



**TEU**

**TERTIARY EDUCATION UNION**  
**TE HAUTŪ KAHURANGI**

Submission of  
**Te Hautū Kahurangi | Tertiary Education  
Union**

to the  
**Ministry of Business, Innovation, and  
Employment**

on  
***Te Ara Paerangi – Future Pathways***

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## 1. Te Tīmatanga | Introduction

- 1.1. Te Hautū Kahurangi | Tertiary Education Union (TEU) welcomes this opportunity to respond to Ministry of Business, Innovation, and Employment (MBIE) on *Te Ara Paerangi – Future Pathways*.
- 1.2. The TEU is the largest union and professional association representing 10,000 academic and general/allied staff in the tertiary education sector (in universities, institutes of technology/polytechnics, wānanga, private training establishments, and rural education activities programmes).
- 1.3. The TEU actively acknowledges Te Tiriti o Waitangi as the foundation for the relationship between Māori and the Crown. We recognise the significance of specific reference to Te Tiriti in the Education Act and the emergent discourse resulting from this. We also accept the responsibilities and actions that result from our nation's signing of the UN Declaration on the Rights of Indigenous Peoples.
- 1.4. The TEU expresses its commitment to Te Tiriti by working to apply the four whāinga (values) from our *Te Koeke Tiriti* framework as a means to advance our TEU Te Tiriti relationship in all our work and decision-making – with members and when engaging on broader issues within the tertiary sector and beyond – such as our response to the *Te Ara Paerangi*:

*Tū kotahi, tū kaha:* We are strong and unified; we are committed to actions which will leave no-one behind; we create spaces where all people can fully participate, are fairly represented, and that foster good relationships between people.

*Ngā piki, ngā heke:* We endure through good times and bad; we work to minimise our impact on the environment; we foster ahikā – the interrelationship of people and the land, including supporting tūrangawaewae – a place where each has the right to stand and belong.

*Awhi atu, awhi mai:* We take actions that seek to improve the lives of the most vulnerable; we give and receive, acknowledging that reciprocity is fundamental to strong and equitable relationships; and we work to advance approaches that ensure quality public tertiary education for all.

*Tātou, tātou e:* We reach our goals through our collective strength and shared sense of purpose, which are supported through

participatory democratic decision-making processes and structures.

- 1.5. Our response to the *Te Ara Paerangi* stems from our commitment to the whāinga expressed above and our wish to see these enacted in the tertiary education sector and in our society and communities.
- 1.6. We would like to thank the TEU members and staff that provided input on the development of this submission.

## **2. Kupu Hakataki | Preamble**

- 2.1. TEU commends the government for opening a conversation about the research, science, and innovation (RSI) sector. We see this as an important opportunity which has the potential to improve the 'public good' function of the RSI sector as well as the conditions within which staff throughout the sector work.
- 2.2. In order to achieve the aims outlined in *Te Ara Paerangi* several underlying factors need to be in place:
  - 2.2.1. Te Tiriti must be embedded throughout all aspects of the RSI sector, including the ways in which the Ministry for Business, Innovation, and Employment relates to and engages with the sector;
  - 2.2.2. The new system should be premised on a high-trust model in which highly trained, professional, and expert staff are empowered to make appropriate decisions about research in their area of expertise;
  - 2.2.3. Appropriate funding and other resources must be made available so that necessary changes to the RSI sector can be operationalised; and
  - 2.2.4. Changes to the RSI sector must consider the current system in its entirety (including the implications of the PBRF) and look to integrate the factors that are currently working well.

## **3. Ngā Whakaarotau Rangahau | Research Priorities**

*Key Question 1: What principles could be used to determine the scope and focus of research Priorities?*

- 3.1. Research priorities should reflect the cultural, technical, and scientific needs of the public, researchers, government, and industry. As such, the principles that underpin the scope and focus of our research priorities must include:

- 3.1.1. *Te Tiriti* – must underpin every aspect of the RSI sector, including our research priorities and relationships with and engagement of iwi. This includes the acknowledgement of a te ao Māori world view and research which prioritises the re-establishment and normalisation of Mātauranga Māori, Kaupapa Māori, and the value of indigenous knowledge more broadly.
- 3.1.2. *Wellbeing* – research priorities must be oriented toward enhancing the cultural, social, environmental, and economic wellbeing of Aotearoa New Zealand. A focus on wellbeing requires greater value being given to humanistic and qualitative research. The four areas of wellbeing (cultural, social, environmental, and economic) for all groups, such as ethnic, migrant, LGBTQIA+, need to be considered.
- 3.1.3. *Long-term public good* – in order to enhance the wellbeing of Aotearoa New Zealand, the four areas of wellbeing outlined above must be understood in relation to the true needs of the publics – after all, the RSI sector is publicly funded. Operating in the interests of the long-term public good will mean that people and communities, including iwi and hapori Māori, need to be engaged and strong, equitable, and reciprocal relationships developed. Research is often driven by the personal curiosities and the interests of individual researchers; yet, we need a system which creates spaces for hapori and communities to convey their unique needs and, from there, engage local experts who are both interested and capable of co-creating research priorities that are appropriate to those needs. The long-term public good needs to underpin the evaluation of innovations and new technologies and other advancements of science. Funding should also recognise the lengthy nature of some research to achieve the best long-term benefits.
- 3.1.4. *Flexibility* – our research priorities should be broad enough that they both reflect a unified purpose for the RSI sector whilst allowing for inquiry into niche areas that often lead to unexpected-yet-significant outcomes. Regarding funding, the principle of flexibility should mean that funding allocations are not strictly tied to realising all research priorities to the same degree within a single research project – such a system would likely replicate current problems where research interests and needs are skewed in order to obtain funding; strict targets will only compromise the integrity of the knowledge and outcomes that emerge from research. Regarding the development of a strong workforce, the principle of flexibility should mean

that trainees enter the RSI workforce with the skills to grapple with both burgeoning and niche areas of research.

- 3.1.5. *Reflexivity* – our research priorities need to consider the moral implications of undertaking, disseminating, and implementing any given area of research and the knowledge that arises as a result. Reflexivity as a principle should also mean that our research priorities are re-evaluated appropriately to ensure that they are relevant and fit-for-purpose as far as meeting the true needs of both the public and the staff who work throughout the RSI sector.

*Key Question 2: (a) What principles should guide a national research Priority-setting process?  
(b) How can this process best give effect to Te Tiriti?*

3.2. (a) see 3.1 above

3.3. (b) the principles outlined above will give effect to Te Tiriti through an emphasis on the development and necessity of cultivating strong, reciprocal, and equitable relationships with whānau, hapū, iwi, and hapori Māori, with the aim of empowering Māori to have greater access and engagement with research and the research community. This will enable the asking and answering of the questions, and the research, that matters to Māori, in the interests of meeting their true needs, and aspirations through redressing the loss of mātauranga Māori incurred by colonisation.

*Key Question 3: How should the strategy for each research Priority be set and how do we operationalise and implement them?*

3.4. For each research priority, for example the wellbeing priority, mapping of key stakeholders would occur and a stakeholder group established to create a strategy framework. This group would provide the oversight on consultation, operationalisation and implementation. The stakeholder group should also have responsibility for regularly checking that the implementation was meeting the requirements of the strategy and other stakeholders. Each stakeholder group must include members from the Mātauranga Māori hubs and have ongoing reciprocal relationships with these hubs.

#### **4. Te Tiriti, Mātauranga Māori me Ngā Wawata o te Māori | Te Tiriti, Mātauranga Māori, and Māori Aspirations**

*Key Question 4: How would you like to be engaged?*

4.1. Through our TEU Te Uepū Māori members.

*Key Question 5: What are your thoughts on how to enable and protect Mātauranga Māori in the research system?*

- 4.2. Mātauranga Māori should not be perceived of as being enabled by the research system; Te Tiriti enables Mātauranga Māori and, from there, the research system needs to give effect to Te Tiriti.
- 4.3. Following this, understanding what kinds of research work needs to be Māori-led and how such work will explicitly benefit those whose knowledge is being utilised should be a key element of the research system.
- 4.4. Consideration should be given to the appointment of a Māori Chief Science Advisor in each key area of research.
- 4.5. The RSI sector needs to be constituted by a workforce that reflects the diversity of wider Aotearoa New Zealand society. It is difficult to succinctly define 'Mātauranga Māori' and what this means in relation to the RSI sector in an abstract, pre-emptive way. In order to successfully embed Mātauranga Māori within the sector, it needs to be done so *in practice*. This ambition presupposes a workforce which includes an appropriate representation of Māori researchers; it will be through the application of their knowledge and practical expertise that an understanding of Mātauranga Māori within the context of the RSI sector will emerge. As such, there needs to be support for Māori to enter the RSI sector which requires the research system to be connected to our education sector.<sup>1</sup>

*Key Question 6: What are your thoughts on regionally-based Māori knowledge hubs?*

- 4.6. Yes, tautoko! Regionally-based Mātauranga Māori hubs would enable connection to people, place, and purpose:
  - 4.6.1. People – TEIs creating new / extending existing Te Tiriti relationships with hapū and iwi (NB we need to consider links to the WDCs as research informs teaching)
  - 4.6.2. Place – Te Tiriti relationships with hapū and iwi according to the whenua on which TEIs are located

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<sup>1</sup> For example, see [Pūhoro STEM Academy](#).

4.6.3. Purpose – giving expression to Te Tiriti relationship, acknowledging education is transformational, and creating an Aotearoa where Māori can achieve their potential.

4.7. For these hubs to have impact, representatives from the hubs will be members of stakeholder groups and stakeholder groups will need to regularly engage with the hubs to seek their input as part of the co-design of strategy and prior to the approval of implementation of strategy and to regularly discuss progress.

## **5. Te Tuku Pūtea | Funding**

*Key Question 7: How should we determine what constitutes a core function and how should core functions be funded?*

5.1. Given our previous statement that Te Tiriti must be embedded throughout the RSI sector (2.2.1) then all core functions must therefore enable this in order to be constituted.

*Key Question 8: Do you think a base grant funding model will improve stability and resilience for research organisations, and how should we go about designing and implementing such a funding model?*

5.2. We support the creation and implementation of a base grant funding model. This is particularly important for the continuation of research programmes and centres that hold national significance – e.g., the sustainability of The Centre for Labour, Employment, and Work and Victoria University of Wellington and their ability to maintain the longitudinal national database of collective employment agreements.

5.3. Regarding the use of a base grant to cover salaries, we think this part of the design is crucial. Innovative and creative thinking in relation to scientific work requires a workforce that is stable in the long-term and in a position to ‘fail’ without risking cuts to funding.

5.4. Where metrics are implemented to adjust levels of funding over time, such metrics should be based on the work of collaborative teams, as opposed to individuals.

## **6. Ngā Hinonga | Institutions**

*Key Question 9: How do we design collaborative, adaptive, and agile research institutions that will serve our current and future needs?*

- 6.1. Through Te Tiriti relationships, co-governance, co-management, co-design, and doing away with PBRF and competition across the sector,

*Key Question 10: How can institutions be designed or incentivised to better support capability, skills, and workforce development?*

- 6.2. Institutions should be designed in ways which mean there is less reliance on the use of fixed-term contracts and more time and resources available for mentorship and the cultivation of relationships in and across the sector.
- 6.3. Funding should be available for master's and PhD researchers, as the beginning of a sustainable career pathway is critical. This needs to be followed by the availability of permanent entry-level academic positions with clear career pathways through the academic hierarchy.

*Key Question 11: How should we make decisions on large property and capital investments under a more coordinated approach?*

- 6.4. Invest in people as much as the sector invests in buildings.
- 6.5. Ensure that expert stakeholders (researchers within disciplinary areas across Aotearoa) are invited to be part of the consultation regarding funding of expensive research equipment (and a plan for sharing access to resources across institutions is part of the funding decision).

*Key Question 12: How do we design Tiriti-enabled institutions?*

- 6.6. Through meaningful engagement of hui, kōrero, and feedback with Māori, a model should be designed which is then assessed in relation to approaches that are being used by institutions who are explicitly on their own Te Tiriti journey. Successful examples from other institutions can be utilised to set the foundations for Te Tiriti-led institutions throughout the RSI sector. TEU's own Te Tiriti journey is guided by [Te Koeke Tiriti](#) and we encourage the whāinga therein to be considered within the context of the RSI sector.

*Key Question 13: How do we better support knowledge exchange and impact generation? What should be the role of research institutions in transferring knowledge to operational environments and technologies?*

- 6.7. Invest, validate, and teach Mātauranga Māori. There are 40 years of Mātauranga and Te Reo Māori [graduates](#) – Kōhanga Reo movement (est. 1982), Kura Kaupapa Māori (1985), and Wānanga Māori (Raukawa 1981, Aotearoa 1984, and Awanuiārangī 1992). Yet, Mātauranga Māori, Rangahau Māori, and Te Reo Māori me ngā tikanga are still to be truly acknowledged and valued. 2022 marks the



50th anniversary of the presenting of the Māori language petition of 1972. It took another 15 years for the Māori Language Act 1987 and Te Reo Māori given official language status.

- 6.8. Require publicly-funded operational environments, policy setters, and users of technologies to engage with researchers and research that is at the forefront of a given area. Research institutions should similarly be funded to support staff to engage in public facing communication and sharing.

## **7. Te Hunga Mahi Rangahau | Research Workforce**

*Key Question 14: How should we include workforce considerations in the design of research Priorities?*

- 7.1. Consider the aspirations, needs, development and promotion of early to mid-career and established researchers.
- 7.2. Create entry pathways for those who are interested in working in the RSI space but may not yet hold the necessary qualifications. Apprenticeship models that combine study and work could enable such people to build knowledge and experience at the same time. This could include individuals working as data collectors in the field; those providing basic lab support; those performing administrative or operational roles within research institutions or organisations
- 7.3. See also 6.2.

*Key Question 15: What impact would a base grant have on the research workforce?*

- 7.4. Likely impact could include the employment and retention of more early-to-mid-career researchers and/or sustainable funding for post-graduate researchers to contribute to ongoing priority research agendas.

*Key Question 16: How do we design new funding mechanisms that strongly focus on workforce outcomes?*

- 7.5. Develop, implement, and monitor researcher employment strategies. The academic/researcher demographic is aging, low numbers of Māori, women, Pasifika, etc.
- 7.6. Disconnect funding streams that are focused on outcomes i.e. baseline funding for operations including staffing, from those of the desired research project outcomes.

- 7.7. Efforts must be made to recruit and retain this essential workforce. This includes progression pathways. Funding needs to be contingent on the provision of these factors in every research application.
- 7.8. Include in funding decision-making the calculation of salaries over a medium-to-long period of time that allows for adequate recognition and remuneration of staff who progress in experience, knowledge, and responsibility.

## **8. Te Hanganga Rangahau | Research Infrastructure**

*Key Question 17: How do we support sustainable, efficient, and enabling investment in research infrastructure?*

- 8.1. Create and invest in explicit career pathways for students from studies into academic and research careers.