

# #106

**COMPLETE**

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Page 2: Section 1: submitter contact information

**Q1**

Name

Madeleine Gray

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**Q2**

Email address

Privacy - 9(2)(a)

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**Q3**

**No**

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.

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**Q4**

**Yes**

Can MBIE contact you in relation to your submission?

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Page 3: Section 2: Submitter information

**Q5**

**Individual**

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

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Page 4: Section 2: Submitter information - individual

**Q6**

**Yes**

Are you a researcher or scientist?

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**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**

Other (please specify):

What type of organisation do you work for?

High School & Community Organisations

**Q14**

No

Is it a Māori-led organisation?

**Q15**

Which disciplines are most relevant to your work?

Agricultural, veterinary and food sciences,

Biological sciences,

Education,

Mātauranga Māori (Māori Knowledge)

**Q16**

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

There is a balance between Mātauranga Māori and other science knowledge

Page 8: Section 2: Submitter information - organisation

**Q17**

Respondent skipped this question

Organisation name

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**Q18**

Respondent skipped this question

Organisation type

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**Q19**

Respondent skipped this question

Is it a Māori-led organisation?

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**Q20**

Respondent skipped this question

Where is the headquarters of the organisation?

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**Q21**

Respondent skipped this question

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

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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)

The principles should focus on initially addressing the major problems that face our society. Sustainability - not just environmentally, but also financially and ethically. Equality - increasing access for all to strive for their best. And always recognising our role as Kaitiaki and not owners of the Science and land we inhabit.

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**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)

Understanding the fundamental principles of Te Ao Māori, Manaakitanga, Whanaungatanga, Kaitiakitanga, Tino Rangitiratanga as examples, in order to prioritise research living te Tiriti. Evidence-based practice is common, but recognising that not all evidence needs to come from Te Ao Pakeha and the traditional written style of research. As many organisations move away from this style of data collection, priorities will need to be adjusted to recognise the change. A balanced system of engaging stakeholders and using evidence-based practice will enable a fuller picture.

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## 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)

It is very early in the piece to discuss specifics of strategy. Fostering the technical skill and talent in research leadership to ensure the understanding of the principles and priorities laid out in this consultation becomes a primary focus. Enabling resources and skills to understand how best to measure successes in a range of fields of research will take time and flexibility in structure. The person-based resource then becomes the primary strategy. Building a skill base, and expertise. Enticing new people into the fields necessary (especially STEM) with a focus on gaining more people with a background in Mātauranga Māori. As well, it is essential to retain the skills we have trained within Aotearoa. Consultation with young people of all backgrounds, as well as those who have left STEM fields and/or Aotearoa is a priority.

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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)

When engaging with Māori and considering Te Tiriti it is important to start with those who these decisions impact for the longest. Young people are enthusiastic to change the way the world works and engage in these processes. Working with young Māori students at High School and University as well as Wānanga and Marae. Allowing for collection of verbal data and recognising these processes take more time, will ensure a depth of understanding of engaging Māori that hasn't previously been seen.

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## 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)

Funding programmes that engage Māori at a young age into research based fields, and support them with culturally appropriate mentorship is a key focus that has been proven to work. Investigating programmes such as Pūhoro STEM which has a significantly statistical effect on young people engaging in STEM programmes and feeds the people-based resources into our research fields.

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## 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 these research hubs operate as much of the 'hubs' have previously, where more money is spent on management to staff these hubs and it becomes about prestige instead of effectiveness, then it is a waste of time and money. Recognising that we operate in a world where technology allows connection with experts across many fields in many different geographical locations, the location of hubs isn't the reason for a lack of regional Māori knowledge support. Instead, look for the infrastructure that already exists - Wānanga and Marae. How can these be funded to provide the knowledge already present as a resource for others? Also, understanding that those within that infrastructure have a clear knowledge of the barriers that inhibit sharing of resource - again primarily person-based resourcing.

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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)

Funding for data basing should be focused on improving the technological basis of this process. Automated data basing isn't new technology, but does free up person-based resources for other areas. Core-functions need to be recognised as not overlapping with other fields. If there is appropriate funding elsewhere, it isn't classified as research based funding. This is going to look different in each specific area of research, and again well skilled management is a focus for making these decisions.

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**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)

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**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)

The model makes sense on the basis that research has more costs than are obvious in each individual piece of research. A balance between performance-based and activity-based makes the most sense, recognising different fields have different timescales and scopes of research.

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Page 12: Section 6: Institutions

**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)

Focus funding on moving away from siloed research and 'ownership' to more collaborative models. Engage in benchmarks of technological use that enable research institutes to become more connected globally. Although larger institutions may be more financially stable, they tend to lack innovation and drive seen in smaller 'start up' organisations. As well, they breed less loyalty, leading to the person-based skill loss problem. Recognising the inclusion of Te Ao Māori means moving away from European modelled institutions.

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**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)

Incentivise training programmes, such as Puhoro STEM, graduate scholarships etc, that lead to engagement and retention of specific skills and fields. Start the workforce development earlier, incentivising CRI and similar to engage with high schools. Exposure to STEM fields at a young age has been shown to improve retention and engagement in the field long term.

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**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)

This is out of my area of expertise/scope

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**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)

You don't. Māori do.

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**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)

Funding programmes engaging people from an earlier stage to inspire students to engage in STEM and research before undergraduate programmes commence. Specialisation is happening at a younger age and universities haven't caught up with this. Research institutions should beholden to their fields not the other way around. If attempting to apply research to the 'real-world' the information must be required by the real-world.

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Page 13: Section 7: Research workforce

**Q36**

Respondent skipped this question

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)

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**Q37**

Respondent skipped this question

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)

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**Q38**

Respondent skipped this question

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)

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Page 14: Section 8: Research infrastructure

**Q39**

**Respondent skipped this question**

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)

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