

#44

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Collector: Web Link 1 (Web Link)
Started: Thursday, February 24, 2022 9:38:00 AM
Last Modified: Thursday, February 24, 2022 10:34:55 AM
Time Spent: 00:56:54

Page 2: Section 1: submitter contact information

Q1

Name

Erwin Lamping

Q2

Email address

Privacy - 9(2)(a)

Q3

Yes

Can MBIE publish your name and contact information with your submission?
Confidentiality notice: Responding "no" to this question does not guarantee that we will not release the name and contact information your provided, if any, as we may be required to do so by law. It does mean that we will contact you if we are considering releasing submitter contact information that you have asked that we keep in confidence, and we will take your request for confidentiality into account when making a decision on whether to release it.

Q4

Yes

Can MBIE contact you in relation to your submission?

Page 3: Section 2: Submitter information

Q5

Individual

Are you submitting as an individual or on behalf of an organisation?

Page 4: Section 2: Submitter information - individual

Q6

Yes

Are you a researcher or scientist?

Q7

Age

Privacy - 9(2)(a)

Q8

Gender

Q9

In which region do you primarily work?

Q10

Ethnicity

Page 5: Section 2: Submitter information - individual

Q11

Respondent skipped this question

What is your iwi affiliation?

Page 6: Section 2: Submitter information - individual

Q12

Respondent skipped this question

If you wish, please specify to which Pacific ethnicity you identify

Page 7: Section 2: Submitter information - individual

Q13

University

What type of organisation do you work for?

Q14

No

Is it a Māori-led organisation?

Q15

Which disciplines are most relevant to your work?

Biological sciences,
Biomedical and clinical sciences,
Health sciences

Q16

It does not contain Mātauranga Māori

What best describes the use of Mātauranga Māori (Māori knowledge) in your work?

Page 8: Section 2: Submitter information - organisation

Q17

Respondent skipped this question

Organisation name

Q18

Respondent skipped this question

Organisation type

Q19

Respondent skipped this question

Is it a Māori-led organisation?

Q20

Respondent skipped this question

Where is the headquarters of the organisation?

Q21

Respondent skipped this question

What best describes the use of Mātauranga Māori (Māori knowledge) in your organisation?

Page 9: Section 3: Research Priorities

Q22

Priorities design: What principles could be used to determine the scope and focus of research Priorities?(See page 27 of the Green Paper for additional information related to this question)

Research in NZ universities must remain independent of any secondary influence such as companies or any other private entities that have their own agendas and interests. No corporate influence whatsoever is essential to provide excellence in science and research to the NZ public. Research must be curiosity driven. Universities are centres of learning and their core priority must be the training of independent, highly critical, thinkers with no outside influences. Thus, no corporate sponsoring or any other outside influences should ever be allowed on campuses. That is the only way to keep our public sector research focused on what is important, training our future leaders that can think for themselves and care about the public's interest and are not 'brainwashed' into the corporate thought mentality.

Naturally, that also implies that universities are fully funded by the public taxpayer, and they should never have to seek to fund their institutions from rich overseas students paying ridiculously high fees.

That means we are being influenced from outside interests, and that is against the interests of the NZ public!!!

Q23

Priority-setting process: What principles should guide a national research Priority-setting process, and how can the process best give effect to Te Tiriti?(See pages 28-29 of the Green Paper for additional information related to this question)

I cannot comment on that, other than to say that I believe research and excellence in science and the accumulation of knowledge cannot be in anyway be based on any political leanings or interests, no matter the colour or race of an individual.

Q24

Operationalising Priorities: How should the strategy for each national research Priority be set and how do we operationalise them?(See pages 30-33 of the Green Paper for additional information related to this question)

I think it is potentially a dangerous path to create priorities. Who is to say what is more important. These days we are so focused on impact and priorities that we forget that learning at the university sector is purely to stimulate the mind and create independent and highly critical and capable thinkers.

Priorities can be set in a private setting such as industries and the private sector. As long as our students know how to think and what questions to ask they are prepared to tackle any problem that will face them in their future careers.

Page 10: Section 4: Te Tiriti, mātauranga Māori, and Māori aspirations

Q25

Engagement: How should we engage with Māori and Treaty Partners?(See page 38 of the Green Paper for additional information related to this question)

Cannot possibly comment on that.

Q26

Mātauranga Māori: What are your thoughts on how to enable and protect mātauranga Māori in the research system?(See pages 38-39 of the Green Paper for additional information related to this question)

By having a fully government funded public sector university system devoid of any outside influence (ie corporate sponsors or rich overseas 'clients') and by providing anyone in NZ with excellent public schooling accessible to all (not any elite private schools that separate society into the haves and have nots).

Q27

Regionally based Māori knowledge hubs: What are your thoughts on regionally based Māori knowledge hubs?(See page 39 of the Green Paper for additional information related to this question)

If that is what Maori leaders want then why not allow them to do so.

Page 11: Section 5: Funding

Q28

Core Functions: How should we decide what constitutes a core function, and how do we fund them?(See pages 44-46 of the Green Paper for additional information related to this question)

I can only speak for the University sector.

Clearly the core function is training our students to become strong independent and critical thinkers that have the necessary tools to tackle the challenges of this century:

Climate change, environmental issues, and a healthy and happy society. It simply is not possible to carry on the way we have, and that includes completely changing our view on the current economic models.

We have to ask ourselves is it really important to keep the economy growing at all costs. The current economic models are based on exploitation of people and resources, such a model cannot be the base of a bright and sustainable future.

Here we could learn a lot from indigenous cultures, and we should listen to their advice, live with nature and not destroy and plunder for personal gain of a few rich individuals or the richer nations at the expense of the majority of poor countries. That is a no-brainer and totally based on truth that cannot be disputed, although I am afraid that is not what our current leaders and 'think-tanks' believe.

The worlds is finite with finite resources, who has the right to exploit and destroy those for the short-term gain of a few and against the interests of future generations? Surely, the answer must be no-one.

Q29

Yes

Establishing a base grant and base grant design: Do you think a base grant funding model will improve stability and resilience for research organisations?(See pages 46-49 of the Green Paper for additional information related to this question)

Q30

Establishing a base grant and base grant design: How should we go about designing and implementing such a funding model?(See pages 46-49 of the Green Paper for additional information related to this question)

I dont believe in any funding model, in my view they are totally useless. May sound harsh, but if we were honest, all such funding agencies do is use up large amounts of resources for administrative purposes that could be better used to directly fund all research and science of the public sector without any given priorities or influences from the private sector.

Q31

Institution design: How do we design collaborative, adaptive and agile research institutions that will serve current and future needs?(See pages 57-58 of the Green Paper for additional information related to this question)

Who decides what our current and future needs are. Surely those are always based on personal believes and preferences. None of these should come into play when it comes to teaching truth and excellence and critical thinking.

If we want collaborative, adaptive and agile research institutions we eliminate stress of insecurity for those that depend on outside funding for 'survival' and allow researchers the freedom to focus on their work. Then there would be more collaboration, because they would not have to compete for ridiculous underfunded resources.

We simply need to put more money into science and research and eliminate as much as possible any administrative funding bodies and place priorities towards those kind of administrative jobs that support research and not decide who of the experts does or does not get funded.

Q32

Role of institutions in workforce development: How can institutions be designed to better support capability, skill and workforce development?(See page 58 of the Green Paper for additional information related to this question)

Again, I only speak for the university sector. Here, the priority has to be to support teaching and research funded by the taxpayer and no-one else (no philanthropic moneys that always come with strings attached or search for influence to promote their own agendas). That really is a very important point, I rather those 'philanthropists' paid their fair share of taxes and then we would not need their 'support' because the government coffers are empty due to tax evasion of the rich and corporates.

This is not the view of a radical, this is simply the truth of the current situation.

If we want proper science and education and a proper future, these people need to contribute more to the public well being by being part of it and not revoke themselves from their responsibilities.

Q33

Better coordinated property and capital investment: How should we make decisions on large property and capital investments under a more coordinated approach?(See pages 58-59 of the Green Paper for additional information related to this question)

Again, that should be the government and in the end the taxpayer. Universities should never pretend to be independent entities, when in fact they are fully taxpayer funded (correct me if I am wrong, but I fear not, so why pretend otherwise). Let the government pay and taxpayer pay, especially those that earn more than the average person and currently pay less than 20% of their income in tax when the others pay up to 40%, how is that fair, and of course that creates a shortfall that then has to be search for by asking those who have for support and help, which naturally is not in the interest of the public but those that give what is not rightfully theirs in the first place because they dont pay their fair share of taxes.

Q34

Institution design and Te Tiriti: How do we design Tiriti-enabled institutions? (See page 59 of the Green Paper for additional information related to this question)

No idea

Q35

Knowledge exchange: How do we better support knowledge exchange and impact generation? What should be the role of research institutions in transferring knowledge into operational environments and technologies?(See pages 60-63 of the Green Paper for additional information related to this question)

Again, it is not the job of universities to transfer knowledge into operational environments and technologies, that is their job. We should only provide the future workforce necessary for them to provide environmental and technological solutions.

Page 13: Section 7: Research workforce

Q36

Workforce and research Priorities: How should we include workforce considerations in the design of national research Priorities?(See pages 69-70 of the Green Paper for additional information related to this question)

I dont understand that question.

Q37

Base grant and workforce: What impact would a base grant have on the research workforce?(See pages 70-71 of the Green Paper for additional information related to this question)

There should not be any funding based system for university research, it only creates biased funding of the 'deserving' versus the non-deserving. I personally often question those decision as they are made now, there are so many capable scientists that I know that have no chance to contribute their knowledge and expertise because they are not able to get proper grant support. What a waste of expertise and money also.

Q38

Better designed funding mechanisms: How do we design new funding mechanisms that strongly focus on workforce outcomes? (See page 72 of the Green Paper for additional information related to this question)

Again, let the researchers and experts that the university trusted with a job in the first place to make the right decisions and support them in whatever they wish to endeavour. Often the most exciting discoveries are made by research that is curiosity driven without necessarily any endgoal. How could we ever successfully apply for funding of some novel ground breaking research when we really dont know the answers to begin with? Thus, those applications that sound most impressive are likely those that lead nowhere because we can already understand them. When in fact there is so much we dont understand and therefore cannot put in words and are not possible to get funding.

Page 14: Section 8: Research infrastructure

Q39

Funding research infrastructure: How do we support sustainable, efficient and enabling investment in research infrastructure?(See pages 77-78 of the Green Paper for additional information related to this question)

I think the university has begun to develop in the right direction when it comes to infrastructure support by creating core facilities that provide services across the entire campus. That is a good model, those services have helped me personally a lot and are essential for my success. They deserve all the help and support so that they can provide us with the help and support we need.
