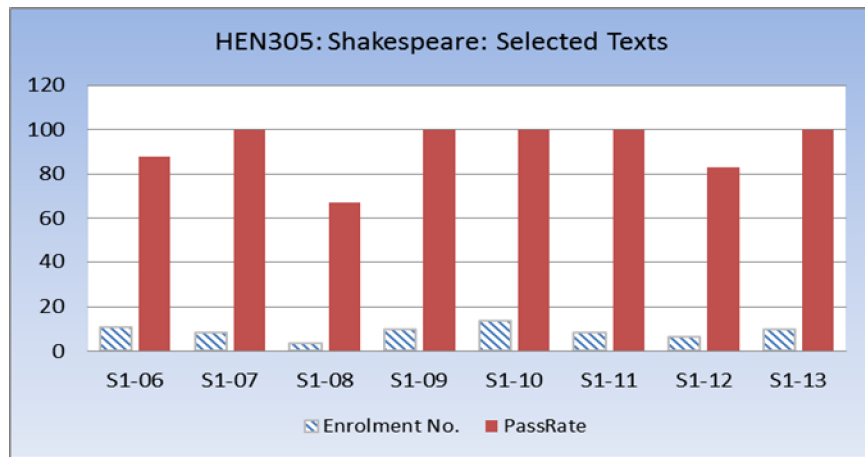


Figure 43:

HEN306 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-10	HEN306	Special Linguistics	3	100
S2-11	HEN306	Special Linguistics	2	100
S2-12	HEN306	Special Linguistics	1	100
S1-13	HEN306	Special Linguistics	1	0

Note: Student in S1, 2013 withdrew because of family problems

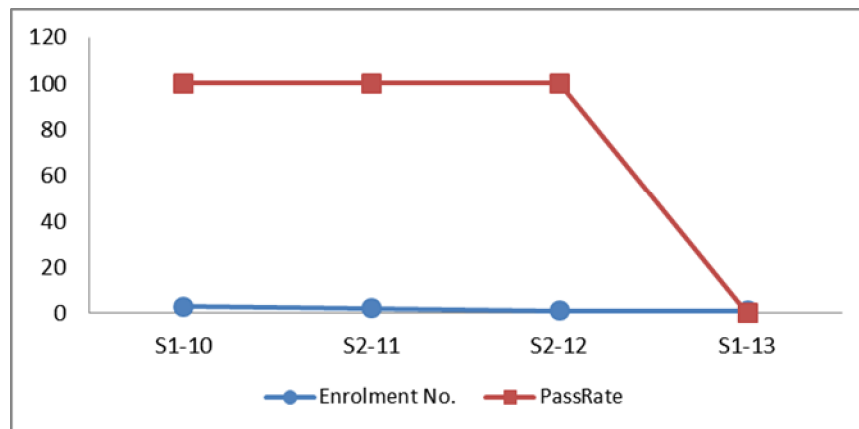
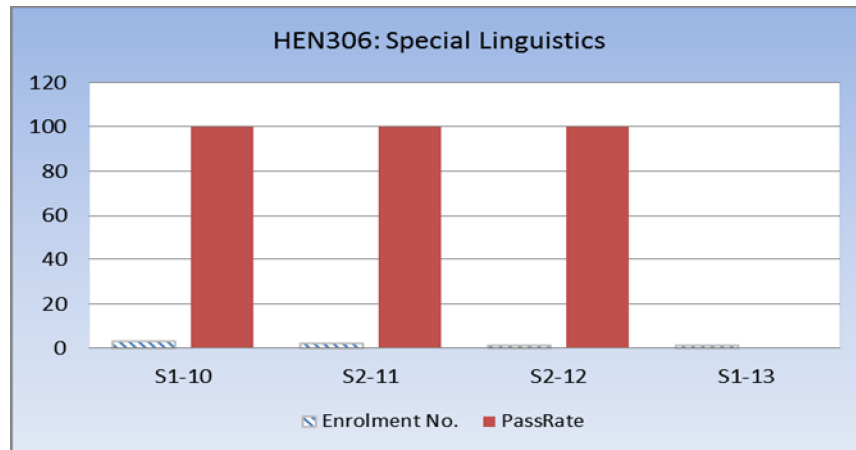


Figure 44:

HEN307 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HEN307	English Literature of the 19th Century	4	100
S2-08	HEN307	English Literature of the 19th Century	5	75
S2-09	HEN307	English Literature of the 19th Century	6	100
S2-10	HEN307	English Literature of the 19th Century	3	100
S2-11	HEN307	English Literature of the 19th Century	6	100
S2-12	HEN307	English Literature of the 19th Century	8	100
S2-13	HEN307	English Literature of the 19th Century	8	86

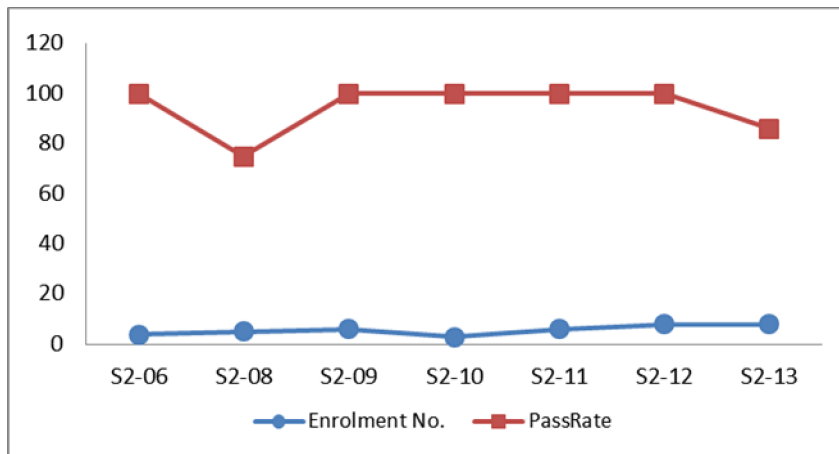
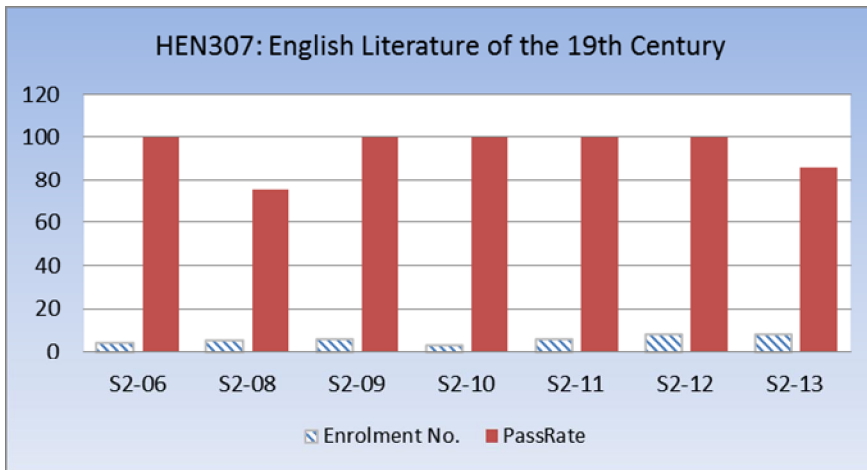


Figure 45:

HEN580 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-07	HEN580	Images of Samoa in Post-colonial Literatures Written in English	4	75
S2-08	HEN580	Images of Samoa in Post-colonial Literatures Written in English	2	100
S2-10	HEN580	Images of Samoa in Post-colonial Literatures Written in English	1	100
S2-12	HEN580	Images of Samoa in Post-colonial Literatures Written in English	1	100
S2-13	HEN580	Images of Samoa in Post-colonial Literatures Written in English	2	100

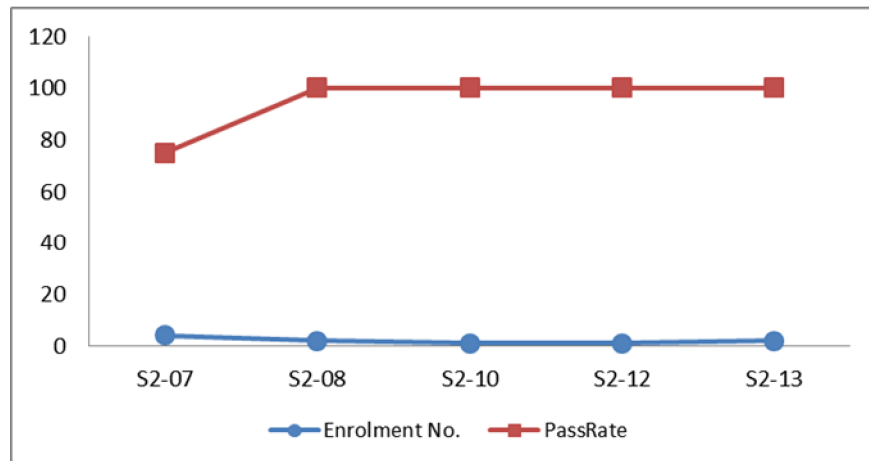
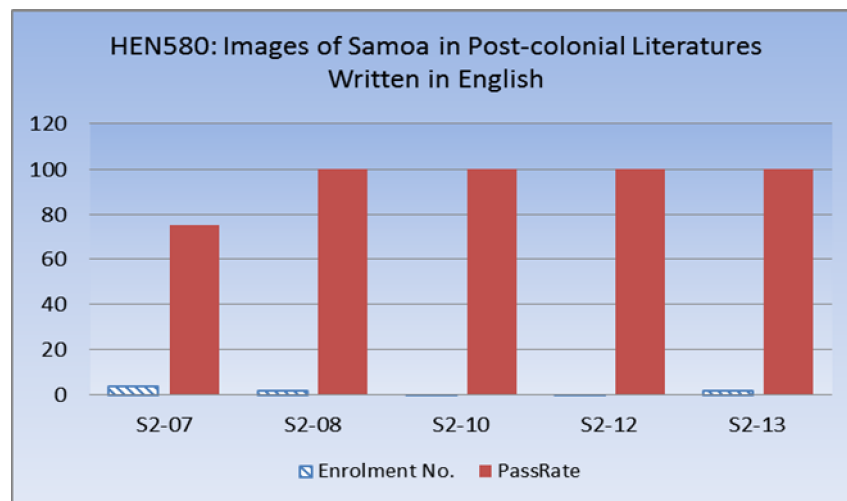


Figure 46:

HCN100 Enrolments and Pass Rates from 2006 - 2013				
	COURSE	COURSE TITLE	Enrolment Numbers	Pass Rate
s1 2006	HCN100	Elementary Chinese Language	2	100
s2 2006	HCN100	Elementary Chinese Language	5	100
s1 2007	HCN100	Elementary Chinese Language	6	80
s1 2008	HCN100	Elementary Chinese Language	2	100
s2 2008	HCN100	Elementary Chinese Language	2	100
s1 2009	HCN100	Elementary Chinese Language	14	100
s2 2009	HCN100	Elementary Chinese Language	5	100
s1 2010	HCN100	Elementary Chinese Language	15	92
s2 2010	HCN100	Elementary Chinese Language	3	100
s1 2011	HCN100	Elementary Chinese Language	9	100
s2 2011	HCN100	Elementary Chinese Language	4	100
s1 2012	HCN100	Elementary Chinese Language	11	75
s2 2012	HCN100	Elementary Chinese Language	6	100
s1 2013	HCN100	Elementary Chinese Language	3	100
s2 2013	HCN100	Elementary Chinese Language	15	86

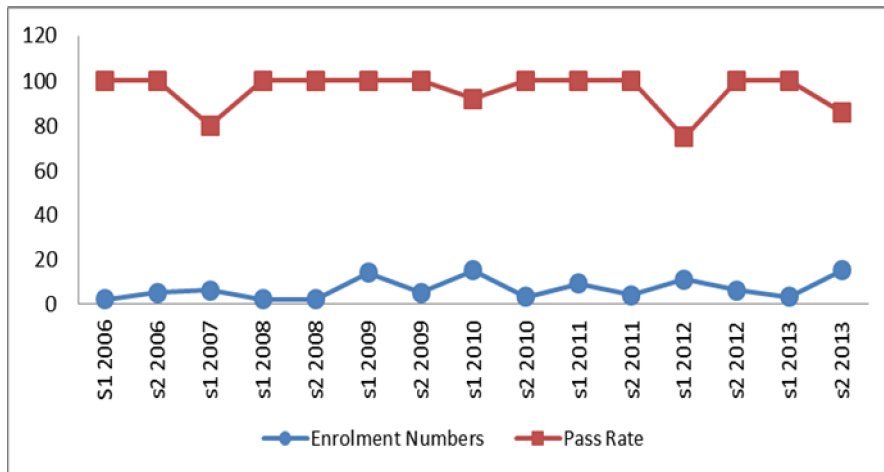
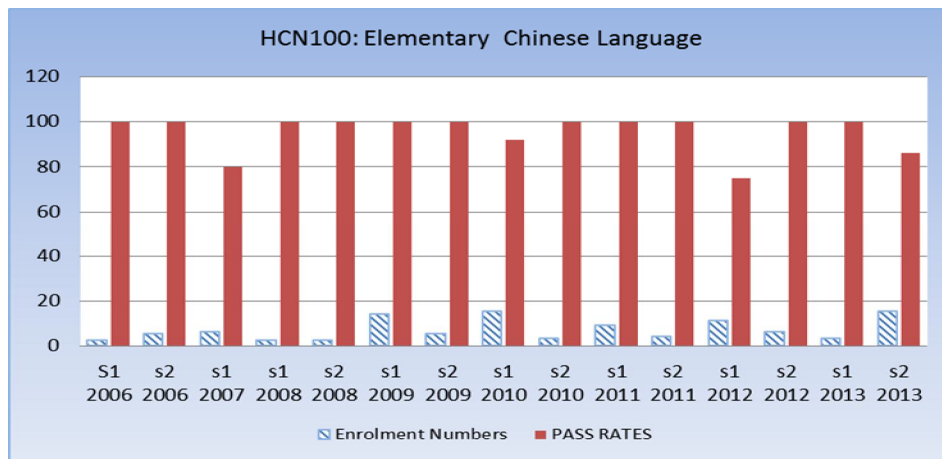


Figure 47:

HCN101 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment Numbers	PassRate
S1 06	HCN101	Intermediate Chinese Language 1	1	100
S2 06	HCN101	Intermediate Chinese Language 1	2	100
S2 09	HCN101	Intermediate Chinese Language 1	2	100
S1 10	HCN101	Intermediate Chinese Language 1	2	100
S2 10	HCN101	Intermediate Chinese Language 1	6	100
S2 11	HCN101	Intermediate Chinese Language 1	2	100
S2 12	HCN101	Intermediate Chinese Language 1	2	100
S2 13	HCN101	Intermediate Chinese Language 1	2	50

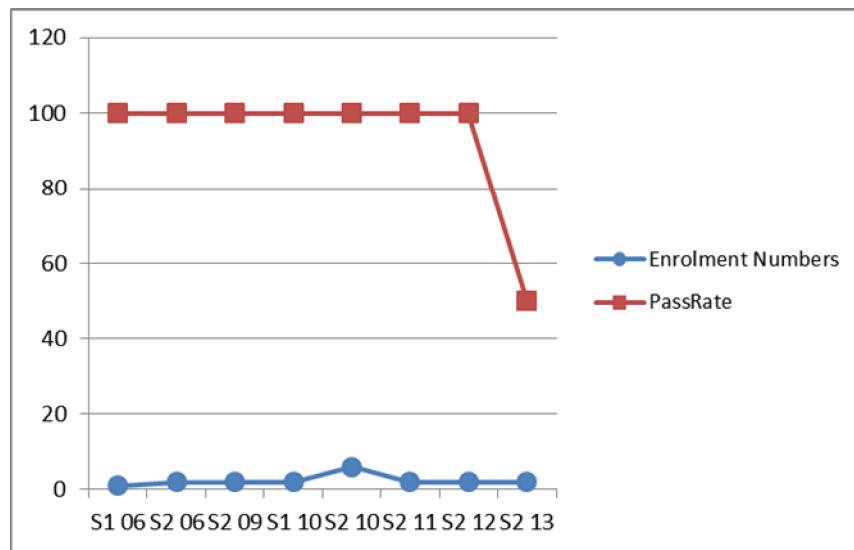
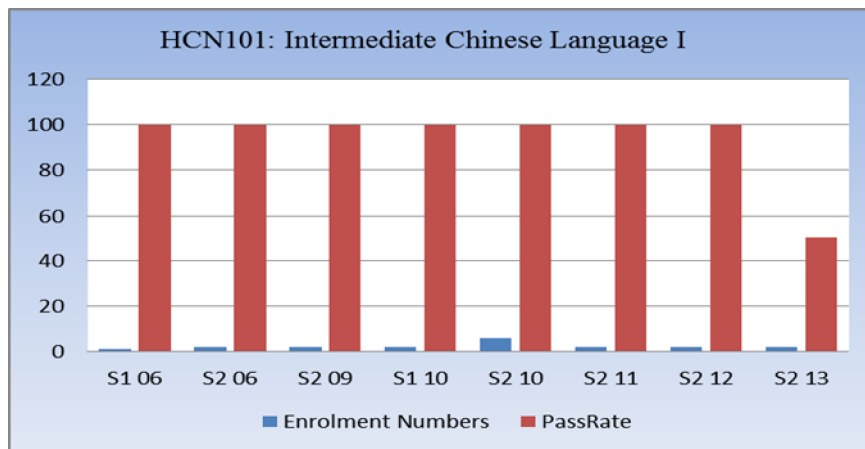


Figure 48:

HCN200 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
Sem1-11	HCN200	Intermediate Chinese Language 2	3	100
Sem1-12	HCN200	Intermediate Chinese Language 2	2	100
Sem1-13	HCN200	Intermediate Chinese Language 2	2	100

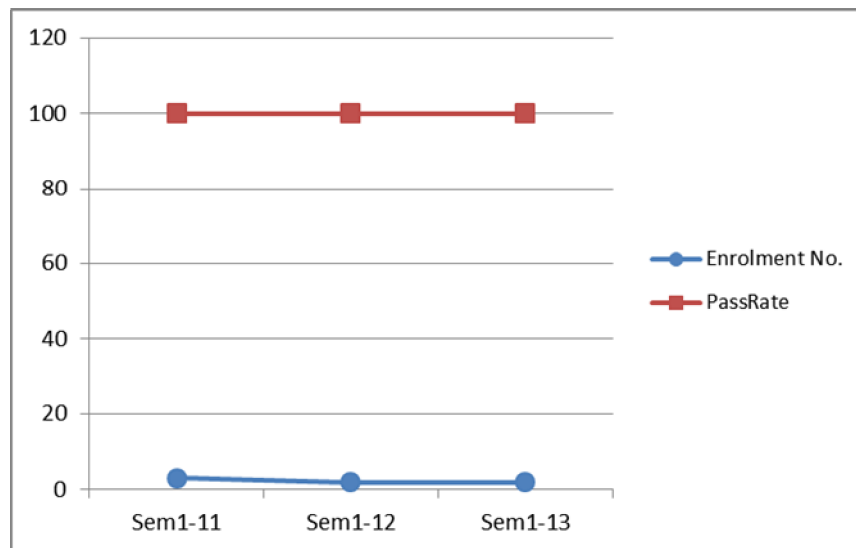
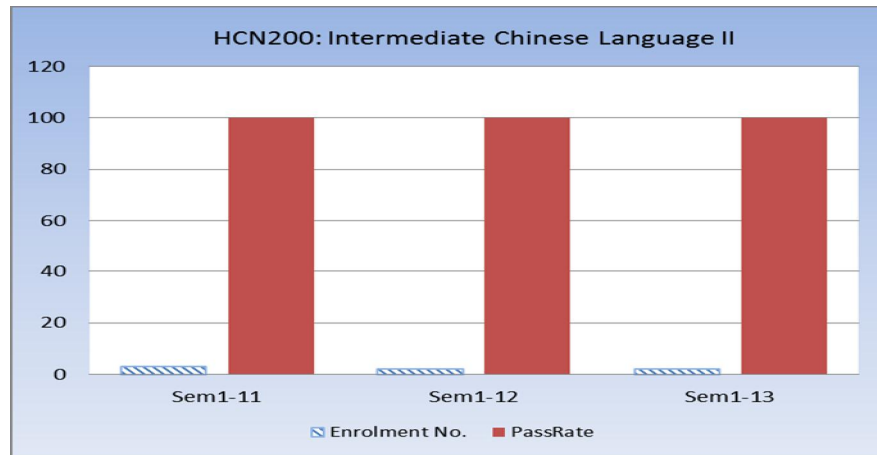


Figure 49:

HJA100 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HJA100	Introduction to the Japanese Language	6	100
S1-07	HJA100	Introduction to the Japanese Language	13	75
S1-08	HJA100	Introduction to the Japanese Language	11	100
S1-09	HJA100	Introduction to the Japanese Language	7	100
S1-10	HJA100	Introduction to the Japanese Language	9	43
S1-11	HJA100	Introduction to the Japanese Language	6	100
S1-12	HJA100	Introduction to the Japanese Language	7	100
S1-13	HJA100	Introduction to the Japanese Language	4	100

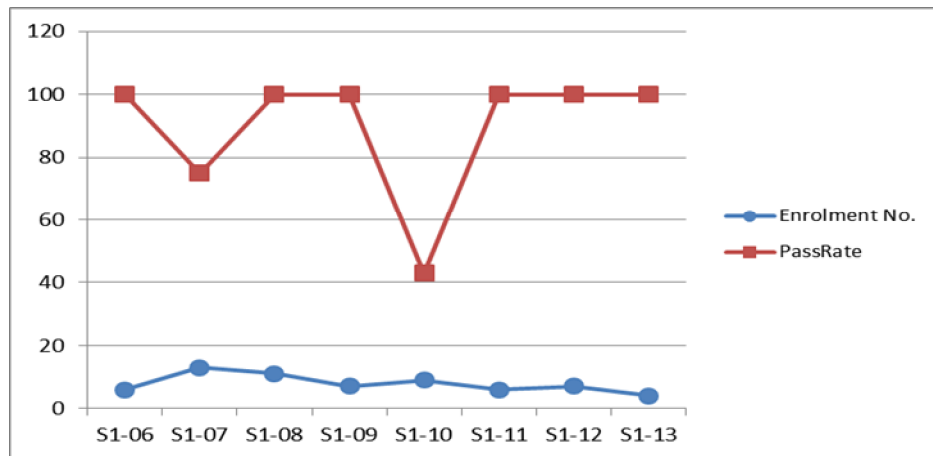
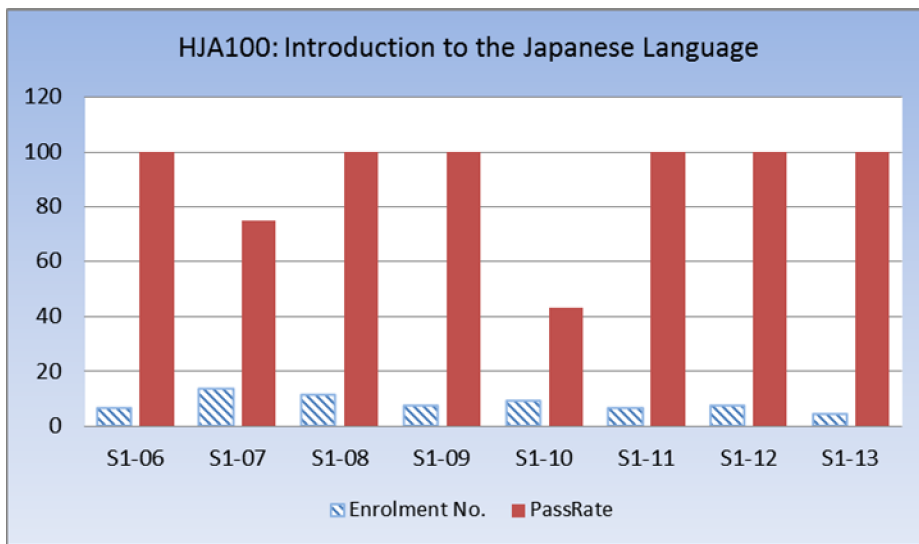


Figure 50:

HJA101 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-06	HJA101	Elementary Japanese	3	100
S2-08	HJA101	Elementary Japanese	4	100
S2-09	HJA101	Elementary Japanese	2	100
S2-11	HJA101	Elementary Japanese	2	100
S2-12	HJA101	Elementary Japanese	4	75
S2-13	HJA101	Elementary Japanese	4	100

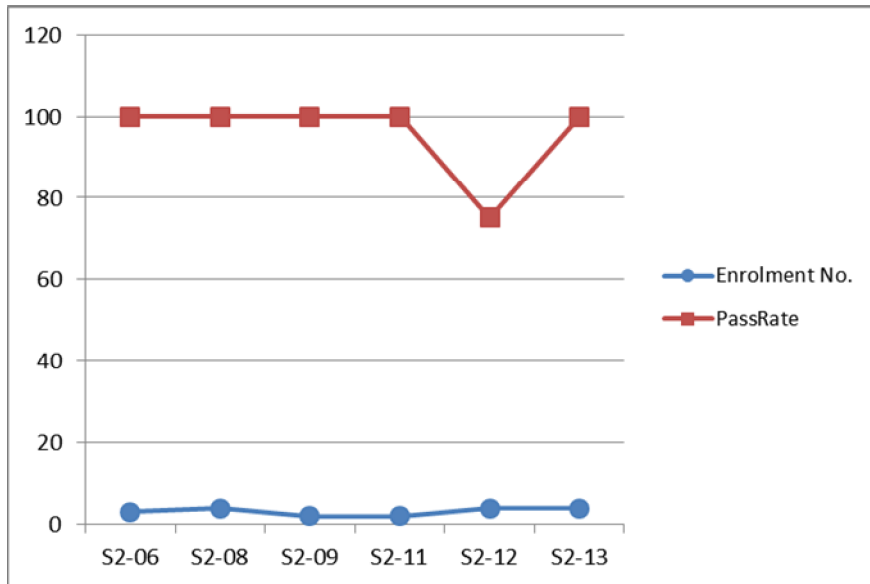
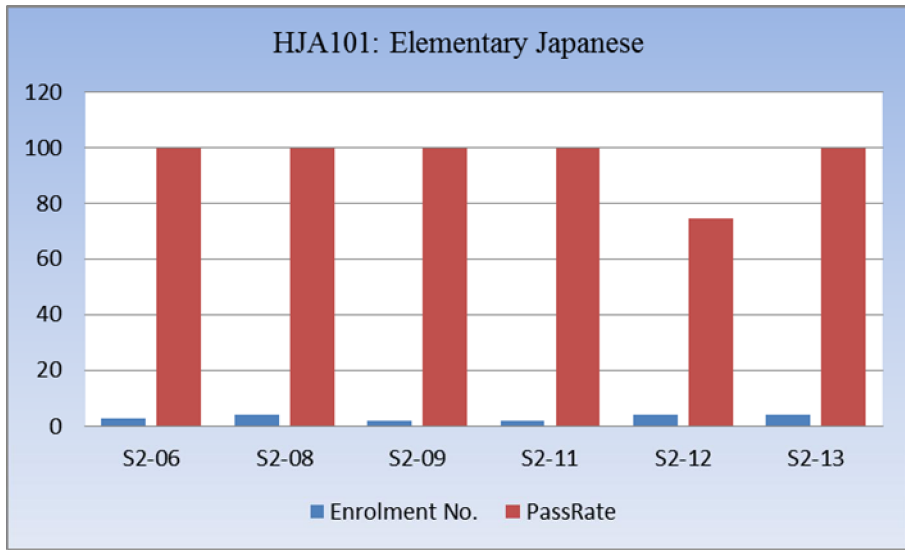


Figure 51:

HJA102 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-06	HJA102	Japanese for Tourism 1	1	100
S1-07	HJA102	Japanese for Tourism 1	16	87
S1-08	HJA102	Japanese for Tourism 1	24	95
S1-09	HJA102	Japanese for Tourism 1	25	100
S1-10	HJA102	Japanese for Tourism 1	29	100
S1-11	HJA102	Japanese for Tourism 1	23	100
S1-12	HJA102	Japanese for Tourism 1	18	100
S1-13	HJA102	Japanese for Tourism 1	23	95

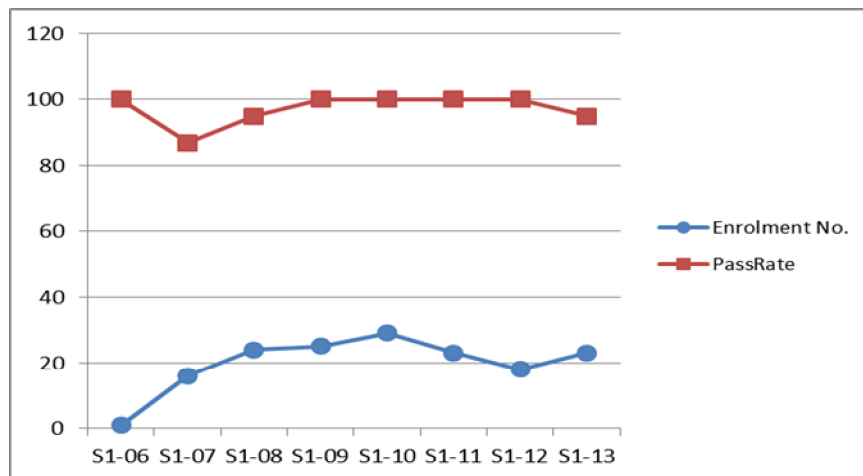
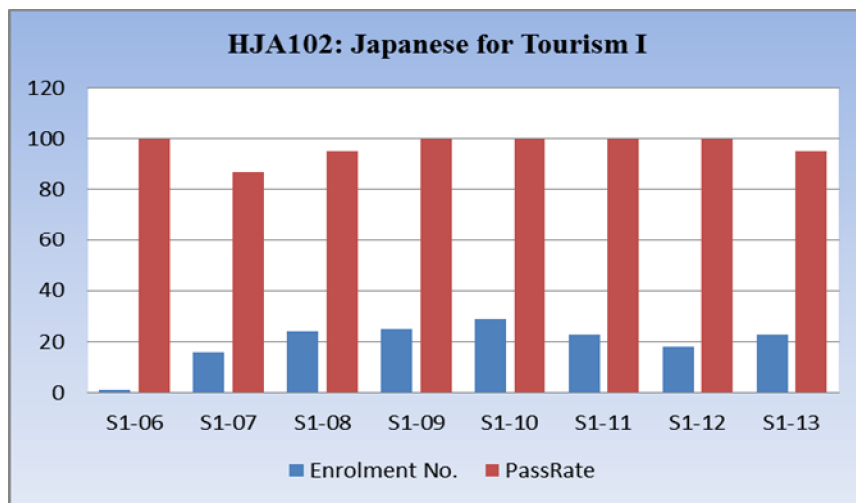


Figure 52:

HJA103 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S2-10	HJA103	Japanese for Tourism 2	29	95
S2-11	HJA103	Japanese for Tourism 2	22	91
S2-12	HJA103	Japanese for Tourism 2	19	100
S2-13	HJA103	Japanese for Tourism 2	19	95

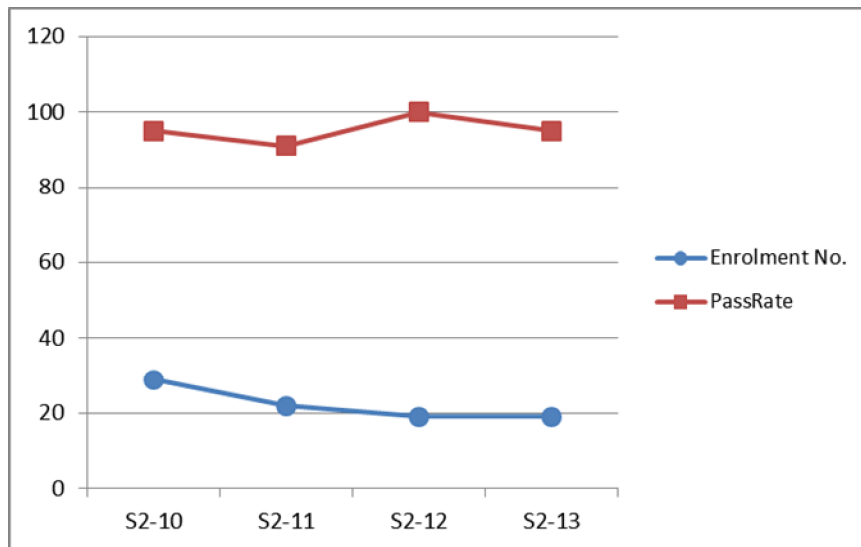
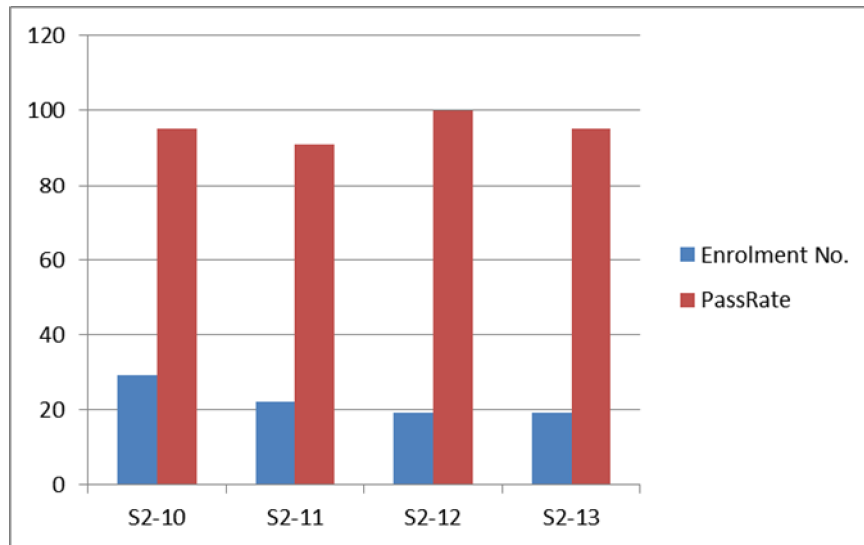
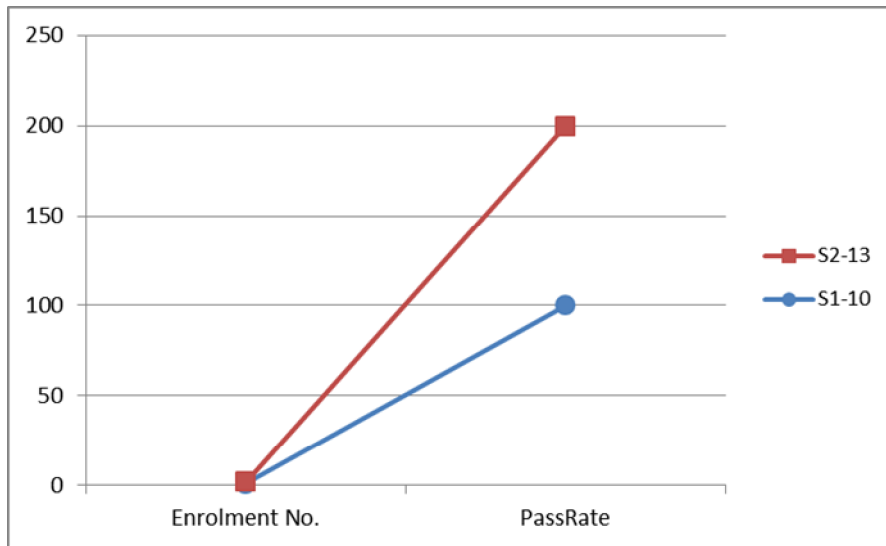
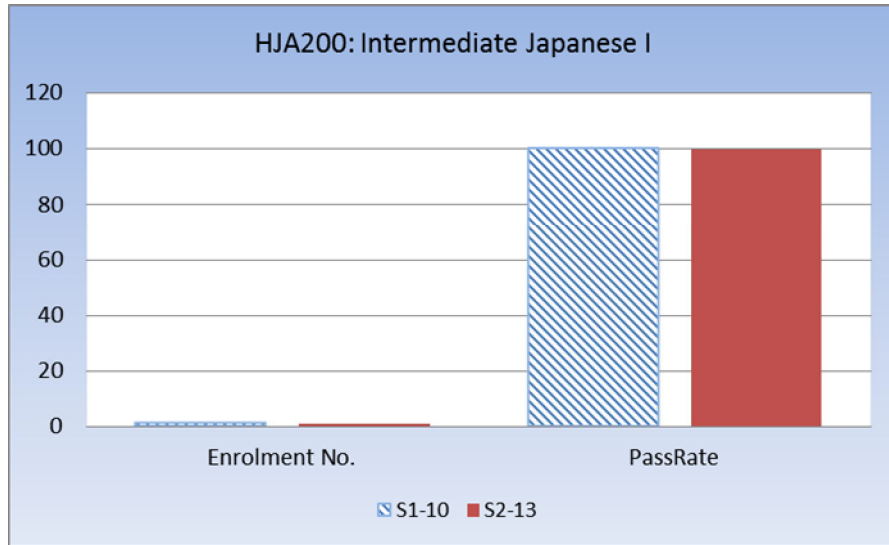


Figure 53:

HJA200 Enrolments and Pass Rates from 2006 - 2013				
			Enrolment No.	PassRate
S1-10	HJA200	Intermediate Japanese 1	1	100
S2-13	HJA200	Intermediate Japanese 1	1	100



b. CONTRIBUTIONS TO TEACHING FOR OTHER FACULTIES AND TEACHING DUTIES

- Each contact hour presupposes one hour for preparation and one hour for marking so whilst contact hours vary according to grades, tutorial groups are invariably on the high side because of the increasing numbers of enrolments, that is 20 plus rather than 15 per tutorial group, leading to the heavy loading of English lecturers.
- Part timers are hired to help ease the teaching load especially in the first semester and team teaching is adopted as a strategic tool to cope with the large lectures which are repeated weekly for HEN004 to cope with the increasing numbers of enrolments in the Foundation English courses.
- Contributions by the Department to teaching English courses for all Faculties such as Education, Science, Nursing, Business & Entrepreneurship/Commerce, Centre of Samoan Studies as well as Arts mean that the Department plays a very important role in the development of all programmes across all Faculties and the Centre of Samoan Studies.

c. GENERAL COMMENTS AND FEEDBACK - STUDENT EVALUATIONS

Since the student evaluations have been conducted by the Administration in 2006. Faculty have not received such regular feedback as in the past. However, what we have received leads us to believe that common factors such as clear delivery, punctuality, and patient tutors providing enjoyable tutorials and lectures as well as challenging assignments remain points of positive performance in our courses. The same drawbacks regarding the lack of computers and other resources as well as the levels of difficulty of assignments and reading, as well as boring tutorials and the need for a bilingual approach if students' competencies in English are compromised are also highlighted as challenges with our courses. Whilst some of the responses are ambivalent, many students reported enjoying their courses and learning from them whilst others noted the level of difficulty experienced and the need for more help. In this regard, an office with properly qualified staff addressing Academic Support for all students and staff upgrading their qualifications is well overdue.

I. STAFF

1. CURRICULUM VITAE



1. Staff Name:	Lafaitale Fualuga Taupi	2. Village:	Neiafu/ Vaitele –fou.
3. Date of Birth:	15,10,1956	4. Current Position:	Dean
5. Year Commenced at NUS	2005		
6. Highest Qualification. (e.g. BA/PGDipSc/MSc/PhD)	Major(s): (e.g. English Lit./History)	Institution: (e.g. NUS)	Year Awarded: (December 2011)
MA/BA/Teacher's Cert.	English Literature and Linguistics.	Deakin Uni. NUS	1995/1990/1976
7. Other Trainings Done before Joining NUS (e.g. Workshop on Using Endnotes)		Institution: (e.g. USP)	Year: (July 2009)
Trained English teachers on the use of the new Secondary curriculum.		MESC	2000-2002
8. Recent Professional Development Leave while at NUS:			
Description		Outcomes	
Participated in the Applied Linguistics Conference Victoria University, Wellington (2013 Nov.)		Gained insight into developing a Diploma in Teaching English as a second language. Identify research areas to inform teaching of courses in language and Linguistics.	
9. Recent Publications: (Give 3 recent ones.)			
Language Competence & Pragmatics in HEN 003 Progressive English: Some observations about language problems and barriers for Samoan students. Faatufugaga 2012.			
10. Courses you are Teaching this year (2014):			
Course Code:	Course Title:	Semester Offered:	
HEN 102	Introduction to Language Studies	Sem.1.	
HEN 204	Syntax and Semantics	Sem.1.	
HEN 103	World Literature in English 1.	Sem. 2.	
HEN 202	Introduction to Linguistics	Sem.2	
HEN 304	Applied Linguistics	Sem.2	
11. Courses you Taught in the past:			
Course Code	Course Title:	Semester Offered:	
HEN 003	Progressive English	Sem.1.	
HEN 004	Foundation English	Sem. 1 & 2	
HEN 106	Comparative Approach to Language	Sem.1.	



NAME: Amituanai Vernetta N. Heem

ADDRESS: Vaivase, Apia, SAMOA

EDUCATION: Beresford Primary School, Auckland
Blockhouse Bay Intermediate School, Auckland
Lynfield College, Mt Roskill, Auckland
University of Auckland, NZ ó 1971 BA (Psychology and Education)
1976 MA (Psychology)

EMPLOYMENT:

2014 ó 2004 Senior Lecturer and HOD, English & Foreign Languages Dept.
National University of Samoa
Senior Lecturer, English & Foreign Languages Dept.
Acting Dean of the Faculty of Arts on several occasions particularly
April 2011 ó January 2012.

1999 ó 1997 Church Educational System ó Teacher of English - Years 12, 13
National University of Samoa ó Part time tutor ENO ó OIO

1996 - 1993 Heemø Group of Companies ó Executive Administrator

1993 ó 1991 Principal ó Church College of Samoa (CES)

1991 ó 1985 Director of Curriculum ó Church Educational System (2 Colleges
and 6 Primary Schools).
Lecturer/Tutor in Business English, English Communication Skills,
Personnel Management - National University of Samoa.

1984 ó 1981 HOD of English Department and teacher, also taught Biology,
Geography for Years 12 and 13.

1984 ó 1983 Iunivesite o Samoa (Vaisigano) Lecturer in Psychology.

1980-1975	Tutor for Pacific Island College students.
1980 ó 1976	Researcher ó South Pacific Research Institute ó Ph. D student in Social Psychology, Auckland/Stanford Universities.
1980 ó 1974	Counsellor ó Auckland Hospital (Medical) Mangere Psychopaedic Hospital (Intellectually/physically handicapped patients). Oakley/Carrington Hospital (geriatric and psychiatric patients)
1974 ó 1973	Advertising Manager - Universal Business Directory
1973 ó 1972	Media Manager ó Dormer Beck Advertising Co.
1971 ó 1970	Social Worker - Maori & Island Affairs

EXTRA CURRICULAR ACTIVITIES

2013 ó 2010	Local Historian for the Church of Jesus Christ of Latter Day Saints in Upolu, Savaii and Tutuila.
2013 ó 2008	First Counsellor in Pesega 5 th Ward Relief Society
2013 ó 2012	Teacher of Young Women ó Beehive
2011 ó 2005	Sunday School Teacher of Young Single Adults
2003 ó 1993	Gospel Doctrine Sunday School Teacher Teacher Development Trainer, Relief Society Teacher
1993 ó 1990	President ó Apia Samoa Stake Relief Society (10 wards or parishes)
1990 ó 1988	Director of National public Communications ó Church of Jesus Christ of Latter Day Saints, Western Samoa.
1987 - 1986	President ó Western Samoa Association for the Blind
1986 ó 1983	Secretary ó Western Samoa Association for the Blind
1980 ó 1979	Secretary ó Mt Eden Borough Council Multi-Ethnic Committee

1978 ó 1977	President ó Maungawhau Toastmasterø Association
1980 ó 1977	Secretary ó Samoan Advisory Council, Auckland.
1975 - 1973	Treasurer ó Pacific Womenø Council (P.A.C.I.F.I.C.A)

ADDITIONAL INFORMATION:

An essential function and requirement in many of the career positions I have held throughout my working history is the factor of regular report writing which ranged from

- Daily short reports to long, weekly reports on case studies for multidisciplinary conferencing in secular and religious matters.
- Justification reports for funding/grants of various types for various purposes (medical/educational institutions)
- Annual reports, minutes and correspondences.
- Budget proposals for self and other companies.
- Feasibility reports for individuals and companies for loans.
- Documentation of a Government Report and Proposal for Funding following a national disaster in 1990 which resulted in (US\$) 40 million aid grants from several countries.
- Coordinator and a team presenter of øTechnical Business Writing & Communication in Englishö course for Samoatel Ltd management personnel.
- Continuing presenter and instructor at LDS Employment Agency on English and Communication Skills (4 week courses twice a year).
- Coordinator and Instructor in Stake Annual Church Histories for Samoa (23 stakes in Upolu, Savaii and Tutuila), inservice training for Stake and Ward clerks.
- Preparation and submission of Church Annual Reports for Samoa to Salt Lake, Utah, USA.

EFL DEPARTMENT COURSES, NUS: 2006 – 2013

As Lecturer, tutor and coordinator for the following courses:

HEN003	Progressive English (tutor when short staffed/ high enrolment)
HEN004	Communication and Study Skills (tutor/high enrolment/short staffed)

HEN005	Introduction to Literature (tutor)
HEN100	Business English (lecturer, tutor, co-coordinator current)
HEN107	English for Academic Purposes (lecturer, tutor, co-coordinator current)
HEN203	A Historical Survey of English Literature (lecturer/ tutor, coordinator to 2009)
HEN205	Sociolinguistics (co-ordinator, lecturer, tutor current)
HEN301	Drama: Classical to Modern (lecturer, tutor, coordinator to 2009)
HEN304	Applied Linguistics (lecturer/tutor/coordinator to 2009)
HEN306	Special Linguistics (Lecturer/tutor/coordinator current)
HEN308	Psycholinguistics (lecturer/tutor/coordinator current)

Frequently the substitute lecturer/tutor for senior staff on Conference leave overseas:
 HEN303: World Literature in English III, HEN305: Shakespeare: Selected texts,
 HEN307: English Literature of the 19th Century, HEN203, HEN301.

ADDITIONAL COMMUNITY ACTIVITIES:

Secretary, Board Member and founding member of the AhMu Academy, Lotopa, an elementary school 2008-2012

Vice President on Relief Society for Pesega 5th Ward, Alafua, 2008 ó 2013 ó carried out charity work with the elderly at Mapuifagalele, residents at Falelauniu, Motootua Hospital specifically the Children's Ward, families in need within our area.

English tutor for Year 13 students at Chanel College.

CONFERENCES, RESEARCH, PUBLICATIONS

NOVEMBER 2007: Presented a paper 'The Status of Reading and Pacific Literatures in Samoa' published in Tusitala Marsh & Te Punga Somerville A., (eds) SPAN Journal of the South Pacific Association of Commonwealth Language and Literary Studies, Vol. 63, 2010, University of Auckland, NZ ISSN 0313-1459 p 57-69.

SEPTEMBER 2008 ó Creative Writing Workshop: Tusiata Avia, NUS

SEPTEMBER 2008 ó Poetry Reading at Samoa Tourism Authority Fale, Apia: Dr Selina Tusitala Marsh.

JANUARY 2009 ó Attended Christopher Howard Empowerment Workshop, Sydney Australia.

JULY 2009 ó Staff Development One Day Workshop on 'Empowering Ourselves and Others' using the Christopher Howard Training Methodology, Conference Room, NUS.

AUGUST/SEPTEMBER 2009 ó Lecturer in Fast Track English Course titled 'Reading and Writing about Ourselves and Others' Malifa, Ministry of Education, Sports and Culture (MESOC).

DECEMBER 2009: SPACLALS Symposia, University of Auckland, presented paper on 'Reading and Literacy in the Pacific', publication forthcoming.

NOVEMBER 2010: Faculty Workshop at Galusina Hotel, Solosolo

NOVEMBER 2010 ó Rapid Reading Staff Development Seminar by Reading Specialist and Therapist, Sis. D. Tolman, LDS Institute of Seminary held at NUS Conference Room.

DECEMBER 2010: Alternatives to Managing Classroom Behaviour ó Dr. and Sis. D. Tolman, LDS Institute of Seminary, held at NUS Conference Room.

SEMESTER 2, 2010 ó East Carolina On-Line Course, lecturer in team teaching for East Carolina On Line Course on 'Global Understanding'.

2010 ó 3 day Reading Skills Workshop with Dr Kral, USA Embassy at NUS Conference Room.

JANUARY 2011 ó HSA505 Applied Social and Health Research in the Pacific, Otago University Course.

APRIL 2011 ó Participant at Workshop at Church of Jesus Christ of Latter Day Saints, Auckland, on 'Writing and Publications' for Church Historians in the Pacific.

NOVEMBER 2012: SPACLALS Festival Conference - Presented a paper on 'Reading and the Reader: Perception and Reflections - A Psycholinguistic Perspective' to be published in SPAN 65, 2014, ISSN 0313-1459 (forthcoming).

DECEMBER 2012: Co - presented with S. Vaai; 'Concerns about English Language Proficiencies at the National University of Samoa', at English Language Teachers of the Pacific Conference at the University of South Pacific, Dec 4-5, 2012, Laucala Bay Campus, Suva.

CURRENT: Completing Phase 2 of *Research on Reading Proficiencies of Students at NUS & Proficiency in English Language Test (PELT)*.

Vaai, S., Tuiloma V. Heem, Arp, K. & Korua, E. 2010 "Reading: A Matter of Minds and Means: Focus on Reading for Foundation and First Year Students at the National University of Samoa," in *The Journal of Samoan Studies*, Volume 3, 2010, pp 21-35 ISSN1813-2324.

Regular attendant at weekly NUS Seminars coordinated by the Faculty of Education, Faculty of Science and Centre of Samoan Studies throughout the year.

These seminars have been most beneficial and many of the presenters are experts in their fields and from highly established international Universities. We even had a famous American cardiologist (Dr Preece) present on "Atherosclerosis and Preventative Measures", the Chinese Ambassador on "China's Foreign Policy in the Pacific", two earthquake specialists from Australia and New Zealand and several others on a variety of issues and topics.



1. Staff Name:	Maima Nanai Pili	2. Village:	Palisi
3. Date of Birth:	07/10/1984	4. Current Position:	Grade 3 English Lecturer
5. Year Commenced at NUS	2012		
6. Highest Qualification. (e.g. BA/PGDipSc/MSc/PhD)	Major(s): (e.g. English Lit./History)	Institution: (e.g. NUS)	Year Awarded: (December 2011)
BA	Linguistics/Population Studies and Demography	University of the South Pacific	June 2011
7. Other Trainings Done before Joining NUS (e.g. Workshop on Using Endnotes)		Institution: (e.g. USP)	Year: (July 2009)
None			
8. Recent Professional Development Leave while at NUS:			
Description		Outcomes	
Certificate IV Training Assessment & Evaluation (APTC – Australia Polytech Technical College)		<ul style="list-style-type: none"> ◆ Designing Training Programs ◆ Delivery methods ◆ Planning Assessments 	
9. Recent Publications: (Give 3 recent ones.)			
SPACLALS 2012 CONFERENCE (presentation) – Paper ‘Impact of Text messages on students writing and learning’			
10. Courses you are Teaching this year (2014):			
Course Code:	Course Title:	Semester Offered:	
HEN003	Progressive English	1	
HEN004	Foundation English	1&2	
HEN005	Introduction to Literature	2	
11. Courses you Taught in the past:			
Course Code	Course Title:	Semester Offered:	
HEN003	Progressive English	1	
HEN004	Foundation English	1&2	
HEN005	Introduction to Literature	2	
HEN102	Introduction to Language	1	



1. Staff Name:	Judy-Anne Pouono	2. Village:	Siusega
3. Date of Birth:	11.06.1950	4. Current Position:	Lecturer 1
5. Year Commenced at NUS	2004 to present		(1990-1994)
6. Highest Qualification. (e.g. BA/PGDipSc/MSc/PhD)	Major(s): (e.g. English Lit./History)	Institution: (e.g. NUS)	Year Awarded: (December 2011)
Master in Teaching and Learning	Teaching and Learning	University of Canterbury, Christchurch, NZ.	December 2011
PGDipEd	Social Studies	UWI, St Augustine, Trinidad	August 1983
Bachelor of Arts	Sociology (English- minor)	University of Western Ontario, London, Ont. Canada	June 1975
Diploma	Dietary Services Administration	George Brown College of Applied Arts and Technology, Toronto Ontario, Canada	June 1972
7. Other Trainings Done before Joining NUS (e.g. Workshop on Using Endnotes)		Institution: (e.g. USP)	Year: (July 2009)
Library assistance with Endnotes		University of Canterbury	November 2010
8. Recent Professional Development Leave while at NUS:			
Description		Outcomes	
November 2010 – University of Canterbury, Christchurch New Zealand. Leave to complete Master’s Thesis		- Improved delivery of Pedagogy, in all areas teaching and learning	
9. Recent Publications: (Give 3 recent ones.)			
Alexander – Pouono, J. A., (2012) <i>Read With Me and Let Me Fly</i> , Presented at the SPACLALS Conference, December 2012. (Awaiting publication)			

Alexander-Pouono, J.A., (2011). <i>Community Literacy Centre in Samoa: Why is it so successful?</i> Unpublished thesis Master of Teaching and Learning. University of Canterbury, Christchurch New Zealand http://www.google.co.nz/search?q=community+literacy+center+in+samoa&rls=com.microsoft:en-nz:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=117RNSN_enNZ390&redir_esc=&ei=WL2zUaxyx6KKB9jvqeAB		
Alexander-Pouono, J.A., (2009). <i>'Literacy begins in the Fale'</i> : Journal of the Pacific Circle Consortium for Education 21(2) December 2009, 17-26. Available at http://pacificcircleconsortium.org//PAE.html		
Alexander-Pouono, J.A., (2006). <i>'Challenges for Literacy- A personal perspective'</i> : SPAN-Journal of the South Pacific Association for Commonwealth Literature and Language Studies, Nos 56/57, April & October 2006, 68-71, Apia Samoa.		
10. Courses you are Teaching this year (2014):		
Course Code:	Course Title:	Semester Offered:
HEN201	World literature	Semester 1
HEN100	Business English	Semester 1
HEN004	Foundation English	Semesters 1 & 2
HEN107	English for Academic Purposes	Semester 1
11. Courses you Taught in the past:		
Course Code	Course Title:	Semester Offered:
HEN104	Children's and Young Adults' Literature	Semester 2
HEN005	Introduction to Literature	Semester 2
HEN003	Progressive English	Semester 1

ADDITIONAL INFORMATION:

1973 ó Summer: Attended summer course in Spanish at La Universidad do los Andes, Bogota, Colombia, South America.

1970 ó Passed Part 1 ó National StenographersøExamination ó San Fernando Technical Institute, Farah Street, Les Efforts West, San Fernando, Trinidad & Tobago.

EMPLOYMENT	DUTIES/RESPONSIBILITIES	YEARS OF EMPLOYMENT
Hotel Kitano Tusitala, Apia	Personnel Manager, later Administration Manager. Duties included personnel administration, preparation of staff salaries in all departments, daily consultations with housekeeping, security, ground staff and Gift Shop.	January 1995 to December 2003

	Night Duty Manager when necessary.	
St. Joseph's College, Alafua	Taught English to Sixth Form students	1994 (January to November ó part time only)
University of the South Pacific, Alafua Campus & Malifa Compound	Tutored LLF11, Introduction to Pacific Literature & Introduction to Sociology	1994 & 1995 (Part time only)
Siparia Senior Comprehensive School, Siparia, and Carapichaima Senior Comprehensive School, Freeport ó Trinidad & Tobago (West Indies)	Taught English to Forms 3 - 6 (academic streams), Technical English to Forms 3 ó 5, and Craft English to Forms 3-5 (technical/vocational streams). Examinations taken by students ó Caribbean Examinations Council (formerly GCE -Oø & -Aø Levels, National Examinations Council (formerly City & Guilds Examinations). Other subjects taught ó Social Studies (Forms 3-5), Oral Spanish (Forms 3-5), Typing, & Home Economics. During my teaching career in Trinidad & Tobago, I attended several workshops on öWriting Examination Questions.ö (Questions were selected on two occasions.) I also marked Social Studies Examinations in June 1982 for CXC Examinations in Barbados, West Indies.	November 1976 ó January 1989.
Maluafou College, Maluafou (Apia)	Taught English to Forms 4 & 5	1990 (January to December)

COMMUNITY SERVICE

2013:

- NUS ó Staff Benefactor to NUS Annual Development Fund Initiative from early 2013 onwards
- Participant in Faculty of Arts (FOA) Research Development Day held on May 30, 2013
- FOA Committee Member ó Open Day (NUS)
- FOA Member ó Orientation Team for Orientation skills for Foundation Students
- Participant at several Centre for Samoan Studies (CSS) seminars
- Secretary ó Foundation for Science Education in Samoa (since 2002)

2012:

- Member ó Working Committee representing FOA for the Launch of the NUS Annual Development Fund Initiative on December 7, 2012 (ongoing).
- Member ó SPACLALS (NUS Branch) Literary Festival Committee
- Chaired Session #4 on *Language, Film and Personal Journeys* on 28 November 2012 at SPACLALS Conference.
- Presenter at SPACLALS (NUS Branch) Literary Festival Poetry Reading Night on November 28 2012 at the Samoa Tourism Authority (STA) Fale.
- Member ó FOA ó Research Committee ó January 2012 ó present

2011:

- Chanel College ó Member of Voluntary Lecturer Team to help prepare students for PSSC and Samoa School Certificate Saturday classes.
- Member of Organizing Committee of the FOA Research Workshop held at the Moana Lisa Hotel, Vaitele ó December 2011.

2010:

- Assisted with Reading Programme at the Malua Literacy Centre (Mrs. Julie Perelini, Co-Ordinator)

REFEREES:

Mrs Faye Parkhill
Perelini
Senior Lecturer
Education Centre

Mrs Julie

Kip McGrath

School of Teacher Education
University of Canterbury
P O Box 4800

julieperelini@lesamoa.ne

Christchurch, New Zealand
777 1662/685 28621

faye.parkhill@canterbury.ac.nz

Phone: +64 3 364 2987 ext. 44291

Office: Wheki 170

P O Box 365
Apia, Samoa

Phone: +685

Contact Details: Judy-Anne Alexander-Pouono

P O Box 3825

Apia, Samoa

TEL: 685-23760 (H)

685-777-8255 (MOB)

685-21428 EXT. 292



1. Staff name: Vitolia Moqa		2. Village: Fasitootai	Year
3. Date of birth: 22/12/1948		4. Current position: Grade 2 lecturer - English	
5. Year commenced at NUS			February, 2012
6. Highest qualifications	Majors: M.Div (Hons) BA English/history	Institutions: Andover Newton-USA Auckland University-NZ	2001 1980
7. Other trainings done before joining NUS:	Coordinated ECREAø (NGO) Faith & Society Programme (FS); facilitated & coordinated FS research & publication Diploma in Leadership Diploma in Liberation Theology Diploma in Youth Leadership Diploma in Process Facilitation ø Freireø Method of Conscientisation	Fiji EAPI ø Philippines San Marco ø Peru Santiago ø Chile Peru	2004 - 2010 1994 1987 1988 1988
8. Recent professional development leave while at NUS	Diploma in International Transformational Leadership Development Training Diploma as Core Trainer for Local Leadership Development	Samoa Samoa	2013 2013-14

<p>9. Recent publications</p>	<p><i>Le Aso ma le Taea – The day and the hour: Life or demise for “Whispers and Vanities: Samoan Indigenous Religious Reference”</i> ó A chapter in Tui Atua’s book ó Whispers and Vanitiesí ö (2012)</p> <p><i>The Tofa-Upu: The Way-Word – Essence of the Tulafale, the Orator and Poems</i> (SPACLALS 2012)</p> <p><i>Talanoaga a le Teolosia ma le Faa-Samoa</i> (Measina 2012)</p> <p><i>Rage for Righteousness & poems</i> (Faatafunaga 2013)</p>		<p>Currently printed by the Huia Press ó NZ; To be released in June/July, 2014</p> <p>Currently printed by SPACLALS NZ; to be released in April, 2014</p> <p>Yet to be published by the Centre of Samoan Studies</p> <p>To be printed by FOA 2014</p>
<p>10. Courses you are teaching this year 2014</p> <p>Code HEN 004</p> <p>HEN 301</p> <p>HEN 206</p>	<p>Course title Foundation English</p> <p>Drama: Classical to Modern</p> <p>Poetry of the 19th and 20th Century</p>		<p>Semester offered 1st & 2nd semesters</p> <p>1st semester</p> <p>2nd semester</p>
<p>11. Courses you taught in the past (2012 - 2013)</p> <p>HEN 004</p> <p>HEN 301</p> <p>HEN 206</p>	<p>Foundation English</p> <p>Drama: Classical to Modern</p> <p>Poetry of the 19th & 20th Century</p>		<p>1st & 2nd semesters</p> <p>1st semester</p> <p>2nd semester</p>



1. Staff Name:	Christopher Sanjanesh Gounder		
3. Date of Birth:	27 th June , 1975	4. Current Position:	English Lecturer - Grade3
5. Year Commenced at NUS	January 27 th 2014		
6. Highest Qualification. (e.g. BA/PGDipSc/MSc/PhD)	Major(s): (e.g. English Lit./History)	Institution: (e.g. NUS)	Year Awarded: (December 2011)
BA	ENGLISH	NUS	2002
7. Other Trainings Done before Joining NUS (e.g. Workshop on Using Endnotes)		Institution: (e.g. USP)	Year: (July 2009)
Teaching Certificate		BYU	2006
8. Recent Professional Development Leave while at NUS			
Description		Outcomes	
9. Recent Publications: (Give 3 recent ones.)			
10. Courses you are Teaching this year (2014):			
Course Code:	Course Title:	Semester Offered:	
HEN 001	ENGLISH SKILLS	SEMESTER 1	
HEN 003	PROGRESSIVE ENGLISH SKILLS	SEMESTER 1	
HEN 004	FOUNDATION ENGLISH	SEMESTER 1/ SEMESTER TWO	
HEN 100	BUSINESS ENGLISH	SEMESTER 1	
11. Courses you Taught in the past:			
Course Code	Course Title:	Semester Offered:	



1. Staff Name:	Diana Betham-Scanlan	2. Village:	Aleisa
3. Date of Birth:	3 May 1968	4. Current Position:	English Lecturer
5. Year Commenced at NUS	2013		
6. Highest Qualification. (e.g. BA/PGDipSc/MSc/PhD)	Major(s): (e.g. English Lit./History)	Institution: (e.g. NUS)	Year Awarded: (December 2011)
MEDL	- BA English/History - Secondary Graduate Diploma Teaching English/Drama - Postgraduate Diploma English - Masters Educational Leadership	- NUS - University of Auckland - University of Auckland - Auckland University of Technology	- NUS (1999) - UOA (2009) - UOA (2011) - AUT (2012)
7. Other Trainings Done before Joining NUS (e.g. Workshop on Using Endnotes)		Institution: (e.g. USP)	Year: (July 2009)
8. Recent Professional Development Leave while at NUS:			
Description		Outcomes	
9. Recent Publications: (Give 3 recent ones.)			
10. Courses you are Teaching this year (2014):			
Course Code:	Course Title:	Semester Offered:	
HEN003	Progressive English Skills	Semester 1	
HEN004	Foundation English	Semester 1 & 2	
HEN005	Introduction to Literature	Semester 2	

11. Courses you Taught in the past:		
Course Code	Course Title:	Semester Offered:
HEN003	Progressive English Skills	Semester 1
HEN004	Foundation English	Semester 1 & 2
HEN005	Introduction to Literature	Semester 2



1. Staff Name:	Seumanu Peisepusi Minerva Taçavao	2. Village:	Talimatau
3. Date of Birth:	03/06/1980	4. Current Position:	Japanese Language coordinator/lecturer Grade 3
5. Year Commenced at NUS	2009 Jan 12 th -2011, renewal 2012		
6. Highest Qualification. (e.g. BA/PGDipSc/MSc/PhD)	Major(s): (e.g. English Lit./History)	Institution: (e.g. NUS)	Year Awarded: (December 2011)
Diploma in Computer Studies	Computer Studies,	National University of Samoa	Completed 2013, awarded (April, 2004)
Certificate Japanese Language	Japanese Language	Culture Institution and Language, Shinjuku-Japan	(March 2001)
7. Other Trainings Done before Joining NUS (e.g. Workshop on Using Endnotes)		Institution: (e.g. USP)	Year: (July 2009)
Workshops from MESC Curriculum on Computer Studies		MESC	(2004, 2005, 2006)
8. Recent Professional Development Leave while at NUS: Teachers Training for Teaching Japanese Language to Foreigners			
Description		Outcomes	
2011-2012 Long Term Training Program for Foreign Teachers of the Japanese Language at the Japan Foundation Japanese-Language Institute, Urawa-Japan.		<ul style="list-style-type: none"> ♦ Revised through Japanese Language ♦ Teaching Methodologies ♦ Reading and writing Japanese Language ♦ Special Lectures from Professors ♦ Consultations from specialists 	
9. Recent Publications: (Give 3 recent ones.)			
SPACLALS 2012 Conference Paper -Experiences of Learning a 3 rd Language			
2012 Compiled and Edited book -O le Galulolo with Leua Latai, and book designer and layout of Leua's Poetry book -Pieces of Me			

2013, Editor for Dr. Rajeshwari Singh Poetry book :Cyclone Zoneø		
10. Courses you are Teaching this year (2014):		
Course Code:	Course Title:	Semester Offered:
HJA100	Introduction to Japanese Language	1 & 2
HJA101	Elementary Japanese	1 & 2
HJA102	Japanese for Tourism I	1
HJA103	Japanese for Tourism II	2
HJA200	Intermediate Japanese I	1
HJA201	Intermediate Japanese II	2
Community	(Basics) Beginners, Intermediate, Advance	1 & 2

11. Courses you Taught in the past:		
Course Code	Course Title:	Semester Offered:
HJA100	Introduction to Japanese Language	1 & 2
HJA101	Elementary Japanese	1 & 2
HJA102	Japanese for Tourism I	1
HJA103	Japanese for Tourism II	2
HJA200	Intermediate Japanese I	1
HJA201	Intermediate Japanese II	2
Community	(Basics) Beginners, Intermediate, Advance	1 & 2
HCS081	Foundation Computing	1 & 2
HCS185	Introduction to Computing	1



- 1. Staff Name:** ZHANG LIMIN
- 2. Village:** Yunnan China
- 3. Date of Birth:** 14-NOV-1955
- 4. Current Position:** Chinese Language Lecturer
- 5. Year Commenced at NUS:** 2007--2009 2013--2015...
- 6. Highest Qualification.(e.g. BA/PGDipSc/MSc/PhD) :** Bachelor of Arts
Major(s):(e.g. English Lit./History): Teaching English and Chinese as a Foreign Language
Institution: Yunnan Normal University China
Year Awarded: July 1984
- 7. Other Trainings Done before Joining NUS:**
1.Teaching Chinese as a foreign language/Cross-culture communication July-August 2013
2.Teaching Chinese as a foreign language/Cross-culture communication July-August 2007
Institution: Headquarter of Confucius Institute ,China.
- 8. Recent Professional Development Leave while at NUS:**
No.
- 9. Recent Publications: (Give 3 recent ones.)**
ōThe Connection between Universal Grammar and the Objective Nature of Syntax on Language Teachingö (2013)
- 10. Courses you are Teaching this year (2014):**
- | Course Code: | Course Title: | Semester |
|--------------|---|------------|
| HCN100 | Elementary Chinese | Semester 1 |
| | Elementary Chinese for Community (Adults) | Semester 1 |
| HCN200 | Intermediate Chinese | |

11. Courses you Taught in the past: (2007-2009)

Course Code	Course Title:	Semester Offered:
HCN100	Elementary Chinese	Semester1&2
	Elementary Chinese for Community (Adults)	
	Elementary Chinese for children	
HCN101	Elementary Chinese	
HCN200	Intermediate Chinese	



1. Staff Name:	Matafai Rooney Mariner	2. Village:	Lotopa / Satapuala
3. Date of Birth:	08/01/1977	4. Current Position:	English Grade 3
5. Year Commenced at NUS		2006	
6. Highest Qualification. (e.g. BA/PGDipSc/MSc/PhD)	Major(s): (e.g. English Lit./History)	Institution: (e.g. NUS)	Year Awarded: (December 2011)
BA	English & Education	USP	2001
7. Other Trainings Done before Joining NUS (e.g. Workshop on Using Endnotes)		Institution: (e.g. USP)	Year: (July 2009)
Trained Teachers Teaching Certificate		MESC	2003
8. Recent Professional Development Leave while at NUS:			
Description		Outcomes	
KAIZEN TRAINING (24TH, 25TH JANUARY / 5TH FEBRUARY 2013)		APPLICATION OF KAIZEN POLICIES AND PROTOCOLS	
9. Recent Publications: (Give 3 recent ones.)			
SPACLALS (LIT FESTIVAL 2012) PRESENTATION ó Working in a female dominated environment (from a male perspective)			
10. Courses you are Teaching this year (2014):			
Course Code:	Course Title:	Semester Offered:	
HEN001	ENGLISH SKILLS (COORDINATOR ó LECTURES & TUTOR)	SEM 1	
HEN003	PROGRESSIVE ENGLISH (LECTURE)	SEM 1	

HEN004	FOUNDATION ENGLISH (TUTOR & LECTURE)	SEM1 / SEM2
HEN100	BUSINESS ENGLISH (TUTOR & LECTURE)	SEM 1
HEN002	ADVANCE ENGLISH SKILLS (COORDINATOR ó LECTURES & TUTOR)	SEM 2
HEN005	INTRODUCTION TO LITERATURE STUDIES	SEM 2
11. Courses you Taught in the past:		
Course Code	Course Title:	Semester Offered:
HEN102	INTRODUCTION TO LANGUAGE STUDIES	SEM 1
HEN202	INTRODUCTION TO LINGUISTICS	SEM 2
HEN207	DRAMA IN SCHOOLS AND THE COMMUNITY	SEM 1



Full name and title: Dr Sina Mary Theresa Vaai

Address: Siusega, Apia, Samoa.

Citizenship: Samoan.

Current Position: Professor of English

Education, University training, Degrees, Teaching and Other Relevant Experience

Primary Education ó Suva Grammar Primary School, Suva, Fiji - 1958 ó 1965.

- Primary School Dux 1965.

Secondary Education ó Suva Grammar Secondary School, Suva, Fiji ó 1966 - 1969.

- 1968 ó 1969 ó School Prefect.

Tertiary Education:

- ❖ University of the South Pacific (Laucala Campus) Foundation Year ó 1970.
- ❖ Undergraduate and Postgraduate Studies at Victoria University, Wellington (BA, MA Hons, Diploma of Ed. Studies [awarded after 2 years teaching]) ó 1971 ó 1975.
- ❖ Doctoral Candidate at the Faculty of Communication, University of Canberra, Canberra, Australia ó 1993 - 1995.

Summary of Qualifications:

- Bachelor of Arts (English) - 1974
- Master of Arts (Hons in Language and Literature) - 1975
- Diploma in Educational Studies - 1979
- Doctor of Philosophy. ó 1997.

Teaching and Professional Experience:

- 1976 ó 1978 (July): English Teacher, Samoa College, Vaivase, Apia, Samoa.
- 1977: Part-time tutor for the University of the South Pacific (USP) Extension Centre Foundation English Courses, Malifa, Apia.
- 1979 - 1983 (January): Foundation Lecturer, School of Education, USP, Suva.
- 1984 ó 1992 (January): Lecturer in English, National University of Samoa, Malifa.
- 1990 (January) and 1991 (January): Co-ordinator and Lecturer of Intensive 3 weeks English course at Alafua Campus funded by the New Zealand High Commission to upgrade Samoa Scholarship students targeted to attend New Zealand Universities.
- 1990 (November): Lecturer in a team of 5 at 2 weeks IRETA Workshop on Report writing for Regional Agricultural Managers, USP, Alafua.
- 1991 National Marker for Pacific Senior Secondary Certificate English Examination.
- 1991: Part-time English tutor for Japanese employees at Hotel Kitano-Tusitala.
- 1991 (Semester 2): Relieving part-time lecturer for Dr P. Dunlop at USP Alafua for 4 weeks, lecturing in English for Diploma Students.
- 1991 Samoan representative for Commonwealth Scholars visiting the South Pacific. Countries visited ó Solomon Islands, Fiji, Samoa and Tonga.
- 1992 (Semester 2): Part-time lecturer at Academic Support Unit, TESOL, University of Canberra.
- 1994 (Semester 1 & 2): Part-time lecturer for History Unit, Cultural Studies ó Asia Pacific. (Coordinated by Associate Professor Brian Stoddart) Faculty of Communication, University of Canberra.
- 1996 ó June 2004: Senior Lecturer in English, National University of Samoa
- 1997 ó 1999: Moderator for National English Examination, School Certificate.
- 2001: Completed ðNafa a Tamaitaiö Community Course, NUS, Samoa.
- 2001 ó 2008: Appointed as External Regional Moderator for RMIT University, Melbourne, on behalf of the University of Huddersfield, England, Pan Commonwealth Quality Assurance Agency (PCQAA) for the Commonwealth Youth Programme (CYP), Diploma in Youth and Development Work (DYD).
- 2003 (February ó March): Member of International Visitor Programme of the United States Department of State on University Administration.
- 2003 (October ó November): Senior member of Consultancy team to upgrade SamoaTel senior managers in Report Writing and other related Business English skills.
- 2003 (November)- 2008 : Appointed as Chairperson of South Pacific Association of Commonwealth Literature and Language Studies (SPACLALS) transferred from USP to NUS until 2009.
- 2004: Professor of English ó Faculty of Arts, NUS.
- 2009 (September) Convenor of English Course: ðReading and Writing About Ourselves and Othersö for MESC & NUS Fast Track Programme delivered to 48 Teacher Aides over 2 weeks at Malifa.
- 2007 ó 2014: Lecturer for HEN580 for Masters in Samoan Studies Programme and Development Studies Programme (begun in 2013)

Positions of Responsibility:

- 1982: Coordinator of Foundation English, USP, Suva.
- 1984 ó 1992 (January): Head of English Department ó Faculty of Arts, NUS, Malifa.
- 1987 ó 1991, 1996 ó present: Member of NUS Senate.
- 1996 (March) ó 1997 (December): Dean of Arts Faculty, Member of Management Committee and Acting Vice Chancellor on three occasions.
- 1997 (December) ó 2004: Head of English and Foreign Languages Department, Faculty of Arts, NUS, Le Papaigalagala.
- 1996 ó 1997: Chair of Senate Committee on NUS-WSTC merge.
- 2000 ó 2001: Chair of Senate Committee on external awarding of Health Department Diploma of Dental Therapy and Medical Laboratory under an MOU.
- 1987 ó 1991, 1996 ó present: Member of various ad hoc Senate Committees on UPY Review, Timetabling, Enrolment and Orientation, Graduation, Library, International Week and Open Day, Discipline and Interview panels.
- 2003: Senate representative to first Council meeting of 2003.
- 2005 ó present : Member of the University Research and Ethics (UREC) Committee
- 2006 ó present : Faculty Convenor of Masters of Arts Programme being proposed to Senate and Council
- 2007 - present: HEN 580, ōImages of Samoa in Post Colonial Literaturesö for Post Graduate Diploma in Samoan Studies begun in Semester 2, 2007 and for the Post-Graduate Diploma in Development Studies (begun 2013)
- 2008: Secretary and FOA Rep of Senate Sub-Committee on the Future of the Foundation Certificate Programme.

Seminars & Workshops

- 2000 (January): Coordinator and Lecturer for English Teachers Workshop for the Congregational Christian Church Schools in Samoa, Le Papaigalagala Campus.
- 2000: Participant at Department of Education Workshop on Bilingual Education, Sogi. 2000 ó 2003: Participant at Department of Education Institutional Strengthening workshops, Le Papaigalagala Campus.
- 2001 (April): Participant at Initial Workshop for cooperation between NUS and WS Polytechnic.
- 2001 (July): Participant and presenter at Diploma in Youth in Development, External Regional Moderators Annual Meeting in Goa, India.
- 2001: Participant and presenter at NUS Workshop on Strategic Plan, Sinalei Resort, Siumu.
- 2001 (November): Moderatorø's visit to Melbourne, Port Moresby and Auckland to liase with tutors and students.
- 2002 (July): Participant and presenter at Diploma in Youth in Development, External Regional Moderators Annual Meeting in Namibia, Africa.
- 2003 (March): Participant and presenter at NUS Workshop on Corporate Plan, Insel Fehrman Hotel.

- 2003 (June): Moderator's visit to Melbourne, Port Moresby and Auckland to liaise with tutors and students.
- 2003 (July): Participant and presenter at Diploma in Youth in Development, External Regional Moderators Annual Meeting in Melbourne, Australia.
- 2003 (May and September): Participant at Professor Gayle Macdonald's Research Workshops for Academic Staff, NUS.
- 2003 (September): Participant at Juliet McKee's Workshop on Institutional Governance, NUS.
- Member of Faculty of Arts Curriculum Advisory Committee (CAC): 2009 to 2012. Participant at Faculty of Arts Staff November 2009 Development Research Workshop at Galusina Hotel, Solosolo on 'Strategic Planning and Research Outcomes'
- Co-Convenor of Faculty of Arts Staff Development Workshop: '*Enhancing Productivity and Professionalism in the Workplace*': November 29th and 30th 2011, Moanasina Hotel, Vaitele.
- Participant and Completer of in Country Training Programme: Policy Development and Research on Land Development: 11 to 15 July 2011, Apia.
- Participant at Samoa Qualifications Authority Consultation Workshops: 2009 & 2010
- Participant and Completer of Reading Advantage Staff Development Seminar: Sr. Debra Tolman: LDS Seminary Institute, Vaivase: November 30th to Dec 1st, 2010.
- Participant at 2 day Consultation with Professor Kral, Consultant for USA Embassy on 'The State of English Teaching in the Schools and Higher Learning Institutions in Samoa' National University of Samoa Conference Room, November 2010.

Conferences

- 2000 (December): Presenter of paper 'The Writer as a Measina' at the Measina a Samoa Conference, Le Papaigalagala Campus.
- 2001: Participant at NUS Workshop for presentation of survey results by Department of Education convened by Elaine Lameta, Le Papaigalagala Campus, Conference Room.
- 2001 & 2003: Participant at Samoa Economic Update to ANU and NUS Collaborative Conference, Apia.
- 2001: Participant at Samoa Association of Women Graduates (SAWG) Conference, USP, Alafua.
- 2002 (September): Presenter of paper 'Developments in Creative Writing in Samoa' to The NUS Samoa Telecom Cellular Short Story Competition; a case study at the Samoa Conference, Le Papaigalagala Campus.
- 2004: Pacific Utopias and National Identities in the Twenty-first Century, University of Otago, New Zealand
- 2004: Teaching English in Samoa : Comments and Reflections, PATE Conference, NUS, Samoa

- 2004: "Finding the Self in the Post-colonial Nations and Diasporas of the South Pacific". ACLALS Conference, Hyderabad, India.
- 2004: Giving and Receiving: Literary Representations of Cultural practices in Western Polynesia, SPACLALS Conference, NUS, Samoa.
- Local Colloquium attended in December 2005: "Pacific Regional Interreligious Colloquium on Indigenous Cultural and Religious Concepts of Peace and Good Governance" at Tofamamao Conference Centre at Leauvaa. Participated in Focus Group discussions and acted as Rapporteur for one group.
- Vaai, S. 2 Conference participant at 32nd Annual Conference of the Pacific Circle Consortium in June 2008, Chair of Plenary session introducing plenary speaker on Day 3, June 25 2008. Presenter also at MADD Gallery poetry readings on Tuesday 24 June 2008 for the same conference.
- 2005: Research Issues and Concerns in English Language & Literature Courses at NUS, Conference Room, NUS, Apia
- 2005: "Literature, Identity and Cultural Values re The Art of Giving : The Essence of Polynesia" at Measina III Conference, NUS.
- 2006: "Literatures of the South Pacific: Telling Our Own Stories and The Quest for Identity in the Fiction of Post Colonial Pacific Writers". Te Tumu, Otago University, New Zealand.
- 2005: Research Issues and Concerns in English Language & Literature Courses at NUS, Conference Room, NUS, Apia
- 2006: "Literature and the Search for Place: Identity and Indigeneity in the Contemporary Pacific." Vaka Vuku , Pacific Epistemologies Conference, USP, Suva.
- 2006: Finding Ways to Progress English Language and Literature Research and Teaching Issues at NUS, Conference Room, NUS, Apia
- 2007: "Literature in the South Pacific Paradise: A Means of Survival in the Spiral of Changing Times." ACLALS, University of British Columbia, Vancouver, Canada.
- 2007: Indigenous Studies Conference at the University of Alberta, Edmonton, "Contemporary South Pacific Literature: Finding the Best View, Taking Centre Stage, Resisting the Margins"
- 2007: New Ways of Seeing: English Language and Literature Research and Teaching Issues at NUS, Conference Room, NUS, Apia
- 2007: Creative Writing in Oceania; Reconnecting our Sea of Islands and Celebrating Cultural Identities" Oceania Development Network Conference, NUS, Samoa.
- 2007: "The Way of the West has Become the Way of the Rest of Us: South Pacific Literature and Globalisation", SPACLALS, NUS, Apia, Samoa
- 2008: "The Heart of the Matter: Teaching, Research and Publication and Community Service: Building Up the Academic and Research Profile of NUS", NUS, Apia
- 2009: "Oilei! The Challenges of Teaching Pacific Literatures" SPACLALS Symposium, University of Auckland, December 7th, 2009

- Vaai, S., Tusitala-Marsh, S. & Te Punga Somerville, A. 2010: "Special Panel: Of Strokes, Waka and Ocean Voyages: Pacific Literatures on the Move" at ACLALS 15th Triennial Conference: University of Cyprus, Nicosia, June 8th, 2010.
- Vaai, S. 2011: "Contemporary Stories from the Sacred Centre: The 2009 Wave of Fire, The Aftermath of Crisis, Death and Dying, Living and Surviving" 36th Congress of Australasian Universities Literatures and Languages Association (AULLA) on Storytelling; Literature, Language and Culture, University of Auckland, February 9th, 2011.
- Vaai, S. 2011: "Crisis and Creativity in Oceania: Artistic Activities After the *Galufi*" at the 11th Triennial Conference of SPACLALS on Reading and Writing in the Pacific, Te Herenga Waka Marae, Victoria University of Wellington, New Zealand. 25 June, 2011.
- Vaai, S. 2011: "Healing the Wounds and Moving On from the Pacific Tsunami through the Arts and Literature" Samoa Conference II, July 7th, 2011, National University of Samoa, Apia.
- Vaai, S. 2011: "Pacific Poetry and Performance: Voices Across Oceania" at First Fiji Literary Festival, 5th October at Fiji National University, Namaka Campus, Nadi, Fiji.
- Vaai, S. 2011: "Hour" at Te Papa Museum, Wellington, **Pacific Poetry Reading**, One of eight poets chosen to read for 11th Triennial SPACLALS Conference on Reading and Writing in the Pacific, 7pm, 23 June, 2011. Poems presented "Komitio" and "Postcolonial Pilgrim"
- Vaai, S. 2011: "Living Heart: Pacific Pou," Poem Recited in Spoken Word Celebration of the Pacific Pou, 11th Triennial SPACLALS Conference on Reading and Writing in the Pacific, Te Herenga Waka Marae, Victoria University of Wellington, New Zealand. 24 June, 2011
- Vaai, S. & Heem, V.: "Concerns about English Language Proficiency at the National University of Samoa" at English Language Teachers of the Pacific Conference at the University of the South Pacific, December 4th & 5th December, 2012 at USP, Suva.
- 2013, June: SPACLALS Conference.
- 2013, July: AULLA Conference.

Research & Publications

- 1999: PhD dissertation published: "Literary Representations in Western Polynesia: Colonialism and Indigeneity" National University of Samoa, Apia. ISBN 6 982 9003 10 8
- Pacific Utopias and National Identities in the Twenty-first Century in PORTAL: Journal of Multidisciplinary International Studies, Vol 2, No 2 (2005), UTS Press (Online)...Article online at <http://epress.lib.uts.edu.au/journals/portal>.
- Publication: Literary Representations of Cultural practices in Western Polynesia in SPAN, Journal of SPACLALS, No 54/55 April and October 2005 pp 99 6 104.

- Co-author of EFL Report for Faculty of Arts External Review, April, 2005 and FOA Response to External Review Report later that same year.
- Reading Research Project: Analysis and Implications of Reading Proficiencies of NUS Pre-Degree and Foundation Students. Research Study undertaken with Amituanai V Heem, Kathy Arp, Eteuati Korua and Marj Moore in 2006 & 2007. Final Report submitted to UREC in March, 2008.
- Vaai, S. 2010 'The Fiction of Post-Colonial Pacific Writers' In Hokowhitu, B et al (eds) *Indigenous Identity and Resistance : Researching the Diversity of Knowledge*, University of Otago Press, Dunedin, New Zealand, pp 179 & 192 (refereed) ISBN: 978 1 877372 83 4
- Vaai, S, et al, 'Arts, Literature and the Media' in Meleisea L.M, Schoeffel Meleisea P & Meleisea E. 2012 *Samoa's Journey 1962 – 2012*, Victoria University Press, Wellington, New Zealand pp 173 & 207. ISBN 970- 0-86473-835-6
- Vaai, S 2011: *Postcolonial Pilgrim: Lovoni Rains*, Faculty of Arts, National University of Samoa, Apia. 55 pages. ISBN: 978 982 9003 42 3
- Vaai, S. 2010: 'The Songmaker's Chair and Other Recent Fiction of Samoan Writers in the Diaspora: Fundamental Values of the FaaSamoa in Literature' in *Measina a Samoa* Volume 4 2010: 67 & 72 (refereed). ISBN 978 982 9003 37 9
- Vaai, S. Tuiloma V Heem, Arp, K. & Korua, E. 2010: 'Reading: A Matter of Minds and Means: Focus on Reading for Foundation and First Year Students at the National University of Samoa' *The Journal of Samoan Studies*, Vol 3, 2010. pp 21 & 35 (refereed). ISSN 1813-2324
- Vaai, S. 2010: 'The Challenges of Teaching Pacific Literatures' in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN , Journal of South Pacific Association of Commonwealth Language And Literary Studies*, Volume 63 , University of Auckland, New Zealand pp. 106 & 27 (refereed). ISSN 0313- 1459
- Vaai, S. 2010: 'Book Review of Karlo Mila's Second Collection of Poetry, *A Well Written Body*' in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN Journal of South Pacific Association of Commonwealth Language And Literary Studies* , Volume 63, University of Auckland, New Zealand, pp 134 & 141. ISSN 0313- 1459
- Vaai, S. 2011: 'Crisis and Creativity in Oceania: Artistic Activities After the *Galufi*' in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN Journal of South Pacific Association of Commonwealth Language And Literary Studies* Volume 64, University of Auckland, New Zealand pp 83 & 104 (refereed) ISSN 0313- 1459
- Vaai, S. 2012: 'Review of *Rainbows and Dreams: A Collection of Poems* by Ruperake Petaia' in *Faatufugaga*, Journal of the Arts Faculty, National University of Samoa, Apia. pp. 71 & 72, ISSN 1560 & 3504
- Vaai S: 'Pacific Poetry and Performance: Voices Across Oceania' Chapter in progress for Monograph *Contemporary Developments in Pacific Literatures*.
- Co-Editor for *SPAN* no 54/55, 56/57 & 60/61: 2005 & 2009.
- Vaai, S. 2009 (December): 'The Returning' in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN Journal of Journal of South Pacific Association of*

Commonwealth Language And Literary Studies Volume 62 University of Auckland, New Zealand p. 131. ISSN 0313- 1459

- Vaai, S. 2012: 'Lovoni Rainsø in *Faatufugaga*, *Journal of the Arts Faculty*, National University of Samoa, Apia. p 12 ISSN 1560 ó 3504.
- Vaai, S 2011. 'Declarations ö, 'People of the Hyphenö, 'Credeö, 'Living Heart, Pacific Pouö Four Poems Presented for **Poetry Reading Night**, Samoa Conference II, Wednesday 6th July, 2011, National University of Samoa Foyer, Apia
- Vaai, S: 2009. 'The Postcolonial Pilgrimö p.48 'Declarationsö p.59 in *SPAN Journal of SPACLALS*, Vol 60/61, National University of Samoa, Apia.
- Vaai, S 2009 www.nzpec.auckland.ac.nz/pasifika/vaai02.asp. (on line poetry)
 - Clip1: Komiti
 - Clip2: People of the hyphen
 - Clip3: Savaii
 - Clip4: Sunday Sunrise at Vaisala
- 2014: Review of Department of Media & Journalism's publication ó 'Samoa's Journey to Media Freedomø UNESCO & NUS publications, Apia.
- 2014: SPAN Article in Publication.
- Vaai S: 'Contemporary Literature From the Blue Continent: Challenging the Pacific Dreamø at SPACLALS (NUS Branch) Literary Festival , National University of Samoa, Le Papaigalagala Campus, Nov 28 - 30, 2012 to be published in SPAN 65, 2014 forthcoming.
- Vaai S: *Contemporary Developments in Pacific Literatures*: in progress.
- Vaai S, Tuiloma V. Heem and Singh, R.: Reading Research Part II: The Development and Importance of The Proficiency in English Language Test (PELT) & Reader: in progress.

Contributions to the Discipline/Faculty/University

- Represented ACLALS Chair, Ranjini Mendis at FILLM Committee Meeting in Cairns, University of James Cook, July, 2005. Submitted Report to ACLALS on FILLM (Fidiration Internationale des Langues et Littiratures, International Federation for Modern Languages and Literatures).
- External Regional Moderator for Commonwealth in Youth and Development for RMIT Melbourne since 2002 and USP since 2005. Moderation visits and meetings in Suva and Vanuatu in 2005, Suva and Sydney in 2007 and Melbourne in 2008.
- Visits to International Universities ó (i) Beijing Language and Culture University. The smallest of 20 Universities along University Road. Students roll 10,000 including 4 Samoan students. International students studying Chinese language and culture is 6,000. Much interest expressed by the Vice President of the University who took us on tour of premises to develop links with NUS and relevant faculties. (ii) Shanghai International Studies University. One of seven newly constructed Universities in University Town in Songjiang New City outside Shanghai. Professor

of English who conducted a short bus tour of the University expressed in connecting with the Department for future events and exchanges.

- Reviewer of HEN 107, English for Academic Purposes (EAP) ó Course started in 2006.
- Committee member for NUS EFL Nights, 2004 ó 2007.
- Judge and Chair of judging panel for Year 11 and 12 Inter-Secondary Zone B English Speech Competition.
- Guest Speaker for Peace Corps swearing in ceremony on 24th August 2005.
- Member of EFL Fund raising Committee for SPACLALS Conference 2004 & 2007.
- Host of Creativity Convener of the NUS Creative Writers Meetings since 2004: Guest Speakers have included Tusiata Avia from New Zealand, Taafuli Andrew Fiu from Australia and Selina Tusitala Marsh from New Zealand. Readings have been held at the MADD Gallery and STA Fale.
- Host of Creativity Corner ó Poetry and Creative for Wellness Fair organised by Faculty of Commerce in 2006.
- Lecturer of HEN 580, Images of Samoa in Post-colonial Literatures for Post Graduate Diploma in Samoan Studies begun in Semester 2, 2007 ó to the present day.
- FOA Convener and Chair of the MA Committee. Proposal for the MA submitted to Senate in March 2008.
- FOA representative to the Samoa Qualifications Authority stakeholder meetings to develop criteria for the Samoa Qualifications Framework policies and procedures.
- Team teaching of six undergraduate courses annually and mentoring of junior lecturers continues in this regard.
- Host of Writers as guest speakers to foundation and degree students: Sia Figel in 2006, Tusiata Avia in 2005 and Audrey Brown-Pereira in 2006.
- Host to Post Doctoral Fellow conducting research in the Pacific: Dr Caroline Biewer.
- Implementation of new approaches in English Courses as a result of Reading Research data of 2007 now a focus with the introduction of the SRA Reading Laboratory in 2013 as well as the PELT.
- Promotion of Collaboration in Colloquia on Indigenous Studies with Otago and Edmonton Universities.
- Supporting the promotion of NUS as a Partner Institution to offer the Diploma in Youth and Development coordinated by Oloamanu Continuing Education Centre to further the development of youth in Samoa.
- 2008: PhD examiner for PhD Candidate, Bale Theresa Koula Koroi at the University of Auckland. Thesis titled "The Long Way Home: Oral Narratives of Fiji, The Kau ni Matani Gone Ceremony." Final report submitted August 2008.
- Chair of Senate Sub Committee on Music Programme: 2011
- Member of University Research and Ethics Committee (UREC): 2009 ó 2012
- NUS Appointments Committee for FOA appointments 2010 & 2012
- Presenter at Semester 1 Orientation Programme 2010: Motivation and Goal Setting, NUS Gym

- Member of EFL Department Team supervising Annual English and Foreign Languages Night Concert for Community Outreach: 2009 ó 2013.
- Member of Faculty of Arts Open Day Committee and Participating Faculty Member on Faculty of Arts Open Day Information Booth: 2009 ó 2013.
- Faculty of Arts Member staffing Enrolment Booth for Semester One and Two: 2009 -2013.
- Member of Faculty of Arts Research Committee: 2009 ó 2014.
- Convenor and Designer of Fast track English Course for Trainee Teachers: òReading and Writing about Ourselves and Others.ö September 2009 and October 2009, Malifa Compund, Apia. Programme Co-ordinated by Dean of Faculty of Education, Epenesa Esera.
- Extensive Teaching Contribution to Bachelor of Arts & Post Graduate Diploma in Samoan Studies and Mentoring of Faculty of Arts lecturers and students.
- Collaborative teaching of 4 week Drama Module for HEN101: Introduction to Literary Studies with Ms. Fiona Collins, Lecturer in Performing Arts, Faculty of Education Semester 1, 2012.
- Local Supervisor for Dawn Therese Rasmussen, Masters of Teaching and Learning, (MTL) 2009 ó 2011. University of Canterbury
- Examiner for PhD thesis for Theresa Bale Koroi; Narratives of Fiji ó The *Kau ni Matani Gone* Ceremonyøfor the University of Auckland, 2009.
- Examiner for PHD thesis by Shayne Kearney, òMissions, Education and Literature in Oceaniaö submitted to the University of Wollongong, 2011.
- Judge of Inaugural Samoa Observer Newspapers In Education (NIE) Programme Short Story Competition (English Category) 2011.
- Judge of English Language Category for Secondary students for Samoa Observer Newspapers In Education (NIE) Programme Short Story Competition 2012.
- Presenter of Speech on behalf of Judges for the English Language Category at Prize Giving Ceremony for Samoa Observer Newspapers In Education (NIE) Programme Short Story Competition 2012 at Bluesky Headquarters Maluafofu, October 2012.
- Reviewer for Poetry submissions for *Faatufugaga Journal 2012*
- Pre Launching Keynote Speech: òWomen and Pacific LiteratureøLani Wendt Young: *Telesa: The Covenant Keeper*, Alafua, Tuesday 14th Nov 2011, Plantation House, Alafua
- Keynote Speech: Launch of *Treasures of My Soul* by Henrietta Devoe Ah Chong Poetry Collection, Manumea Hotel 25th November, 2011.
- Keynote Speech: Launch of òThe Voyagerø Poetry Collection by Jasmine Koria, Oratorø Hotel, October 2012
- Faculty of Arts Member for Consultation with Victoria University of Wellington delegation to activate Memorandum Of Understanding between the National University of Samoa and Victoria University of Wellington: Conference Room, NUS, October, 2011.

- 2012, June 3rd: Co ó Judge with Ms Fiona Collins of Inter ó Secondary Colleges Drama Competition for 50th Anniversary of Samoa's Independence, Tui Atua Tupua Tamasese Building, Apia.
- Volunteer Tutor for TATES weekend tutoring for PSSC students, Maluafofua College, April 2011.
- Member of TATES (Teachers Association of the Teachers of English in Samoa) 2011 ó present
- Convenor and Chair of Organising Committee of SPACLALS (NUS BRANCH) LITERARY FESTIVAL , November 28 ó 30 , 2012 at the National University of Samoa Fale.
- 2013: Keynote Speaker at launch of Lani Wendt Young's Third Book in Telesa Trilogy NUS Library.
- Jackie Faasisila's International Course at USP Alafua, assisting students with Research.
- Member of the National University of Samoa Senate: 1996 ó 2014.

Contributions to the Community

- 2000 (November): Presenter of paper 'A Lay Person's Expectations of the Priest of the New Millennium Church' at the Arch Diocese of Samoa, Priests Jubilee Conference at Tofamamao Centre, Leauvaa, Samoa.
- 2001 (January): Presenter of paper 'A lay person's view of the Marist Brothers in the Pacific in the New Millennium', Ulimasao College, Palauli, Savaii.
- Presenter of Keynote Address to Catholic Synod in Savaii (May 2004) and Mafutaga a Tina in October 2004 ó Title of Bilingual presentation 'O le aiga ó The Family'.
- Committee member of Catholic Archdiocesan Education Committee from 2003 to the present.
- Chairperson of Samoa Science Education Foundation from 2004 to the present.
- Guest Lecturer at Moamoa Theological College for Advanced English Course.
- Collaborating with other Community stakeholders to promote the love of reading and the improvement of literacy in Samoa, especially since the completion of Part 1 of our Reading Research project and the papers presented in the SPACLALS Conference, November 2007 & 2012 SPACLALS (NUS Branch) Literary Festival.
- Member of Inaugural Catholic Education Committee; Komiti Toe Iloiloga Aoga Katoliko Samoa, convened 8th April, 2011 ó present.
- Member of Diaconate Class Programme as spouse of Deacon in training: January 2009 ó August 2010.
- Samoa Arts Council 2013
- Chair of Samoa Foundation for Science Education (Promoting Education through Computer Literacy) 2006 ó 2014.

Ms. Marei Temukisa Fa'imanu-Tufuga



PERSONAL DETAILS

Address:

Leufisa, Apia, SAMOA Mobile: (685)
777 9706

Email: mfaimanu@psc.gov.ws or
marei.faimanu.tufuga@gmail.com

Qualification:

**POST GRADUATE DIPLOMA in
Public Policy** University of Sydney

B.A (English/History) National
University of Samoa

PERSONAL STATEMENT

I am a competent and hard working enthusiastic person. I use my time productively and need little supervision as I am capable of motivating myself. I have good analytical, advanced research and writing skills which are demonstrated by the variety of work I have done over the years. I communicate very well with all levels of society being sensitive to cultural norms and respectful of diverse backgrounds. I enjoy working with others, and regard myself a team player having excellent interpersonal skills. I cope well with new situations or challenges by exercising sound judgment and adapting quickly. I am computer literate and have a good understanding of information technology. I am reliable, confident, honest, and loyal.

EDUCATIONAL BACKGROUND AND QUALIFICATIONS

2004-2005

Graduate Diploma in Public Policy
University of Sydney, Australia

2005:

Postgraduate Peer Mentoring Program

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Semester 1, University of Sydney, Australia

Jan-Feb 2004:

Advanced Skills for Academic Success
University of Sydney, Australia

1995-1997:

Bachelor of Arts (BA), History/English,
National University of Samoa

1994:

UPY Certificate of Attainment
University Preparatory Year, NUS, Malifa

1993:

Samoa School Certificate (SC)
Samoa College, Vaivase

1992:

Pacific Secondary School Certificate (PSSC)
Samoa College, Vaivase

PROFESSIONAL DEVELOPMENT

2013:

- **July 29 – August 2** - Participated and completed an intensive course on **Monitoring and Evaluation Fundamentals**, Suva, Fiji
- **20- 24 May** - Participated and completed the **Project Management Training**, Samoa In Country Training Programme, Apia
- **8-12 April** - Participated in the **Work Alignment Training**, Samoa In Country Training Programme, Apia

2011:

- **Semester 1, 2011** - successfully completed 4 courses towards LLB Degree at the University of the South Pacific, Laucala Campus, Suva, Fiji

2005:

- **Semester 1** - Participated as a **Mentor** in the **Postgraduate Peer Mentoring Program** for the Faculty of Economics and Business, University of Sydney, Australia

2004:

- Successfully completed a 5-week intensive course in **Advanced Skills for Academic Success**, Centre for English Teaching, University of Sydney, Australia

2003:

- **October** – successfully completed the **Basic Management Refresher Course** funded by NZAID and the Samoan MJCA

- **August** attended and successfully completed a course on **Policy Development and Analysis** funded by the Samoa Public Service Commission and the New Zealand Ministry of Foreign Affairs and Trade
- **July** - completed the **Computer Training**(*Computer Care and Maintenance*-MS Word: Key Features, Using Excel as a Database, MS Word: Report Writing, Using Excel for Budgets); funded by NZAID and the Samoan MJCA
- **March** - successfully completed a course in **Basic Management Skills Training (Phase 2)**, funded by NZAID in cooperation with the Samoan MJCA
- Coordinated **World Intellectual Property Organization (WIPO)** Conference hosted by the Samoan Ministry of Justice and Courts Administration (MJCA), Apia, Samoa

2002:

- **December** - Has successfully completed the Computer Training(*Key Technical Skills - MS Excel Key Skills, MS Word Report Writing Features and File Management Key Skills*); funded by NZAID in cooperation with the Samoan MJCA
- **October** - Has successfully completed a course in **Basic Management Skills Training (Phase 1)** funded by NZAID and the Samoan MJCA
- **October** – successfully completed the **Protective Behaviours Course**, Samoa Police Prisons & Fire Service, A joint project of the governments of Australia and Samoa
- **March** - Has successfully completed a course in **Intellectual Property Protection, Enforcement and the Importance of Intellectual Property**, under the sponsorship of the Australian Government in collaboration with the Government of Samoa

2001:

- **March/April** – Has successfully completed a course in **Paralegal Training**, under the sponsorship of the Australian Government in collaboration with the Government of Samoa

2000:

- In-house training on **Court Procedures** for Senior Court Officers, MJCA
- Continuing trainings on **Courts Proceedings Translation**, MJCA
- Compiling **Courts Reports** for Parliament sittings

1999:

- **November** – has successfully completed an **Induction Training Course** at Justice Department
- In-house training on **Court Procedures** for Court Officers, MJCA ▪ Continued trainings on **Court Proceedings Translation**, MJCA
- Compiling **Courts Reports** for Parliament sittings

1998:

- Participated and represented the Ministry to the Samoan Ministry of Finance seminar on **Sectoral Planning Manual**. This served to introduce a manual for government departments to prepare strategic plans with a consistent format and content to fully support the Ministry's budget output structure.

EMPLOYMENT HISTORY

July 2013 to present:

Principal Officer, Public Sector Coordination, Samoa Public Service Commission

July 2012 – July 2013:

Principal Policy Analyst, Public Service Performance and Policy, Samoa Public Service Commission

Lead, Mentor and Coach:

- Lead implementation of projects and activities within the context of defined project plans, resources and governance arrangements, ensuring coordination with relevant stakeholders
 - Provide on-the-job training, mentoring and coaching for Senior Policy Analysts and Policy Analysts within the Division
 - Provide intellectual leadership by putting forward new ideas into policy discussions and contribute to organizational and divisional strategic planning
 - Demonstrate an enthusiasm and willingness to work across team and organizational boundaries and issues
-
- Manage staff and activities of the PSPSP Division in the absence of the ACEO

Provide policy advice and develop high quality policies:

- Assist in identifying, contextualizing and developing appropriate policy frameworks that will underpin key areas of policy work, analysis and development
 - Lead the review and development of existing and/or new policies relating to HRM in the public service and organizational and sector performance within agreed frameworks and in consultation with other PSC staff as well as staff from other Government Ministries
 - Prepare and draft policy documents, reports (including Cabinet Reports), legislations, regulations, guidelines and ad-hoc advice.
 - Lead and manage policy development activities and projects, using agreed project plans to ensure smooth and timely progress and to ensure efficient utilization of resources
 - Provide policy advice on issues relating to HRM and organizational and sector performance to the Secretary/CEO and the Commission as required

Coordinate and manage information gathering, research, analysis and information dissemination:

- Develop relevant and effective tools, templates and/or frameworks for collection, compilation and analysis of qualitative and quantitative data and information to inform the development of high quality and evidence-based policy
- Lead and undertake research and analysis on a variety of issues and topics pertaining to HRM and organizational and sectoral performance to inform the development of high quality and evidence-based policy
 - Analyze qualitative and quantitative data information for issues relating to HRM in the public service as well as organizational and sector performance

- Contribute to PSC and Public Service policy capacity through sharing and dissemination of appropriate information as required

Undertake and lead Mentoring and Evaluation:

- Review and develop frameworks and systems for effective and efficient monitoring, evaluation and reporting on organization and sector performance
- Monitor, evaluate and report on the performance of Ministries and implementation of various public administration sector projects, in accordance with established frameworks, systems and reporting requirements
- Manage compilation of data and information for preparation of reports pertaining to ministries performance and implementation progress of various sector projects
 - Prepare draft reports on the performance of ministries and the implementation progress of various sector projects in accordance with established frameworks, systems and reporting requirements

Develop and manage internal and external relationships:

- Represent the views and policy stance of the PSC at various Ministry and Sector meetings and forums
 - Take a ÷whole of government approachö in developing and maintaining a range of relationships and networks for information exchange to add value to policy development
 - Contribute to the alignment of programs and activities across PSC and other government agencies and between external stakeholders
 - Liaise with and report progress on policy and programs to stakeholders to ensure that PSC and government's position is properly represented and stakeholders are well informed
 - Initiate, build and maintain a range of relationships and networks both with other ministries and stakeholders so as to effectively and clearly provide/convey and obtain information; persuade and influence others and to understand other's perspective in the provision of advice.

Support divisional management and administration:

- Support and/or deliver corporate objectives as delegated
- Lead or contribute to preparation and reporting requirements of team and PSC accountability and planning processes
- Support Team Manager and Management in corporate initiatives
 - Contribute to and oversee the maintenance and update of the PSPSP Division's database of all work activities
 - Lead and contribute to preparation of divisional annual work plans and budget/resource requirements to guide implementation of activities and projects and monitor implementation
 - Work effectively as a team member
 - Work collaboratively and constructively with others

Part-Time Work:

Semester 1, 2013 – Tutoring English (HEN004) for Foundation Level 3 times a week

Semester 2, 2014 - Tutoring English (HEN004) for Foundation Level 3 times a week

2002 -2004:

Principal Research and Policy Officer, Samoa MJCA

- Consulted and liaised with other sections of the Ministry in development of operational policies within the Ministry
- Prepared Briefs and made recommendations to the CEO in relations to any new policies affecting the Ministry
- Coordinated Trainings within the Ministry through its Institutional Strengthening Projects(ISPs) in cooperation with the NZAID
- Coordinator for MJCA ISPs as well as Secretary for Steering Committee of MJCA ISPs
- Member of the MJCA Management body
- Represented the CEO of the Ministry in steering committee meetings that the Ministry is a stakeholder of
- Coordinated, facilitated and compiled the Ministry's *Annual Management Plan 2003*
- Appraised and engaged in preparation and submission of the Ministry's Budget proposal to the Ministry of Finance to meet requirements as stipulated in the Government's SDS and in consistency with the Ministry's budget outcome structure.
- Oversee the Ministry's Technical assistance in Computer care and maintenance as we didn't have an IT section at the time
- Coordinated and facilitated in collaboration with each section of the Ministry to produce the Ministry's first ever *Service Charter 2003*
- Coordinated the compilation of the Ministry's Annual Reports to submit to the Justice Cabinet Minister for Parliament sittings
- Prepared and submitted Cabinet Submissions to the Cabinet through the CEO seeking Cabinet approval for projects requiring Technical or Financial assistance.
- Respond to correspondences from the legal profession in relation to Court cases, responded to stakeholders in relation to issues affecting the Ministry's policies or legislations

Activities/Tasks as directed by CEO:

- Coordinated and liaised with the Forum Secretariat, Suva, Fiji and WIPO Headquarters in Geneva when the Samoan MJCA hosted the *14th Annual WIPO meeting* in 2003

2000 -2002:

Senior Court Officer, Samoan MJCA

- Responsible for processing documents that went in and out of the Supreme Court of Samoa both civil and criminal matters
- Attending Court proceedings as a Court Registrar as interpreter/translator
- Organized, researched and collected Court data from the Supreme Court for the Ministry Annual Reports
- Filed and recorded Supreme Court decisions and findings
- Corresponded with the law society in relations to cases brought before the Courts or decisions and findings of the Court
- Corresponded with Police Prosecutors in matters or issues relating to Supreme Court cases and Court files
- Corresponded with the Office of the Attorney General in regards to Court cases and Court files to the Supreme Court

- Participated and involved in the planning of the daily running of the Court Section
- Engaged in training and supervising the newly recruited Court Officers
- Responded to enquiries and/or queries of members of the public in Supreme Court matters, Supreme Court cases both civil and criminal and Court procedures

January-October 1998, September 1999-2000:

Court Officer, Samoan MJCA

- Responsible for processing documents that went in and out of the District Court of Samoa(civil and criminal)
- Attending Court proceedings as a Court Registrar as interpreter/translator
- Organized, researched and collected District Court data for the Ministry Annual Reports
- Filed and recorded District Court decisions
- Corresponded with the law society in relations to cases brought before the District Courts or decisions and findings of the District Court both civil and criminal matters
- Corresponded with Police Prosecutors in matters or issues relating to District Court cases and Court files
- Prepared Files for the PSC Board of Appeals when new appeal cases are filed for mention; informed the Appeal Board, the Appellant and Respondent when itø proceeded for hearing
- Prepared Inquest Files for the District Court
- Responded to enquiries and/or queries of members of the public in the District Court matters, District Court cases both civil and criminal and Court procedures

INTERESTS

Reading, exercising - aerobics, yoga, walking/hiking, travelling, meeting new people

REFEREES

<p>Afioga Naea Beth Onesemo-Tuilaepa CEO/Secretary, Office of the Public Service Commission, Apia, SAMOA Phone: (685) 22123, 22124 Email: bonesemo@psc.gov.ws</p>	<p>Ms Sala Sapolu-Margraff ACEO, PSPP Division, Office of the Public Service Commission, Apia, SAMOA Phone: (685) 22123, 22124 Email: ssapolu@psc.gov.ws</p>	<p>Masinalupe Tusipa Masinalupe CEO, Ministry of Justice and Courts Administration, Apia, SAMOA Phone: (685) 22671 Email: masinalupe@mjca.gov.ws</p>
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March 2010-Oct 2013 **HOMEWORK CENTER (Vaitele Fou)**
Tutor 6 Maths/Science (Year8-Year13)

Tasks:

- Assist students with their homework and assignments
- Provide extra help and activities to extend students knowledge and understanding on a certain area of study.
- Equip and motivate students of each level with ideas and available methods to solve problems as well as finding solutions.

Feb 1989 – March2004 **VAIVASE PRIMARY SCHOOL**
Teacher: Year 8 (Vaivase)

April 2004 – Feb 2014 **SAMOA PRIMARY SCHOOL**
Teacher: Year 8 Private School (Vaialele)

TASKS:

- Instruct through lectures, discussions and demonstrations in all subjects.
- Establish clear objectives for all lessons, units and projects.
- Prepare administer and grade tests and assignments to evaluate students progress
- Prepare materials and classrooms for class daily activities.
- Establish and enforce rules for behaviour and procedures among the students responsible for in upper levels.

EDUCATION

2007 April 11 th	NATIONAL UNIVERSITY OF SAMOA Bachelor of Arts (English and Sociology)
2005 March 31 st	NATIONAL UNIVERSITY OF SMOA Diplom in Arts
1995 December 1 st	UNIVERSITY OF THE SOUTH PACIFIC Certificate in Teaching English as a Second Language. (TESL)
1989 December 31 st	DEPARTMENT OF EDUCATION (SAMOA) Trained Teachers Certificate
1988 December 31 st	WESTERN SAMOA TEACHERS COLLEGE (Malifa) Western Samoa Teachers College Certificate

SPORTS

2000	SAMOA RUGBY FOOTBALL UNION Coaching Certificate IRB Level 1
1995	ASP 2000 SPORTS PROGRAM Orientation to Coaching (General Principles)
1994	SAMOA FOOTBALL SOCCER ASSOCIATION Referee Certificate Level 1

SKILLS AND ATTRIBUTES

- Have an excellent understanding of quality management systems.
- The ability to analyse and interpret school policy and technical data.
- Excellent communication skills both written and verbal.
- Excellent teaching skills good worker under pressure
- The ability to liaise effectively with teachers, parents and students from a range of educational and professional backgrounds.
- Ability to work as part of a team or individual.
- Can work to strict deadlines and manage own time effectively.
- Adaptable, open to change and flexible approach.
- Enthusiastic and self-motivated with a can do attitude.
- Passionate in teaching and inspiring young people, helping them to find their talents, skills and abilities, hoping to make a difference in their lives.
- Honest, reliable and sincerity towards the profession.
- Excellent customer services and very passionate in dealing with people.

ACHIEVEMENTS & RESPONSIBILITIES

- Prepare long term teaching programs and daily lessons in accordance with the guidelines of the school's education system
- Plan, set and evaluate grade tests, exams and assignments
- Supervise student conduct during class, lunchtime and other breaks.
- Carry out administrative duties relevant to my teaching job in school
- Encourage parents participation in parent teacher interview
- Highly involved in organising sporting events and other excursions like camping, field trips, picnics, cultural activities, educational tours etc.

REFEREES

Mrs Anne Leuga Ph 6 29763/29764 PRINCIPAL Samoa Primary School Vaiale	Tepora Wright ACEO Samoa Qualification Awards Malifa Ph - 21911
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Audrey Teuki Tetupuariki Tuioti BROWN-PEREIRA

Date and Place of Birth: 29 July 1975, Rarotonga, Cook Islands
Dual Citizenship: New Zealand (Cook Islands) and Samoa
Education: **Postgraduate Diploma in Development Studies**(July 2013- Present)
Part time student at the National University of Samoa.
Bachelor of Arts (Politics and Sociology) (1999)
University of Auckland, New Zealand
Certificate in International Affairs Management and Diplomatic Training (1999)
United Nations Institute of Training and Research (UNITAR)
Geneva, Switzerland
Interests : Creative Arts, Music, Film and Politics

Employment Record (1995 to Present)

Freelancer (02 May 2013 to Present)

Independent contractor for short-term consultancies requiring multitasking and flexibility of services completed to a high professional standard. Services provided range from report writing for publication, communication inputs as may be required by the client, project management and administration.

Project Management and Client Relations, KVAConsult (28 November 2011 - 01 May 2013)

Responsible for project management including preparation and coordination of projects from planning through to implementation and quality control of projects and reports. A project consultant on selected assignments with focus on the public sector, social and regional projects. Role included the writing of proposals, working closely with technical experts, collating the technical information, writing and editing for the production of reports.

(October 2009 to November 2011): Took leave from KVAConsult due to family relocation to Washington DC, USA for husband's two year secondment with the International Monetary Fund as an Adviser to the Executive Director.

Corporate Services and Project Management, KVAConsult (May 2008 - October 2009)

Managed the corporate services and office administration of KVAConsult, ensuring an excellent standard of project management including preparation of proposals and coordination of projects through to implementation and quality control of projects and reports. A project consultant on selected assignments with focus on the public sector, social and regional issues. Coordinated consultants both internal and external to KVAConsult for the various projects and assignments.

Executive Administration, National University of Samoa (May 2004 - May 2008)

Comparable Position to a Grade 1 Academic Lecturer. Roles included Assistant to the Registrar, Executive Assistant to the Vice-Chancellor, to Executive Officer for the Chancellery (Vice-Chancellor and President, and Deputy Vice-Chancellors). Prepared briefing papers, reports including quarterly reports for the Ministry of Finance, speeches and media releases on matters pertaining to NUS. Duties also included the preparation of written briefings for the Minister of

Education Sports and Culture in the capacity as Pro-Chancellor of NUS and Chairperson of the NUS Council. Collated and edited for publication: (i) NUS Academic Calendars for 2005, 2006, 2007 and 2008; and (ii) Annual Reports 2006 and 2007.

First Secretary (Diplomatic Posting), Cook Islands High Commission, (Wellington, New Zealand)(October 2000 -April2003)

Appointed Acting High Commissioner upon resignation of Head of Mission from June 2002 to April 2003. Prepared briefing papers and reports for the Ministry of Foreign Affairs and Immigration on bilateral and multilateral matters concerning the Cook Islands. Coordinated logistical arrangements for special events, meetings and official functions hosted by the High

Commission.

International Affairs Officer, Cook Islands Ministry of Foreign Affairs and Immigration (Rarotonga, Cook Islands) (July 1997 - October 2000)

Portfolio included the official facilitation of policy advice and correspondence relative to all United Nation agencies and organisations/countries outside the Pacific. Assisted the Cook Islands National Commission for UNESCO e.g. the preparation and co-ordination of proposals for biennial participation programme. Co-ordinated various programmes for official visits to the Cook Islands and assisted with logistical arrangements for international meetings hosted by the

Cook Islands Government.

Accounts Assistant, Cook Islands Consulate-General (Auckland, New Zealand) (1995 -1997)

As a university student worked at the Cook Islands Consulate General in the accounts. Was also the speech writer for the Consul General in his capacity as Dean of the Consular Corps and President of SPINDA. Also provided support for the promotion of the Cook Islands as a tourist destination for the Cook Islands Tourism Corporation that utilised an office in the same building.

Project Experience (2004 to Present)

The Role of Nature Conservation in Climate Change (December 2013 and February 2014), SPREP

Provided media and logistics support for the Media and Public Relation's Officer for the media team at the 9th Pacific Islands Conference on Nature Conservation and Protected Areas held in Suva, Fiji. Role was to support the logistical requirements of the MPRO including coordination of student journalists from the Fiji National University and the University of the South Pacific with their daily stipend, stories for uploading to the internet and/or dissemination by other means as required. As part of reporting requirements to the PACMAS collated all stories into a news compendium and excel spreadsheet of journalists, their list of stories and sites where they appeared. In coordination with the MPRO also assisted with the donor report writing to PACMAS of a Monitoring and Evaluation Report and Lessons Learnt Guide, as a result of the

project.

Publications Support (August 13 - November 29, 2013), SPREP

Supported the publication process in the Communications and Outreach Unit of SPREP. Role included facilitating the various expertise required for the quality production of various promotional information and materials, as well as various technical reports on climate change. During consultancy period over 40 publication products were produced in print, electronic or

merchandising formats by request and in consultation with the various staff of SPREP. Also assisted with the publications and merchandising requirements for the 9th Pacific Islands Conference on Nature Conservation and Protected Areas held in Suva, Fiji in December **2013**.

Pacific Media and Climate Change Project (July 1- August 9, 2013), SPREP

Undertook the donor reporting required for the project completion of the Targeted Media Training and Programmes to Support Accurate Dissemination of Climate Change Science and Adaptation supported by the Government of Australia through the former Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICSRTE). The project was implemented by the SPREP Communications and Outreach Unit in close collaboration and consultation with the Climate Change Division and designed to support SPREP's media outreach programme to ensure strengthened dissemination of climate change information through the media and other avenues in the Pacific. Role included the writing of the Monitoring and Evaluation Report, compilation of a news compendium and development of media and climate change practitioner database. The Project was managed by the SPREP Media and Public Relations Officer.

System Assessment and Benchmarking for Education Results (SABER) for Early Childhood Development

(January - May 2013), World Bank

Undertook the initial ground work for the World Bank SABER Survey on Early Childhood Development Program and Policy Questionnaire for Samoa. Role was to identify key individuals to be interviewed and the collection of data on early childhood education development in

Samoa.

Review and Development of the Public Administration Sector Plan (March 2012 - April 2013), Public Service Commission

Part of project team that undertook the review of the Public Administration Sector Plan (2007-2011) and development of the new Plan.

SPREP: Strengthening Sub-Regional Linkages a Cost Benefit Analysis (July - August, 2012), Secretariat for the Pacific Regional Environment Programme

Part of project team that completed a Cost Benefit Analysis (CBA) on the various scenarios of SPREP establishing a sub-regional presence in the Pacific. Consultancy included consultations with member countries, consolidating data and research with the final report including the CBA and suggested way forward for SPREP to consider. Visited Fiji as part of the consultation

process.

Independent Evaluation of the Small Countries Financial Management Centre Programme (May - July 2012), SCMFC Isle of Man

Assisted the Field Reviewer for the Pacific in evaluating the SCFMC Programme. Evaluation included online survey and conducting interviews with former participants in the SCMFC programme. The evaluation focussed on Pacific participants working in the finance sector from Central Banks, Treasury and Offshore Regulators with particular focus on the Cook Islands, Samoa, Tonga, and Vanuatu. The Final Report for the Pacific was included in the synthesis report with evaluations for Africa and the Caribbean.

Independent Review of the Pacific Islands Forum Secretariat (January - May 2012), Ministry of Foreign Affairs and Trade, New Zealand Government

Assisted the KVAConsult inputs into the research, analysis and report writing for the Independent Review of the Pacific Islands Forum Secretariat.

Peer Review of Samoa Parliamentary Support Project (November 25, 2011), AusAID

Assisted Team Leader with peer review of project document on Samoa Parliamentary Support Project. The project aimed to strengthen the capacity of MPs to use parliamentary processes to more effectively engage with national development issues.

Technical Assistance for Co-ordination of the Private Sector Enabling 'Environment Facility: Preparation of Business Brochure on Pacific Forum for Small Medium Micro-Enterprises. (April 2009)

BizClim, EC

Assisted the preparation of a business brochure on Pacific Forum for Small Medium Micro-Enterprises. Role included collation of information, writing and editing. Brochure was translated into French.

Samoa Australia Partnership Agreement Project (January - March 2009), Government of Samoa and AusAID

Part of project team for the development of the Implementation Schedules for the Priority Area of (i) Private Sector and Employment Growth. The Partnership is an innovative approach to bilateral development assistance between the Governments of Samoa and Australia.

Capacity Building Case Studies (August - September 2008), Asian Development Bank

Sub-editor for three case studies on capacity building in Samoa for Technical Assistance received by the Government of Samoa from the Asian Development Bank.

Review of the TALAVOU Programme and the National Youth Policy. (May - October 2008),

Government of Samoa and UNDP

Part of project team that undertook the evaluation and review processes on the status of the TALAVOU Programme which is a youth focussed initiative situated in the Ministry of Women, Community and Social Development. The assignment also included the consolidation of data on youth issues through the mid-term review of the Samoa National Youth Policy 2001- 2010.

KVAConsult Ltd Community Service Project "Alleviating Violence in Interschool Sport". (May 2008 - February 2009), Cabinet, Government of Samoa

Part of project team that undertook research and report formulation for the 'Independent Review of the Inter-Schools Sports Violence Report' for Cabinet. The KVAConsult community service project included the development of guidelines for alleviation of sports violence in post-primary inter-school sports.

Small Farmer Livelihoods: Case Studies on Commercialisation Aspects in Samoa. (2004) Women in Business Development Incorporated (WIBDI)

Unaccredited co-writer for "Small Farmer Livelihoods: Case Studies on Commercialisation Aspects in Samoa". Women in Business Foundation Project commissioned by FAO and published in 2005.

Creative Writing Output (1995 to Present)

Anthologies Rain of Poems (2013)
The World Record Anthology (2012)
Mauri Ola: Contemporary Polynesian Poems in English (2010) Whetu
Moana: Contemporary Polynesian Poems in English (2003)

Exhibition Catalogues featuring Poems for Artist

"Akara ki Mua", Beachcomber Gallery, Cook Islands (2001) "Inei Konei", Australian Centre for Photography (1998)

Festivals Poetry Parnassus, Southbank Centre, London, United Kingdom (2012) The New Zealand Fringe Festival, Wellington, New Zealand (2002)

Journals Hawaii Review Journal, Edition 78 (2013)
SPAN 62, Journal of the South Pacific Association for Commonwealth Language and Literary Studies (2009)
Trout 14 Online Journal of Arts and Literature from Aotearoa and the Pacific (2006)
SPAN 54/55, Journal of the South Pacific Association for Commonwealth Language and Literary Studies (2005)
Mana Journal, Special Cook Islands Edition (2000)

Poetry Books "Passages In Between I(s)lands" (*To be published by Ala Press, Hawaii in 2014) "Threads of Tivaevae: Kaleidoskope of Kolours" (Steele Roberts, Wellington, New Zealand, 2002)

Short Films "The Rainbow" (Script writer, independent film funded by Creative New Zealand, 1997) "The Cat's Are Crying" (Script writer, He Taonga Films funded by Creative New Zealand and NZ on Air, 1995)

Referees

Hon. Wilkie Rasmussen, Member of Parliament
Leader of the Opposition, Cook Islands
Former Cook Islands Minister of Foreign Affairs and Immigration & Cook Islands High Commissioner to New Zealand
Telephone: +682 29036 +682 29033 Mobile: +682 54239

Letuimanu'asina Dr Emma Kruse Va'ai, Deputy Vice Chancellor
National University of Samoa
Telephone +685 21428 [E-mail: e.krusevaai@nus.edu.ws](mailto:e.krusevaai@nus.edu.ws)

Afoa Kolone Vaal, Co-Managing Director and Principal Consultant
KVAConsult Ltd
Telephone +685 25345 [E-mail: kolonervaai@gmail.com](mailto:kolonervaai@gmail.com)

Priscilla Davidson-Betham

Biography

Name: Priscilla Davidson-Betham
Date of Birth: 10th May 1968
Place of Birth: National Women's Hospital
Auckland
New Zealand

Current Address: Matautu-Uta
Apia
Samoa
7770599 Mob

Overseas: 4 Edwards Rd
Grey Lynn
Auckland
New Zealand
Ph: 376-3864

Email: albacorp@yahoo.com priscilladavidsonbetham@gmail.com
Citizenship: New Zealand
Nationality: Samoan Kiwi
Marital Status: Married
Interest: Reading, Sports, Music, Culture dancing, Teaching, Gospel Singing, Cooking, Ministry outreach

Church: Apia Protestant Church
Choir Member
Youth Leader
Women's Fellowship
CBSI-Community Bible Study International

Family: Hugo Henry Betham - Husband
Palestina Mele Davidson-Betham- Daughter
Zachariah Junior Davidson-Betham- Son
Nazarene Gardenia Tatyana Miti Davidson-Betham- Daughter

Community: Robert Louis Stevenson School Board of Trustees 2007
Robert Louis Stevenson School Board of Trustees 2012
Medical Mission volunteer for Apia Protestant Mission-annual
Team Samoa to Israel Prayer Convocation Member 2012

Education

Grey Lynn Primary	1973-1979
Kowhai Intermediate	1980-1981
Auckland Girls Grammar School	1982-1987
Auckland Institute of Technology	1988
Auckland College of Education	1996-1998
University of Auckland	1998-2002

Qualifications

- School Certificate
- Sixth Form Certificate
- Higher School Certificate
- Certificate CAD computer Course
- Bachelor of Education in Teaching
- First Aid Certified (Samoa)

International Achievements: **Queens Award** (14th Company Girls Brigade)

Extra Curricular: New Zealand

- Auckland Girls Grammar School
- Junior Form Representative
- Culture Officer-Secondary Schools Polynesian Festival
- Senior Camp Leader
- Captain of Net ball and Tennis Junior Team

Pacific Island Presbyterian Church Newton-Auckland (PIC Newton)

- Young Officer for the 14th Auckland Company Girls Brigade
- Capital Teen Convention Representative
- Secretary for PIC Bible Class (Youth)
- Honours of the Gold Diploma –New Zealand Sunday School Scripture Exams

Samoa

National Representative for Samoa Outrigger World Sprints 1994
Samoa Games Silver Medalist-Outrigger 1994 - 500 meters sprint
Samoa Games Silver Medalist-Outrigger 1995 - 500 meters sprint
South Pacific Games Volunteer United Nations Award 2006

University of Auckland

AUSSA-Samoa Students Association

- Culture Officer 1999-2000

AUPISA-Pacific Island Students Association

- Samoan Officer 1999
- Advisory Officer for Pacific Island Students for Office of Pro Vice Chancellor 2001
- Mentor for Tuakana Programme for Maori and Pacific Island Students
- President for AUPISA 2001

AUSA- Auckland University Students Association

- PISO Rep. 1999-2000
- UATA- Tonga Association
- PSFC- Pacific Students for Christ
- FOU FOU PULOTU NIUE – Niue Association

Teaching Experience:

Ponsonby Intermediate School 1996

Westmere Primary School 1997

Gladstone Primary School 1998

Takapuna Normal Intermediate School 1999

Epsom Normal Primary School 2000

Sutton Park School 2000 Tongan Bilingual

Viscount School 2001

Robert Louis Stevenson School 2001

Employment History

McDonalds Restaurant (K'Rd branch)NZ

Michele Ann Fashion - NZ

Muliaumaseali'i and Iuni Sapolu

Barristers and Solicitors -NZ

Gold Star Transport Co. Ltd. (Apia)

Auckland Area Health Board-(NZ)

New Zealand High Commission (Apia)

University of Auckland Quad Shop (NZ)

Best Training Institute of Education (NZ)

Robert Louis Stevenson School Samoa

RLSS

Middle Syndicate Year 3 and Y4

National University of Samoa

Private Schools RLSS; Peace Chapel; Ah Mu Academy

Edu_Tain Centre

Customer Services

Dispatch Assistant

Receptionist

Receptionist

Data entry operator

Administrator Assistant

Retail Assistant

Lecturer

Teacher

Board of Trustees

Lead Teacher

English Tutor

Reliever/Substitute

Director/Teacher

Current Employment

Robert Louis Stevenson School-Secondary

English Teacher F4 F5

School.Net

Literacy Programme

Referees

Ms.Barabara Alaalatoa B ED Tch Dip
Auckland College of Education Te Kura Akoranga O Tamaki Makaurau
Centre of Social Science
Lecturer
Email: alaalatoa-dale@ace.ac.nz

Mr.Efeso Collins M.A Honours
University of Auckland
Pro-Vice Chancellor Office
Student Administration
Email: e.collins@auckland.ac.nz

Mrs.Nuhisifa Williams M.A Honours
University of Auckland
Center for Professional Development
Tuakana Coordinator-Pacific Island Mentoring Programme
Email: ns.williams@auckland.ac.nz

Local/Current Refs

Ms.Fiaapia Devoe
Primary Principal
Robert Louis Stevenson School
Samoa
rlss@samoa.ws

Reverend Nuuausala Siaosi Siutaia
Apia Protestant Church
Apia-Tamaligi
Samoa
Email: nmsiaosi@samoa.ws

ETEUATI F KORIA
CURRICULUM VITAE

PERSONAL DETAILS

First Name:	Eteuati	Last Name:	Koria
Date of Birth:	29 May 2012	Nationality:	Samoa
Address:	PO Box 600 eteuati_koria@yahoo.co.nz Lalovaea, APIA, Samoa	E-mail:	
Contact(s):	25317/7273372		

ACADEMIC BACKGROUND

2014-	Avondale College, Australia	MEd (Admin) YTC
2008	University of Southern Queensland, Australia	MEd (incomplete)
1997-1998 Education	Pacific Adventist University, PNG	Bachelor of
1993-1994 Education	Pacific Adventist College, PNG	Diploma in

WORK EXPERIENCE

2011-2014 Samoa	Principal	Samoa Adventist College,
2006-2010 Samoa	English Lecturer	National University of
2005-2006 Samoa	Computing Lecturer	National University of
2002-2004	English/Computing Teacher	Samoa Adventist College

2001	Information Technology Lecturer	Fulton College, Fiji
1999-2000	Deputy Principal/Senior Teacher	Samoa Adventist College
1995-1996	English/Computing Teacher	Samoa Adventist College

Other Contracts

2005-2014	Samoa Computing Teachers' Panel Member Computing Curriculum Reviewer Internal Assessment Programme Moderator Chief Examiner - Samoa School Certificate Computer Studies Moderator - Samoa School Certificate Computer Studies Trainer/Facilitator - Samoa Computing Teachers' Training	Ministry of Education, Sports and Culture
2007-2010	Tutor - English & Computing (Continuing Education)	University of the South Pacific



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Signature

2. GENERAL COMMENTS – LEVEL OF QUALIFICATIONS OF STAFF:

The qualifications and experience of our existing staff is generally sufficient to support our existing courses. Of our current staff, several members such as Mrs Judy Anne Pouono and Diana Betham- Scanlan have recently completed their Masters and Ms Natasha Schuster is currently in Auckland completing her thesis for her Masters. Others such as Minerva Taavao have completed a Post Graduate Diploma in Japan as well as four other lecturers from the Department collaborating in teaching and delivering the East Carolina University on-line course on "Global Understanding" in 2010. Amituanai Vernetta Heem completed a Post Graduate Certificate in Applied Social & Health Research in the Pacific, offered in the summer school mode by the University of Otago in 2011. Currently, Maima Nanai is engaged in the Certificate Level IV Training Assessment and Evaluation (TAE) offered by the Australia Pacific Technical College (APTC) and Christopher Gounder is also enrolled in the Post Graduate Certificate in Adult Teaching offered at the Oloamanu Centre. . Mr Rooney Mariner is targeted to begin his Post Graduate Diploma in Development Studies in Semester 2, 2014 and two senior lecturers are preparing their proposals for Doctorate studies through the Centre of Samoan Studies. In November 2013, Minerva Taavao completed the HINARI Database Research Training conducted by the World Health Organization.

3. Allocation of Staff to Lecturing and Tutoring

Currently in 2014, lecturers are allocated to tutoring and lecturing at the various levels of the curriculum as follows:

a) English Courses:

- Pre-Degree Courses: HEN001, HEN002, HEN003, HEN004, HEN005

FULL TIME STAFF: Amituanai V. Heem
 Professor Sina Vaai
 Lafaitale F. Taupi
 Sr. Vitolia Moa
 Judy Pouono
 Maima Nanai
 Diana Betham-Scanlan
 Rooney Mariner
 Christopher Gounder
 Natasha Schuster (away on PDL Leave)

PART TIME STAFF: Eteuati Koria
 Vailili Tito
 Marei Tufuga
 Sunema Kolose
 Priscilla Davidson-Betham
 Audrey Brown Pereira (left in week 6 for SPREP)

- Degree Courses - 100 level, 200 level, 300 level, 500 level

HEN100, HEN101, HEN102, HEN103, HEN104, HEN106, HEN107

Amituanai V.Heem	Judy Pouono
Professor Sina Vaai	Rooney Mariner
Lafaitele F. Taupi	Christopher Gounder

HEN201, HEN202, HEN203, HEN204, HEN205, HEN206, HEN207

Amituanai V. Heem	Judy Pouono
Professor Sina Vaai	Rooney Mariner
Lafaitele F. Taupi	Sr. Vitolia Mo'a

HEN301, HEN303, HEN304, HEN305, HEN306, HEN307

Amituanai V. Heem	Professor Sina Vaai
Lafaitele F. Taupi	Sr. Vitolia Mo'oa

HEN580: Professor Sina Vaai

b) Foreign Languages Courses

- (i) Chinese courses: Community Courses, HCN100, HCN101, HCN200

These courses are taught by Professor Zhang Limin

- (ii) Japanese Courses: Community Courses, HJA100, HJA101, HJA102, HJA103, HJA200, HJA201

These courses are taught by Ms. Minerva Taavao.

4. COMMENTS ON ENGLISH COURSES:

A team teaching approach for all of the pre-degree courses such as HEN003, HEN004, and HEN005 is adopted as these courses are high in enrolment numbers and for the 100 level courses such as HEN100 and HEN107 a similar strategy is adopted. Where possible and wherever necessary, team teaching is also implemented at the 200 and 300 levels to cover the Conference or sick leave of staff members as well as inviting guest speakers to provide an enrichment of courses with different presenters and voices such as HEN100 and HEN101.

The HOD and Course Coordinators attempt to match the expertise of each individual lecturer concerned with a particular course and programme. Senior lecturers are generally allocated to the

degree level courses according to their expertise and experience, such as lecturers who are allocated to teach the Linguistics courses because they have an academic qualification and experience in that area. Similarly for the Literature courses at the Degree level and with respect to the Foundation and Pre-Foundation courses, all lecturers are expected to have general expertise and experience as a fundamental requirement for being hired in the English section of the EFL Department to enable them to deliver these courses.

In instances where staff have enrolled for Post-Graduate studies by distance, or on Campus via NUS teaching loads have been reduced as far as possible according to policy. Part timers (some of them have been full time lecturers in the past) have been hired as a stop gap measure to meet particular needs and since 2010, more regularly to cover the high enrolments in HEN003 and especially HEN004. Upgrading of staff qualifications has been a goal set for all University lecturers under Strategic Plans over the past decade. This admirable and desirable goal has unfortunately been deferred by many staff due to the lack of funding from the NUS as well as other donors together with other local constraints such as family dependents and personal obligations. Another very important reason for deferring plans for upgrading and refresher courses has been the demands of the current teaching work load. Efforts have been made by the Management of the Department and Faculty to address these issues.

Since English courses such as HEN004 are compulsory across all Faculties and the Centre of Samoan Studies and other English courses such as HEN100, HEN101, HEN102, HEN104 and HEN107 are required courses across other programmes such as the Diploma (ceased in December 2013) and Bachelor of Education, Certificate of Commerce, Certificate and Diplomas in the Science Faculty together with all the English courses offered for the Diploma and Bachelor of Arts, as well as for the Post Graduate Diploma in Samoan Studies/Post Graduate in Development Studies offered by the Centre of Samoan Studies, there is extremely active networking, collaboration and coordination required between the Department and all other Faculties.

5. COMMENTS ON FOREIGN LANGUAGE COURSES

Regarding the delivery of Foreign Languages courses, several developments have occurred since 2005. Firstly, the French Language offering ceased in 2007 due to sustainability issues and the provision of a French Lecturer who could serve the language needs of both NUS and the Fale Falani (a local Association of French enthusiasts). However, there has been repeated requests from government personnel especially in the Ministry of Foreign Affairs and other interested individuals who have expressed the desirability of re-establishing the French courses at NUS. This has been mooted as recently as April 2014 with the relevant individuals from the French Consulate. Secondly, it is very pleasing to note that Mandarin and Japanese have continued to grow and prosper with many students enrolling in Japanese for Tourism 1 and 2, and the popularity of these Foreign Language courses have grown to the point where many Samoan students apply for scholarships to China and Japan for various qualifications and many of them have undertaken language courses in the Department prior to their departure overseas. Thirdly,

Japanese is unique in that it has been totally localised with Ms Minerva Taavao carrying the full load of teaching with a view to hiring additional staff or requesting additional staff from JICA if Ms Taavao is to upgrade her qualifications in Japan as required by NUS policy. Fourthly, whilst community courses have been erratic, waxing and waning in popularity, the Open Day activities especially for secondary school students and the Japanese Language Speech Competition for NUS students have proven invariably very popular and inviting. Fifthly, whilst the Yazaki Company paid for many employees to undertake the Japanese Community courses as part of their job training until 2007, this was discontinued for various reasons: however, Yazaki continues to be a major stake holder in Open Day Displays featuring Judo Competitions with JICA Alumni. Sixthly, whilst Mandarin was initially discussed as an attractive option, both for the global business community as well as for local Samoans with Chinese ancestry and links, the latter has not borne much fruit after the death of Honorable Aita Ah Wa who lobbied with the local Samoan Chinese community to encourage participation in this Foreign Language programme. However, it is possible that this goal may be revived in the future. Interestingly enough, the German Language was also mooted in the same vein by the German Ambassador from Wellington and the local German Consul in 2005. However, it was thought at the time that trialling three Foreign Languages, that is, French, Mandarin and Japanese was enough of a challenge and that German could wait till a later date. Perhaps that date is not too far off.

Recently, in early March 2014 approaches have been made by officials of the Ministry of Education, Sports and Culture (MESC) about the possibility of establishing a School of Foreign Languages at the Malifa Compound using the MESC offices. Upon reflection, it is clear that such a proposal runs the risk of duplication and a lack of sustainability given our limited resources and budgetary constraints. These sentiments have been voiced in the two meetings held to discuss this proposal which may not be feasible and unlikely to be activated in our opinion.

It is our continuing belief that the Foreign Language course offerings enrich the international components of our Diploma and Bachelor of Arts which gives us a regional and global advantage with other comparator institutions.

J. RESEARCH

1. Staff Development Activities:

Lecturers from the Department have participated in various staff development activities ranging from seminars to workshops, conferences, research presentations and publications, both in Samoa and abroad. Upgrading academic qualifications is an ongoing imperative and whilst several lecturers have completed their Masters and Doctorate qualifications for others it is still an ongoing process and desired goal. (please refer to pp. 10 [e] ó 14 [g])

2. Publications and Presentations:

Lafaitale Fualuga Taupi

- Language Competence & Pragmatics in HEN 003 Progressive English: Some observations about language problems and barriers for Samoan students. Faatufugaga 2012.
- SPACLALS Presentation 2012 'Old Wine in New Bottles or Old Bottles for New Wine or Shall We Go with the Flow' in SPAN 65 ISSN 0313-1459 forthcoming publication 2014.
- Participated in the Applied Linguistics Conference Victoria University, Wellington (2013 Nov.)

Amituanai Vernetta Heem

- 2007: Presented a paper 'The Status of Reading and Pacific Literatures in Samoa' published in Tusitala Marsh & Te Punga Somerville A., (eds) SPAN Journal of the South Pacific Association of Commonwealth Language and Literary Studies, Vol. 63, 2010, University of Auckland, NZ ISSN 0313-1459 p 57-69.
- 2009: SPACLALS Symposia, University of Auckland, presented paper on 'Reading and Literacy in the Pacific', publication forthcoming.
- Vaai, S., Tuiloma V. Heem, Arp, K. & Korua, E. 2010 'Reading: A Matter of Minds and Means: Focus on Reading for Foundation and First Year Students at the National University of Samoa', in *The Journal of Samoan Studies*, Volume 3, 2010, pp 21-35 ISSN1813-2324.
- 2011 ó HSA505 Applied Social and Health Research in the Pacific, Otago University Course.
- 2012: SPACLALS Festival Conference - Presented a paper on 'Reading and the Reader: Perception and Reflections - A Psycholinguistic Perspective' to be published in SPAN 65, 2014, ISSN 0313-1459 (forthcoming).
- 2012: Co - presented with S. Vaai; 'Concerns about English Language Proficiencies at the National University of Samoa', at English Language Teachers of the Pacific Conference at the University of South Pacific, Dec 4-5, 2012, Laucala Bay Campus, Suva.
- 2014: Completing Phase 2 of *Research on Reading Proficiencies of Students at NUS & Proficiency in English Language Test (PELT)*.

Maima Pili Nanai

- SPACLALS 2012 CONFERENCE (presentation) ó Paper 'Impact of Text messages on students writing and learning'

Judy-Anne Pouono

- Alexander ó Pouono, J. A., (2012) *Read With Me and Let Me Fly*, Presented at the SPACLALS Conference, December 2012. (Awaiting publication)
- Alexander-Pouono, J.A., (2006). 'Challenges for Literacy- A personal perspective' : SPAN-Journal of the South Pacific Association for Commonwealth Literature and Language Studies, Nos 56/57, April & October 2006, 68-71, Apia Samoa.
- Alexander-Pouono, J.A., (2009). 'Literacy begins in the Fale' : Journal of the Pacific Circle Consortium for Education 21(2) December 2009, 17-26. Available at <http://pacificcircleconsortium.org/PAE.html>
- Alexander-Pouono, J.A., (2011). *Community Literacy Centre in Samoa: Why is it so successful?* Unpublished thesis Master of Teaching and Learning. University of Canterbury, Christchurch New Zealand
- http://www.google.co.nz/search?q=community+literacy+center+in+samoa&rls=com.microsoft:en-nz:IE-SearchBox&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=1I7RNSN_enNZ390&redir_esc=&ei=WL2zUaxyx6KKB9jvgeAB
- Presenter at SPACLALS (NUS Branch) Literary Festival Poetry Reading Night on November 28, 2012 at the Samoa Tourism Authority (STA) Fale.

Sr. Vitolia Mo'a

- Le Aso ma le Taeaó The day and the hour:Life or demise for ðWhispers and Vanities: Samoan Indigenous Religious Referenceó A chapter in Tui Atuaø book ðWhispers and Vanitiesí ö (2012)
 - Currently printed by the Huia Press ó NZ; To be released in June/July, 2014
- The Tofa-Upu: The Way-Word ó Essence of the Tulafale, the Orator and Poems (SPACLAL 2012)
 - Currently printed by SPACLAL NZ; to be released in April, 2014
- Talanoaga a le Teolosia ma le Faa-Samoa (Measina 2012)
 - Yet to be published by the Centre of Samoan Studies
- *Rage for Righteousness* & poems (Faatafunaga 2013)
 - To be printed by FOA 2014

Seumanu Minerva Taavao

- SPACLALS 2012 Conference ó Paper -Experiences of Learning a 3rd Languageø
- 2012 Compiled and Edited book -O le Galuloloø with Leua Latai, and book designer and layout of Leuaøø Poetry book -Pieces of Meø
- 2013, Editor for Dr. Rajeshwari Singh Poetry book -Cyclone Zoneø
- Co-presented with Kumiko Yonezawa at SPACLALS Conference NUS November 2004 and published in SPAN54/55 2005; Japanese Teaching in Samoa: New Languages, New Method; pp 94-97.

Matafai Rooney Mariner

- SPACLALS (LIT FESTIVAL 2012) PRESENTATION ó Working in a female dominated environment (from a male perspective)
- Presenter at SPACLALS (NUS Branch) Literary Festival Poetry Reading Night on November 28, 2012 at the Samoa Tourism Authority (STA) Fale.

Dr. Sina Vaai

- Pacific Utopias and National Identities in the Twenty ófirst Century in PORTAL: Journal of Multidisciplinary International Studies, Vol 2, No 2 (2005), UTS Press (Online)...Article online at <http://epress.lib.uts.edu.au/journals/portal>.

- Publication: Literary Representations of Cultural practices in Western Polynesia in SPAN, Journal of SPACLALS, No 54/55 April and October 2005 pp 99 ó 104.
- Co-author of EFL Report for Faculty of Arts External Review, April, 2005 and FOA Response to External Review Report later that same year.
- Reading Research Project: Analysis and Implications of Reading Proficiencies of NUS Pre-Degree and Foundation Students. Research Study undertaken with Amituanai V Heem, Kathy Arp, Eteuati Koría and Marj Moore in 2006 ó 2007. Final Report submitted to UREC in March, 2008.
- Vaai, S. 2010 The Fiction of Post-Colonial Pacific Writers In Hokowhitu, B et al (eds) *Indigenous Identity and Resistance : Researching the Diversity of Knowledge*, University of Otago Press, Dunedin, New Zealand, pp 179 ó 192 (refereed) ISBN: 978 1 877372 83 4
- Vaai, S, et al, Arts, Literature and the Media in Meleisea L.M, Schoeffel Meleisea P & Meleisea E. 2012 *Samoa's Journey 1962 – 2012*, Victoria University Press, Wellington, New Zealand pp 173 ó 207. ISBN 970- 0-86473-835-6
- Vaai, S 2011: *Postcolonial Pilgrim: Lovoni Rains*, Faculty of Arts, National University of Samoa, Apia. 55 pages. ISBN: 978 982 9003 42 3
- Vaai, S. 2010: The Songmaker's Chair and Other Recent Fiction of Samoan Writers in the Diaspora: Fundamental Values of the FaaSamoa in Literature in *Measina a Samoa* Volume 4 2010: 67 ó 72 (refereed). ISBN 978 982 9003 37 9
- Vaai, S. Tuiloma V Heem, Arp, K. & Koría, E. 2010: Reading: A Matter of Minds and Means: Focus on Reading for Foundation and First Year Students at the National University of Samoa in *The Journal of Samoan Studies*, Vol 3, 2010. pp 21 ó 35 (refereed). ISSN 1813-2324
- Vaai, S. 2010: The Challenges of Teaching Pacific Literatures in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN , Journal of South Pacific Association of Commonwealth Language And Literary Studies*, Volume 63 , University of Auckland, New Zealand pp. 106 27 (refereed). ISSN 0313- 1459
- Vaai, S. 2010: Book Review of Karlo Mila's Second Collection of Poetry, A Well Written Body in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN Journal of South Pacific Association of Commonwealth Language And Literary Studies* , Volume 63, University of Auckland, New Zealand, pp 134 ó 141. ISSN 0313- 1459
- Vaai, S. 2011: Crisis and Creativity in Oceania: Artistic Activities After the Galu Afi' in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN Journal of South Pacific Association of Commonwealth Language And Literary Studies* Volume 64, University of Auckland, New Zealand pp 83 ó 104 (refereed) ISSN 0313- 1459
- Vaai, S. 2012: Review of Rainbows and Dreams: A Collection of Poems by Ruperake Petaia in *Faatufugaga*, Journal of the Arts Faculty, National University of Samoa, Apia. pp. 71 ó 72, ISSN 1560 ó 3504
- Vaai S: Pacific Poetry and Performance: Voices Across Oceania Chapter in progress for Monograph *Contemporary Developments in Pacific Literatures*.
- Co-Editor for *SPAN* no 54/55, 56/57 & 60/61: 2005 ó 2009.
- Vaai, S. 2009 (December): The Returning in Tusitala Marsh S & Te Punga Somerville (eds) *SPAN Journal of Journal of South Pacific Association of Commonwealth Language And Literary Studies* Volume 62 University of Auckland, New Zealand p. 131. ISSN 0313-1459
- Vaai, S. 2012: Lovoni Rains in *Faatufugaga*, *Journal of the Arts Faculty*, National University of Samoa, Apia. p 12 ISSN 1560 ó 3504.

- Vaai, S 2011. "Declarations", "People of the Hyphen", "Credo", "Living Heart", Pacific Pou Four Poems Presented for **Poetry Reading Night**, Samoa Conference II, Wednesday 6th July, 2011, National University of Samoa Foyer, Apia
- Vaai, S: 2009. "The Postcolonial Pilgrim" p.48 "Declarations" p.59 in *SPAN Journal of SPACLALS*, Vol 60/61, National University of Samoa, Apia.
- Vaai, S 2009 www.nzpec.auckland.ac.nz/pasifika/vaai02.asp. (on line poetry)
 - Clip1: Komiti
 - Clip2: People of the hyphen
 - Clip3: Savaii
 - Clip4: Sunday Sunrise at Vaisala
- 2014: Review of Department of Media & Journalism's publication "Samoa's Journey to Media Freedom" UNESCO & NUS publications, Apia.
- 2014: SPAN Article in Publication.
- Vaai S: "Contemporary Literature From the Blue Continent: Challenging the Pacific Dream" at SPACLALS (NUS Branch) Literary Festival, National University of Samoa, Le Papaigalagala Campus, Nov 28 - 30, 2012 to be published in SPAN 65, 2014 forthcoming.
- Vaai S: *Contemporary Developments in Pacific Literatures*: in progress.
- Vaai S, Tuiloma V. Heem and Singh, R.: Reading Research Part II: The Development and Importance of The Proficiency in English Language Test (PELT) & Reader: in progress.
- 2000 (December): Presenter of paper "The Writer as a Measina" at the Measina a Samoa Conference, Le Papaigalagala Campus.
- 2001: Participant at NUS Workshop for presentation of survey results by Department of Education convened by Elaine Lameta, Le Papaigalagala Campus, Conference Room.
- 2001 & 2003: Participant at Samoa Economic Update "ANU and NUS Collaborative Conference, Apia.
- 2001: Participant at Samoa Association of Women Graduates (SAWG) Conference, USP, Alafua.
- 2002 (September): Presenter of paper "Developments in Creative Writing in Samoa" "The NUS Samoa Telecom Cellular Short Story Competition; a case study" at the Samoa Conference, Le Papaigalagala Campus.
- 2004: Pacific Utopias and National Identities in the Twenty-first Century, University of Otago, New Zealand
- 2004: Teaching English in Samoa : Comments and Reflections, PATE Conference, NUS, Samoa
- 2004: "Finding the Self in the Post-colonial Nations and Diasporas of the South Pacific". ACLALS Conference, Hyderabad, India.
- 2004: Giving and Receiving: Literary Representations of Cultural practices in Western Polynesia, SPACLALS Conference, NUS, Samoa.
- Local Colloquium attended in December 2005: "Pacific Regional Interreligious Colloquium on Indigenous Cultural and Religious Concepts of Peace and Good Governance" at Tofamamao Conference Centre at Leauvaa. Participated in Focus Group discussions and acted as Rapporteur for one group.
- Vaai, S. 2 Conference participant at 32nd Annual Conference of the Pacific Circle Consortium in June 2008, Chair of Plenary session introducing plenary speaker on Day 3, June 25 2008. Presenter also at MADD Gallery poetry readings on Tuesday 24 June 2008 for the same conference.
- 2005: Research Issues and Concerns in English Language & Literature Courses at NUS, Conference Room, NUS, Apia

- 2005: "Literature, Identity and Cultural Values re The Art of Giving : The Essence of Polynesia" at Measina III Conference, NUS.
- 2006: "Literatures of the South Pacific: Telling Our Own Stories and The Quest for Identity in the Fiction of Post Colonial Pacific Writers". Te Tumu, Otago University, New Zealand.
- 2005: Research Issues and Concerns in English Language & Literature Courses at NUS, Conference Room, NUS, Apia
- 2006: "Literature and the Search for Place: Identity and Indigeneity in the Contemporary Pacific." Vaka Vuku , Pacific Epistemologies Conference, USP, Suva.
- 2006: Finding Ways to Progress English Language and Literature Research and Teaching Issues at NUS, Conference Room, NUS, Apia
- 2007: "Literature in the South Pacific Paradise: A Means of Survival in the Spiral of Changing Times." ACLALS, University of British Columbia, Vancouver, Canada.
- 2007: Indigenous Studies Conference at the University of Alberta, Edmonton, "Contemporary South Pacific Literature: Finding the Best View, Taking Centre Stage, Resisting the Margins"
- 2007: New Ways of Seeing: English Language and Literature Research and Teaching Issues at NUS, Conference Room, NUS, Apia
- 2007: Creative Writing in Oceania; Reconnecting our Sea of Islands and Celebrating Cultural Identities" Oceania Development Network Conference, NUS, Samoa.
- 2007: "The Way of the West has Become the Way of the Rest of Us: South Pacific Literature and Globalisation" , SPACLALS, NUS, Apia, Samoa
- 2008: "The Heart of the Matter: Teaching, Research and Publication and Community Service: Building Up the Academic and Research Profile of NUS", NUS, Apia
- 2009: "Oilei! The Challenges of Teaching Pacific Literatures" SPACLALS Symposium, University of Auckland, December 7th, 2009
- Vaai, S., Tusitala-Marsh, S. & Te Punga Somerville, A. 2010: "Special Panel: Of Strokes, Waka and Ocean Voyages: Pacific Literatures on the Move" at ACLALS 15th Triennial Conference: University of Cyprus, Nicosia, June 8th, 2010.
- Vaai, S. 2011: "Contemporary Stories from the Sacred Centre: The 2009 Wave of Fire, The Aftermath of Crisis, Death and Dying, Living and Surviving" 36th Congress of Australasian Universities Literatures and Languages Association (AULLA) on Storytelling; Literature, Language and Culture, University of Auckland, February 9th, 2011.
- Vaai, S. 2011: "Crisis and Creativity in Oceania: Artistic Activities After the *Galu Afi*" at the 11th Triennial Conference of SPACLALS on Reading and Writing in the Pacific , Te Herenga Waka Marae, Victoria University of Wellington, New Zealand. 25 June, 2011.
- Vaai, S. 2011: "Healing the Wounds and Moving On from the Pacific Tsunami through the Arts and Literature" Samoa Conference II, July 7th, 2011, National University of Samoa, Apia.
- Vaai, S. 2011: "Pacific Poetry and Performance: Voices Across Oceania" at First Fiji Literary Festival, 5th October at Fiji National University, Namaka Campus, Nadi, Fiji.
- Vaai, S. 2011: "Hou" at Te Papa Museum, Wellington, **Pacific Poetry Reading**, One of eight poets chosen to read for 11th Triennial SPACLALS Conference on Reading and Writing in the Pacific, 7pm, 23 June, 2011. Poems presented "Komiti" and "Postcolonial Pilgrim"
- Vaai, S 2011: "Living Heart: Pacific Pou," Poem Recited in Spoken Word Celebration of the Pacific Pou, 11th Triennial SPACLALS Conference on Reading and Writing in the Pacific , Te Herenga Waka Marae, Victoria University of Wellington, New Zealand. 24 June, 2011

- Vaai S & Heem V: "Concerns about English Language Proficiency at the National University of Samoa" at English Language Teachers of the Pacific Conference at the University of the South Pacific, December 4th & 5th December, 2012 at USP, Suva.
- 2013, June: SPACLALS Hui. "Contemporary Creative Expressions in Pacific Literatures. Looking Back and Moving Forward" University of Auckland.
- 2013, July: AULLA Conference. "Pacific Worlds and the Fiction of Pacific Writers" University of Queensland.
- 2013: November - "Opening the Box; Concerns about Contemporary Language and Literature in English."

3. Creative Activities:

- English and Foreign Language Concert Night: End of each year 2006 ó 2013 and at the end of the first semester in 2012.
- Japanese Speech Competition: Each year from 2006 ó 2013.
- Chinese Painting Display in 2007 to prepare for the Beijing Olympics and Poster Display in Semester 1, 2014 to promote awareness of Chinese culture and global prominence.
- Participating in the launch of Radio in the Box from the Department of Media & Journalism in the Faculty of Arts, 2012.
- Participating in the promotion of student debates for World Press Freedom Day, May 2014.
- Proof reading and providing reviews for the Department of Media & Journalism Student Publication for World Press Freedom Day, 2014.
- Open Day Activities: From 2006 ó 2013; activities include poet- tree creations, Foreign Language films, name writing in foreign scripts, Japanese Tea Ceremony, judo displays, national dress displays, national cuisine and food tasting, book promotions particularly local poetry publications, quizzes, games, performance poetry from visiting poets such as Tusiata Avia.
- Helping to organize and marking of local short story competitions through the Samoa Observer, Newspapers in Education (NIE) programme.
- Helping to adjudicate Senior Secondary Schools Annual Speech Competitions from 2006 ó 2013.
- Helping to adjudicate Inter-Secondary School Drama Competitions for the 50th Anniversary of Samoa's Independence June 2012.
- Editing of SPAN, Journal of SPACLALS 2004 ó 2007, Guest Editor 2014.
- Contributing to and editing of FAATUFUGAGA/JAFNUS, Journal of Arts Faculty 2012 to present.
- Keynote speaker for book launches for example Lani Wendt's Trilogy, and at Prize Givings for the Annual Short Story Competition since 2011.
- Poetry Nights for the Community: at the Samoa Tourism Fale 2007 & 2012, as well at NUS in the Conference Room and D101.
- One Day Poetry Workshop with visiting New Zealand poet, Tusiata Avia in 2009.

4. Workshops, Seminars & Courses:

Amituanai Vernetta Heem

- 2008 ó Creative Writing Workshop: Facilitated by Tusiata Avia, NUS
- 2008 ó Poetry Reading at Samoa Tourism Authority Fale, Apia: Dr Selina Tusitala Marsh.
- 2009 ó Attended Christopher Howard Empowerment Workshop, Sydney Australia.
- 2009 ó Staff Development One Day Workshop on 'Empowering Ourselves and Others' using the Christopher Howard Training Methodology, Conference Room, NUS.
- 2010: Faculty Workshop at Galusina Hotel, Solosolo
- 2010 ó Rapid Reading Staff Development Seminar by Reading Specialist and Therapist, Sis. D. Tolman, LDS Institute of Seminary held at NUS Conference Room.
- 2011 ó Participant at Workshop at Church of Jesus Christ of Latter Day Saints, Auckland, on 'Writing and Publications' for Church Historians in the Pacific.

Dr. Sina Vaai

- 2000 (January): Coordinator and Lecturer for English Teachers Workshop for the Congregational Christian Church Schools in Samoa, Le Papaigalagala Campus.
- 2000: Participant at Department of Education Workshop on Bilingual Education, Sogi. 2000 ó 2003: Participant at Department of Education Institutional Strengthening workshops, Le Papaigalagala Campus.
- 2001 (April): Participant at Initial Workshop for cooperation between NUS and WS Polytechnic.
- 2001 (July): Participant and presenter at Diploma in Youth in Development, External Regional Moderators Annual Meeting in Goa, India.
- 2001: Participant and presenter at NUS Workshop on Strategic Plan, Sinaiei Resort, Siumu.
- 2001 (November): Moderator's visit to Melbourne, Port Moresby and Auckland to liaise with tutors and students.
- 2002 (July): Participant and presenter at Diploma in Youth in Development, External Regional Moderators Annual Meeting in Namibia, Africa.
- 2003 (March): Participant and presenter at NUS Workshop on Corporate Plan, Insel Fehrman Hotel.
- 2003 (June): Moderator's visit to Melbourne, Port Moresby and Auckland to liaise with tutors and students.
- 2003 (July): Participant and presenter at Diploma in Youth in Development, External Regional Moderators Annual Meeting in Melbourne, Australia.
- 2003 (May and September): Participant at Professor Gayle Macdonald's Research Workshops for Academic Staff, NUS.
- 2003 (September): Participant at Juliet McKee's Workshop on Institutional Governance, NUS.
- Member of Faculty of Arts Curriculum Advisory Committee (CAC): 2009 ó 2012. Participant at Faculty of Arts Staff November 2009 Development Research Workshop at Galusina Hotel, Solosolo on 'Strategic Planning and Research Outcomes'
- Co-Convenor of Faculty of Arts Staff Development Workshop: '*Enhancing Productivity and Professionalism in the Workplace*': November 29th and 30th 2011, Moanasina Hotel, Vaitele.
- Participant and Completer of in Country Training Programme: Policy Development and Research on Land Development: 11 ó 15 July 2011, Apia.
- Participant at Samoa Qualifications Authority Consultation Workshops: 2009 & 2010

- Participant and Completer of Reading Advantage Staff Development Seminar: Sr. Debra Tolman: LDS Seminary Institute, Vaivase: November 30th ó Dec 1st, 2010.
- Participant at 2 day Consultation with Professor Kral, Consultant for USA Embassy on ‘The State of English Teaching in the Schools and Higher Learning Institutions in Samoa’ National University of Samoa Conference Room, November 2010.
- 2013: Participant at seminar by Professor Cynthia White from Massey University, New Zealand ó ‘Strategies for Enhancing Literacy for Second Language Learners of English.’ NUS, Apia.

K. STUDENTS

- **Student Feedback:**

- Feedback from student evaluations (See pp. 30-33) for summary comments.
- Students Proficiencies:
- There are obvious and continuing problems with reading proficiencies which have been identified through our reading survey and research published in 2010. The fact that English is second language for our students must always be kept in mind and students are always advised during the Orientation Week presentations by staff that reading is the key to success and students must hone their skills in reading and writing competencies in English to succeed at tertiary level.

- **At Risk Students:**

In the mid-semester break, a meeting is held to identify students at risk in all EFL Courses. Students who have not been attending as well as those who have been consistently failing or whose grades from tests and internal assessments are considered problematic are listed and Coordinators forward these lists to the NUS Student Counsellor for action, copied to the HOD and relevant Deans, since many of our students are from programmes in other Faculties. Strategies are then discussed in terms of individual students and providing consultation on a one to one basis. In some cases, the Faculty has endeavoured to call all students to the Samoan Fale and address these problems which lead students to be at risk and suggest remedies for such problems. One of the major problems identified is the reluctance of students to meet their tutors for individual consultation after class or tutorial even though the Department and Faculty have made repeated announcements to that effect to encourage students to take up this offer of extra help. It has been suggested that this difficulty in approaching lecturers is part of a cultural attitude towards authority figures where reluctance (*musu*) and shame (*ma*) come into the equation of admitting the need for assistance, but we also know that this is part of a universal problem across the tertiary education sector and various initiatives such as Academic Support Units are part of the platter of solutions which are now common in many University landscapes. Apart from this measure which has financial implications, lecturers continue to offer individual assistance where required.

- Academic Student Support:
 - An Academic Support Unit for undergraduate and post graduate students has been discussed at various fora including Senate, Faculty and Departmental meetings. The conclusion has always been that without the financial wherewithal to support the setting up of such a Unit with human and material resources, it is up to each individual lecturer to provide remedial support for students in their own area of expertise. For the EFL lecturers, particularly those teaching English courses, this has involved providing one to one consultations with students in need of help, as well as several lecturers providing evening sessions in the EFL Laboratory proofreading and editing research papers and providing guidance for research projects for all students.

- Student Grievances:
 - Student grievances and complaints are initially directed to the Course Coordinators before being forwarded to the HOD and Dean if necessary. Every attempt is made to provide timely solutions to any grievance and in rare cases students are referred to the Student Counsellor and/or Registrar if problems involving financial matters or illness arise.

- Student Numbers:
 - Numbers have fluctuated since the last External Review in 2005 but the overall trend is for increasing numbers of students that have passed the Samoa School Leaving Certificate (SSLC; known as the Pacific Secondary School Certificate [PSSC] till December 2012), to enter the Foundation Programme. (Refer to Figures 11-17, pp 24-27) for details of enrolments and increases. Since English is a compulsory comparator course across all the Faculties and the Centre for Samoan Studies since 2004, these large enrolment numbers for Foundation English HEN004 and for students needing the bridging courses HEN001, HEN002 and HEN003, have necessitated the repeating of lectures in different streams to cope with the demand.
 - Furthermore, the tutorial or small group focus work is extremely important since English is a second language and whilst the Department has tried to adopt the strategy of keeping the ceiling of each tutorial group to 15 students, this has been quite difficult and currently in Semester 1, 2014 some groups have to cater for as many as 28 students. Hiring part time lecturers and tutors, whilst justified in the view of the Department, has often been difficult because of the time lag in facilitating these part time appointments. Indeed, some part timers have found other employment while waiting to be confirmed and signed up and by the end of Week 5 in a 14 week Semester, do not view their part time positions as viable or attractive and have declined the offer which has a serious negative impact of the overloading of full time staff.

8. Graduates:

The majority of our students graduating with Foundation Certificates across the Faculties and Centre of Samoan Studies articulate into the Diploma or Degree programmes either locally or overseas and some on scholarship whilst others are privately funded by their families. (Please refer to Figure 19, p27).

Many of our graduates from our Diploma and Bachelor programme are employed as teachers in Secondary Schools, either Government or Church or Private Schools, whilst many others apply to Government ministries and other Government bodies where they are employed as translators, probation officers, research and administrative assistants and other managerial or executive positions. Many in these categories are gainfully employed in the Ministry of Education, Sports & Culture (MESC), the Ministry of Natural Resources & Environment (MNRE), the Ministry of Justice & Courts Administration (MJCA), the Ministry of Women & Community & Social Development, (MWCSD), the Ministry of Foreign Affairs (MFA), the Public Service Commission (PSC), the National Provident Fund (NPF) and the Legislative Assembly. Yet others have chosen to enter family businesses or other private organizations such as Yazaki EDS Ltd and Non-Government Organizations (NGOs) such as Women in Business and the World Council of Churches.

The recently instituted (established in 2010) Curriculum Advisory Committee (CAC) is comprised of community stakeholders including potential and existing employers of our graduates. We have listened over the last few years to much anecdotal evidence from these professionals from various government ministries and institutions, which points to positive profiles of our graduates as employees whilst other comments have alerted us to other areas such as life skills and time management which still need improvement.

L. OCCUPATIONAL SAFETY AND HEALTH (OSH) CONCERNS:

- The OSH policy has recently been implemented with OSH officers nominated by each Faculty.
- Continual complaints to these OSH delegates regarding the erratic water supply especially in the bathrooms impact negatively on lecturers and students and all those who work at NUS. It is a cause of great concern which is regularly voiced with very little visible improvement over the past few years. In fact, the situation seems to worsen and becomes critical and maybe even life threatening. For example, as recently as April 4th, 2014, our water supply in the ablution block nearest to our Department was off for the morning and staff felt obliged for health reasons, to leave their University work places and continue at home. These disruptions therefore have a very real impact on staff morale and progress.
- **Smoking** – The NUS policy on smoking, that is, smokers must remain 100 meters from University buildings is not enforced and is the subject of much concern from lecturers and students alike, given the huge body of research on the dangers of

passive smoking and the cancer rates escalating in Samoa and across the world. This token approach to the health and well-being of staff and students is very worrying and needs to be addressed seriously. For example, our sister campus at Alafua imposes an automatic on the spot fine of \$50 if anyone is caught smoking inside of prescribed boundaries.

- **Accumulation and Collection of Rubbish** ó There is a noticeable accumulation of rubbish and sometimes rubbish is not collected in a timely fashion. Lecturers have had to ask the Faculty secretary to ring Physical Facilities to dispose of rubbish which has strewn over the steps and outside office blocks by stray dogs and cats. The stench from such unseemly objects are a huge cause of concern for the health and safety of all the stakeholders using the NUS facilities.

M. COMMUNITY OUTREACH

The Department makes significant contributions to Community activities. These activities include:

- Weekend volunteers for tutoring for Year 12 and Year 13 students for the Teachers Association for the Teaching of English in Samoa (TATES) at Maluafou College and Chanel College.
- Professional assistance for Secondary School English Speech Competitions
- Tutoring at Literacy Centres such as Kip McGrath.
- Professional assistance for coordinating and marking of drama and creative writing competitions such as that conducted annually by the Samoa Observer, BlueSky and Samoa Stationery and Books (SSAB).
- Participating in National Clean Up Days.
- Collaborations with Curriculum Development Unit in the Ministry of Education, Sports and Culture (MESCC) in moderating, examining and marking of National and Regional Examinations for Year 12 and Year 13 (Samoa School Certificate, (SSC), Pacific Senior Secondary Certificate (PSSC ó ceased 2012, Samoa School Leaving Certificate (SSLC ó replaced PSSC in 2013.)
- Participating in Non-Government Organizations such as the Samoa Science Foundation, Samoa Victims Support Group (SVSG).
- Participating in Church Seminars, Bible study, research and training.
- Participating in professional workshops such as Samoa Qualifications Authority and Samoa Arts Council.
- Providing professional refereeing services for sports such as rugby, volleyball and indoor basketball.
- Participating actively in Parent Teachers Association and Alumni Associations.

N. INTERNATIONAL NETWORKS

We actively promote any international network and academic collaboration with appropriate tertiary institutions. We believe this allows us to participate in the global exchanges of knowledge in the academy, extend our expertise and keep our skills current and well honed. Department members are involved in examining theses from Australian and New Zealand universities participating and team teaching for on-line courses with universities in the United States such as the University of East Carolina with its course on 'Global Understanding' as well as presenting academic papers at international Conferences, Seminars and Symposia both locally and overseas. Senior academics have also been called upon to assist with the research needs of international students such as those coming annually from Vermont, USA, under the auspices of the School for International Training (SIT) for summer school semester at the University of the South Pacific, Alafua Campus and referred to NUS specialists by the local Programme Coordinator and Lecturer, Mrs Jackie Faasisila. The latest student in this programme seeking research assistance is Maika in April 2014. Departmental staff have also been invited to perform their poetry at international Conferences. However, much of this interaction demands budgetary support to improve the level of interaction for our future development and academic research and creative profile.

O. CONCLUSION

This report has identified and discussed the strengths, weaknesses, opportunities and threats as well as the problems and aspirations of the EFL Department since 2006. Many of the important challenges regarding literacy demand real responses by an increase in budget and resources support. In trying to 'grow our own' graduates and upgrade/up-skill our lecturers for a sustainable Samoa in the new millennium, we continue to face many challenges but our hopes and aspirations remain positive and strategic, using the few resources and limited budget we have, to hopefully make a real difference in our contemporary world. It is our opinion, that generally the Department takes change in its stride and attempts to cope with the pressures of growing expectations from our major community stakeholders.

The Department continues to support a broad strategic Faculty plan and vision towards tertiary education that is inclusive of local and global initiatives for development in the Sector, whilst keeping in mind our fundamental Samoan traditions and cultural values from which we draw our strength for personal, collective and institutional growth.

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