#90

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Page 2: Section 1: submitter contact information

Q1

Name

Confidentiality - 9(2)(ba)(i)

Q2

Email address

Privacy - 9(2)(a)

Q3

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.

No

Q4

Can MBIE contact you in relation to your submission?

Yes

Page 3: Section 2: Submitter information

Q5

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

Individual

Page 4: Section 2: Submitter information - individual

Q6

Are you a researcher or scientist?

No

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

What is your iwi affiliation?

Respondent skipped this question

Page 6: Section 2: Submitter information - individual

Q12

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

Respondent skipped this question

Page 7: Section 2: Submitter information - individual

Q13

What type of organisation do you work for?

Local government

Q14

Is it a Māori-led organisation?

No

Q15

Which disciplines are most relevant to your work?

Education,

Engineering,

Physical sciences

Q16

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

There is some Mātauranga Māori, but it is not the main science knowledge

Page 8: Section 2: Submitter information - organisation

Q17

Organisation name

Respondent skipped this question

Q18

Organisation type

Respondent skipped this question

Q19

Is it a Māori-led organisation?

Respondent skipped this question

Q20

Where is the headquarters of the organisation?

Respondent skipped this question

Q21

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

Respondent skipped this question

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)

Engaging with scientists and researchers, especially more experienced ones, as much as possible. I cannot stress this enough.

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)

Setting a fair system for all. Supporting vulnerable groups, women, and minorities. To comply with our commitments for Te Triti we must start from schools, younger kids need to be supported, educated. In that sense, it helps to represent role models from the Maori community or other minority groups like immigrants, refugees. This helps them to see there is a pathway to progress for every single person. They just need to be motivated.

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)

Make decisions with researchers, not for them. Get them involved. Break the hierarchies. give them space to share. Encourage them to share. Experience is a gem and some of these highly experienced researchers are not being used by their full potential. They have been undermined for many years, it is hard to bring them back on board. So needs lots of effort.

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)

From an early age. From schools. Giving them teachers who are experienced in science. Do not let someone who has never passed a course in STEM at university, teach them physics and maths. Set their teachers as their role models who can share knowledge and advice with them.

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 giving the opportunity to Maori kids to get involved in science. it is not hard. In 5 years, kids who are currently in middle school can go to university and study science and pursue research. You cannot push an adult whose brain is set that they cannot do it to give it a go and be successful. Although it is preferred to focus on all age groups. It is never late.

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)

That would be a good idea. A place to share knowledge and learn. it does not have to be fully operated by Maori. Everyone in the science community could be part of this great cause.

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)

Respondent skipped this question

Q29

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)

Respondent skipped 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)

Respondent skipped this question

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)

Respondent skipped this question

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)

Respondent skipped this question

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)

Respondent skipped this question

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)

Respondent skipped this question

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)

Respondent skipped this question

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)

Respondent skipped this 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)

Respondent skipped this question

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)

Respondent skipped this question

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)

Respondent skipped this question