

132 submissions to the position papers commented on mission, vision and values.

Introduction

The following is a synthesis of the main themes that have come through in these submissions. Some overall commentary about purpose is followed with a table that organises the main ideas as follows:

- **Theme:** A characterisation of the main themes raised in submissions.
- **Quotes:** To give depth and nuance, where possible, themes are complemented by direct quotes from submissions.
- **Implications:** Many submissions foreshadowed implications that will need to be considered during detailed drafting of the strategic plan or subsequently during implementation.

Please note that a separate process is in place for determining the University's values. Feedback on values that has emerged through the submissions has been analysed separately and will feed into this process.

Purpose

"To make a positive difference to the world" is identified in the context paper *University of Auckland: Beyond 2020 vision* as the University's *raison d'être*. Other visionary statements put forward include the University "acting as a catalyst for broader societal transformation". Submitters are strongly supportive of these sentiments. There are a number of topics that consistently come through in the submissions in regard to what should be central to our purpose, and what will make a difference to the world around us. Or contribute to the betterment of the world / society; another turn of phrase used repeatedly.

The unifying theme is in many ways about the University's role in driving **societal transformation**, as it relates to addressing broader challenges of sustainable development; that is economic, social and environmental challenges e.g. social and economic inequalities and injustice, environmental degradation and climate change.

Quotes

"Adopting the language of 'transformation' is more appropriate to convey the purpose of the university. Research, science and technology systems are an identified lever in the Six Transformations now promoted by the multi-lateral community in the Global Sustainability Report. Therefore rather than being pigeon-holed by Grand Challenges, the UoA should commit instead to a fundamental role in transforming:

1. Human wellbeing and capability
2. Sustainable and just economies
3. Energy decarbonisation and access
4. Food systems and nutrition patterns
5. Urban and peri-urban development
6. Global environmental commons"

"The University of Auckland is committed to maximising its contribution to Aotearoa New Zealand for the benefit of all New Zealanders. We recognise a need for transformation to ensure the future prosperity of New Zealand, and that this must be done in a way that ensures greater productivity, sustainability and inclusiveness as envisioned in the Government's economic and social agenda."

Theme Service to communities	Quotable quotes	Implications
<p>Collective sense that people wish for the University to be a truly societally engaged organisation, and focused on improving outcomes for our communities – local, national, regional and global – through teaching, research and innovation that are relevant and responsive to our context.</p> <p>A sentiment that comes through strongly is that the University should aim to be the best University FOR the World, rather than the best University IN the world.</p>	<p>“Being the best University FOR the world, rather than the best University IN the world. The University is well placed to succeed as a leading university FOR the world. We are ranked Number 1 on the Times Education Sustainability Impact. Combining existing strengths with an intensified focus on Tiriti, diversity, equity, and environmental issues, would place us in a unique position to lead the world from the bottom of the globe.”</p>	<p>Build strong, meaningful, reciprocal partnerships with community and industry to ensure relevance of our teaching and research.</p> <p>Commitment to co-development / co-design of solutions to national and international challenges.</p>

Theme Equity and social justice	Quotable quotes	Implications
<p>Equity should be central to our purpose – submitters seek a strong commitment to reducing inequities and posit that it should be at the core of our mission, vision and values.</p> <p>Our equity and social justice commitment should address very clearly the key challenges facing Aotearoa New Zealand.</p>	<p>“Sustained and continued focus on equity within the University and in our relationships with communities is critical to all our futures. If left unaddressed, persistent economic and social pressures work against our capacity to open up the opportunity of tertiary education to a diverse range of students. To find ourselves unable to respond in strong and impactful ways would diminish our reputation and compromise our civic responsibility”</p> <p>“Achieving equity outcomes that are robust and empirically defensible would make us world leading.”</p>	<p>Review how we set our equity targets, and set ambitious targets.</p>

Theme Honouring our commitment to Te Tiriti and incorporating Mātauranga Māori	Quotable quotes	Implications
<p>Strong support for the University honouring its commitment to Te Tiriti and incorporating Mātauranga Māori. There is a view that this should be central to our purpose.</p> <p>Advancement of Mātauranga Māori should be driven by a desire to improve social equity and decolonization in Aotearoa New Zealand, not as a mechanism for gaining international distinction as an institution.</p> <p>Some submitters suggest that greater clarity is needed about what it means to apply Mātauranga Māori.</p> <p>Building strong, reciprocal relationships with Māori is considered essential.</p> <p>There are a few voices that question the appropriateness of incorporating Māori into all we do.</p>	<p>“We would like to see a university that puts the principles, intent & function of Te Tiriti o Waitangi at its heart, encompassing a truly bicultural framework between Māori and non-Māori, supporting Māori defined, and led, initiatives across all areas of the University.”</p> <p>[The position papers] “place great emphasis on the centrality of Te Tiriti, kaupapa Māori, Mātauranga Māori and related issues, going as far as to say that these should be 'embedded in all we do'. I don't endorse this view - I would with a scattering of 'where appropriate' and 'where relevant'. But there is much of our research and teaching to which they are not relevant, in my view.”</p>	<p>Capacity building to ensure that staff has the level of Māori cultural competency to incorporate Mātauranga Māori.</p> <p>Develop strong reciprocal relationships with iwi and hapū, with associated resource and process implications.</p> <p>Address underrepresentation of Māori staff and students.</p>

Theme Sustainability	Quotable quotes	Implications
<p>Strong emphasis on sustainability as central to our purpose and mission, and submitters advocate that we have a moral obligation to focus on addressing the most pressing challenges of our time. There is a particularly strong focus on environmental sustainability, and there are many mentions of the University's responsibility to address the challenges presented by climate change.</p>	<p>“Sustainability is a concept that must shape all aspects of the University's mission and operations.”</p> <p>“The framing of ‘environmental sustainability’ [in position paper] is shallow and reductionist. It is blind to the complexity, scale and urgency of the global ecological and social crisis we confront.”</p> <p>“It is easy to reach for hyperbolae when describing global trends, but the present climate crisis marks a unique challenge for humanity, and it will require concerted, conscious and transformative actions to overcome it.” (Academic Heads Advisory Group)</p>	<p>Fully embed sustainability across teaching, research and operations to be leaders in driving New Zealand's transition to a sustainable future.</p> <p>Provide support to research specialisations that support a green transition.</p> <p>There is an opportunity to link I&E to sustainability, with innovative and new ideas being critical to solve sustainability challenges, and likewise entrepreneurial skills critical to bringing these ideas to life to create value for society.</p>

<p>Submitters are challenging the framing of sustainability in the position papers, suggesting that a more comprehensive understanding of sustainability is needed. There is a strong sense that the University community expects a stronger and more urgent response from the University in regards to sustainability challenges, commensurate with the magnitude of 21st century challenges.</p> <p>Submitters are emphasising the need for a green transformation and for the University to be a driver of that.</p> <p>The prioritisation of addressing major societal issues through collaborative research, innovation and entrepreneurship focus supported; improving society through innovation and entrepreneurship.</p> <p>There is support for the United Nations Sustainable Development Goals, but also suggestions that we need to adopt the language of transformation.</p>	<p>Universities have a “role as exemplars and leaders through our own policies and practices that protect the planet and its inhabitants, our university can communicate with the broader general public in ways that deliver sound understandings of science, politics, and policy.”</p>	
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Theme Pacific	Quotable quotes	Implications
<p>There is a strong Pacific voice among submitters and a wish that the University is intentional in its focus on the Pacific, recognising that we exist in the Pacific.</p> <p>Meaningful engagement with Pacific communities must be a priority to address the challenges faced by our Pacific communities.</p> <p>There is a suggestion that the University should seek to position itself as the number one Pacific University and actively increase cooperation with institutions in Pacific nations.</p>	<p>"Strengthening Pacific research capacity and empowering Pacific researchers. This is seen as urgent and valuable work, that would powerfully transform the University’s national, global and regional position."</p>	<p>Develop strong reciprocal relationships with Pacific communities.</p> <p>Focus on building a strong Pacific research workforce.</p> <p>Address underrepresentation of Pacific staff and students.</p>

Working group

Role	Name	Title	Faculty/service division
Lead			
	Professor John Morrow	Deputy Vice-Chancellor (Academic)	Officer of the Vice-Chancellor
Members			
	Professor Gerard Rowe	Acting Dean	Engineering
	Associate Professor Bridget Kool	Associate Dean (Academic)	Medical & Health Sciences
	Associate Professor Malcolm Campbell	Head of School (Humanities)	Arts
	Professor Tana Pistorius	Head of Department (Commercial Law)	Business & Economics
	Professor Robin Kearns	(Environment)	Science
	Fiona Jack	Senior Lecturer (Fine Arts)	Creative Arts & Industries
	Kaitlin Beare	Professional Teaching Fellow (Chemical Sciences)	Science
	Sue Roberts	Director	Libraries & Learning Services
	Dr Kevin Morris	Director (Teaching & Learning, Learning Design Service)	Office of the Vice-Chancellor
	Dr Julia Novak	Associate Director (Learning Design Service)	Office of the Vice-Chancellor
	Rennie Atfield-Douglas	Head of Tai Tonga South Auckland Campus	Office of the Vice-Chancellor
	George Barton	Past-President and Acting Treasurer-Secretary	Auckland University Students' Association (AUSA)
	Emma Rogers	Education Vice-President and Acting-President	AUSA
	Brendan Mosely	Director	Campus Life
	Associate Professor Te Kawehau Hoskins	Te Tumu (Te Puna Wananga), Deputy Dean	Education & Social Work
	Bridget Fox	Senior Researcher & Analyst (Workstream analyst)	Office of the Vice-Chancellor

Number of submissions: 207 (a breakdown of submissions is available at the end of this document)

Method

- Staff and students were able to make submissions from 22 July to 18 September 2020
- All submissions received between 22 July and 18 September 2020 were distributed to all workstream members
- A member of the Planning and Information Office acknowledged and registered every submission document, then sent it to the lead of one or more of the five working groups, for distribution to group members
- All submissions were read by the workstream lead, Professor John Morrow, and distributed to members of the workstream for reading and review
- The group's analyst for the workstream prepared a synthesis of key themes from the feedback (see below) which was shared and developed in consultation with the workstream

- Emerging themes were shared between the analyst(s) of each working group, who met regularly to discuss and synthesize emerging themes, and reported back to the workstream leads and working group members for their consideration
- Workstream met four times to consider submissions and emerging themes: 5 August; 13 August; 21 September, and 12 October
- On advice from workstream members, Education lead Professor John Morrow confirmed themes for submission to the University Executive Committee to inform strategic plan development

Introduction

The following is a thematic synthesis of submissions to the Education workstream derived via the above process. It is structured as follows:

- **Theme:** A characterisation of main themes raised in submissions
- **Quotable quotes:** To give depth and nuance, where possible, themes are complemented by direct quotes from submissions
- **Implications:** Issues, challenges, opportunities that will need to be considered during detailed drafting of the strategic plan or subsequently during implementation

In reading this document it is important to note that all submissions have been retained in their entirety for further reference. They will be used to inform final drafting of the strategic plan and to guide detailed implementation planning.

Theme Service and transformation	Quotable quotes	Implications
<p>The concept of 'service' (tautua) to the community and 'service learning' and 'social justice learning' came through strongly as aspirations.</p> <p>Submitters wanted to see a greater emphasis across curricula on sustainability, diversity, social justice and civic responsibility.</p> <p>Submitters wanted a greater emphasis on graduates who experience and offer tangible benefit to communities, industry and countries nationally, regionally and internationally.</p> <p>Collectively, submitters understood these aspirations as being achieved through:</p> <ul style="list-style-type: none"> • The adoption of a partnership model for education characterised by authenticity and reciprocity. The aspiration for partnerships for learning for Māori, for Pacific people, and students generally came through very strongly. • Assessment that 'brings the community into the curriculum' and supports the delivery of transdisciplinary knowledge and problem-solving. • Recognition of the role of co-curricular experiences, and the importance of students as partners in achieving service, social justice and tangible benefit to communities. • An inclusive learning culture based on ako (reciprocal & co-constructed curriculum & pedagogies) and whanaungatanga (relationships, belonging & identity) for all future & current students. • A teaching model that preserves & privileges human connections & interactivity (student-student/student-teacher) 	<p>"[A University] ... purpose built on 'FOR' rather than 'IN' [Auckland], is one that focuses on what others (society, students, stakeholders, and the environment) need..."</p> <p>"An education that supports alternative futures and systems that are environmentally sustainable and emancipatory economically, socially and politically"</p> <p>"Qualifications and programmes that produce graduates who can make real contributions towards enhancing the strengths and uniqueness of Aotearoa New Zealand ..."</p> <p>"If we want a genuine partnership model more thought needs to be given to 'how can we bring communities to the centre of our work'"</p> <p>"Actively engaging in innovation projects and community development activities together with students of other faculties as part of the academic curriculum"</p>	<ul style="list-style-type: none"> • Define and confirm service concepts to ensure stakeholder value • Test and review curriculum to determine if it can (or does) accommodate trans-disciplinary / 'service' ethos • Review the University Graduate Profile (and embedded GPs to ensure that it is sufficiently aligned with 'service' aspirations

Theme Mātauranga Māori & Kaupapa Māori & Te Tiriti framed curriculum & pedagogy	Quotable quotes	Implications
<p>There was a strong, collective view that the University should embed, embody and legitimize mātauranga Māori & Kaupapa Māori - framed by Te Tiriti accountabilities - throughout curriculum and pedagogy in a way that is transformative and promotive of new practices and knowledge generation.</p> <p>Submitters called for:</p> <ul style="list-style-type: none"> • Mechanisms for learning from Māori as the basis for a reciprocal and authentic partnership • More opportunities for students to participate and contribute to their discipline, whanau and communities • A curriculum that connects students strongly to knowledges of place • The normalisation of te reo Māori me ōna tikanga • Mātauranga Māori and Kaupapa Māori as a context for authentic Pacific inclusion and achievement • Recognition that our current Māori staff are overburdened with pressure to support non - Māori colleagues (e.g. addressing Vision Mātauranga) 	<p>“How and what we teach is also part of our commitment to Te Tiriti. Te reo Māori and mātauranga Māori are taonga of Aotearoa and should be foregrounded in the University’s teaching and research. As well as meeting our Treaty commitments, this would enrich our institution and our communities and encourage engagement and participation by Māori students and staff”</p> <p>“For our Māori and Pacific students ensuring that they do not have to leave their ‘Polynesian-ness’ at the door in order to succeed, by increasing Māori and Pacific both within but mainly OUTSIDE of Te Wananga o Waipapa”</p> <p>“We would like to see a university that puts the principles, intent & function of Te Tiriti o Waitangi at its heart, encompassing a truly bicultural framework between Māori and non-Māori, supporting Māori defined, and led, initiatives across all areas of the University”</p>	<p>Embedding mātauranga Māori in the curriculum and pedagogy requires a strategic response from the University at the highest level. It will require:</p> <ul style="list-style-type: none"> • Strong leadership in Kaupapa Māori pedagogies • Significant investment in academic staff capability building • A focused strategy to increase the number of Māori academics & students

Theme Professional enablement	Quotable quotes	Implications
<p>Submitters expressed the need for a demonstrable focus on employability and career outcomes for students across the curricula.</p> <p>Submitters called for the University to be bolder in its framing of the University’s Employability Agenda in terms that are distinctive and appropriate to a research-led education provider operating in a global environment. These terms are outlined below.</p>	<p>“UoA needs to adopt the core values that we need to be relevant and connected to society, that the reputation of the university is determined by the roles our graduates secure in employment and the difference they make to the world in those roles, but that our research can drive all employability efforts”</p>	<p>Review the University Graduate Profile (and embedded GPs to ensure that they are current and ‘fit-for-purpose’</p> <p>Further socialisation of the University Graduate Profile among students.</p>

<p>Submitters framed 'employability' as the acquisition by students of a wider range of socio-emotional and professional literacies and learning opportunities that are work relevant and which meet global as well as regional standards.</p> <p>Submitters wanted to see more of the following in the curriculum to support students in their professional and personal lives post-graduation:</p> <ul style="list-style-type: none"> • A stronger focus on the development of high-level cognitive capabilities (e.g. integrated thinking, eco-literacy, critical-creative thinking, adaptability, transdisciplinary thinking, cultural competence, entrepreneurship and innovation) • Better integration of students' non-formal learning into their programmes • A more systematic approach to work-integrated learning (WIL) • More non-degree education opportunities ('parallel products') to meet specific demands (e.g. micro-credentials) • More applied research masters and applied taught courses at Postgraduate (PG) level • A greater focus on resilience, emotional health & wellbeing • Technology enablement & empowerment 	<p>"Core pedagogical criteria of transdisciplinarity and forming a more-than-academic set of skills and values in our students can be utilised to enhance student employability, adaptability and resilience"</p> <p>"More Work Integrated Learning (WIL), internships & cross-disciplinary/programme coded and taught courses that actively engages with industry..."</p> <p>"While degrees will still be offered, they will be offered alongside a suite of differently sized learning experiences and programmes that all have 'high status' and all become part of a continuous life-long learning record."</p>	<p>A review of the industry landscape in NZ to measure the appetite for and availability of partnerships that may yield a wide range of WIL opportunities for students (not only placements/internships)</p> <p>Focused strategy for wide-scale involvement of external stakeholders in the curricula design to ensure the relevance of curricula and increase opportunities for WIL and applied research</p>
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Theme Lifelong access to learning	Quotable quotes	Implications
<p>Submitters saw the potential for a sophisticated and strategic use of a range of delivery modes and learning spaces (both on and beyond the physical campus) to enhance access to learning across time and space, and across a life-time for more students, particularly those within NZ and the wider Pacific region.</p> <p>Submissions collectively pointed to the need for the University's teaching model and delivery modes to put the changing life demands and preferences of students more strongly at its front and center.</p> <p>Submitters conveyed that the University should focus efforts on:</p> <ul style="list-style-type: none"> • Strengthening access to, preparation, bridging, & degree study by innovating the timetable and delivery model – i.e. use of block, evening/weekend & virtual delivery modes • Making it easier for students to transition in & out of advanced learning • Increasing community-based provision (local learning hubs) & the use of non-institutional spaces for learning to reduce practical & psychological barriers to access • Aligning synchronous online learning to the needs of domestic & offshore students, particularly in our time zone 	<p>"[We need] systems that are flexible enough to move with the times & needs of students"</p> <p>" ... we should fully embrace flexible learning ... simultaneously accommodate the on-campus students, as well as the off-campus students, and those that lie somewhere in between (combination students)"</p>	<ul style="list-style-type: none"> • A comprehensive audit of the physical learning space needs of students, programmes & courses • Define and confirm concept of a 'higher value' contact hour • A radical rethink of timetabling to achieve greater flexibility in timing of delivery to cater for students, particularly mature students and the professional development market

Theme Research-informed education	Quotable quotes	Implications
<p>There was significant commentary focused on the need for the University to advance its development as a provider of research-informed education, with the goal of increasing the quality, depth and breadth of the student learning experience.</p> <p>Submissions wanted an education-focused academic culture that recognizes and supports excellent teaching within our research-rich context as:</p> <ul style="list-style-type: none"> • Increasingly multi-dimensional and complex in terms of the expertise required of academic teachers • Inextricably (and visibly) connected to the University's research excellence • Increasingly vital to the University's mission and success, particularly in terms of disseminating and application of scientific and professional knowledge • Increasingly reliant on the ability of teachers to exercise good practice, bold-thinking and experimentation in pedagogy • A subject of research itself (scholarship of teaching and learning) <p>Submitters wanted to see a stronger presence of the University's top researchers in undergraduate classrooms.</p> <p>They also called for an academic culture that was higher in its professional support of teachers and in pedagogical experimentation and adaption.</p>	<p>"Our programmes should build potential for lifelong exploration of research and innovation in our disciplines and professions"</p> <p>"Research-active staff bring distinctive and valuable perspectives to the classroom"</p> <p>"[The University needs] a culture that supports our teachers to engage in bold thinking, experimentation and risk taking in pedagogy"</p>	<p>Policy and systems review to ensure that:</p> <ul style="list-style-type: none"> • Appointments, continuation and promotions processes select for and reward teaching competence as well as research competence • The pedagogical principles included in TeachWell@UOA (good course design, good assessment design and constructive alignment of learning outcomes and assessment) are embedded in every course • All career pathways (Professional Teaching Fellow, Teaching & Research and Research Fellow/Senior Research Fellow) include the possibility of promotion to Associate Professor and Professor • Pedagogical innovation, the scholarship of teaching and learning, and creativity are sufficiently supported at all levels but particularly discipline level • Clear frameworks for managing risk and exploring opportunities

Breakdown of submissions

Submissions made on behalf of faculties/LSRIs: 17

- Business & Economics (5 submissions)
- Engineering (2 submissions)
- Science: 2 submissions)
- Creative Arts and Industries (CAI) (2 submissions)
- Education and Social Work (2 submissions)
- Law (1 submission)
- Arts (1 submission)
- Medical and Health Sciences (1 submission)
- Liggins Institute (1 submission)

Submissions made on behalf of a school: 15

- Pacific Studies
- Professional and academic staff of Fine Arts
- School of Architecture and Planning
- School of Biological Sciences
- School of Computer Science
- School of Cultures, Languages & Linguistics
- School of Environment
- School of Graduate Studies
- School of Humanities (Te Pokapū Aronui Tāngata)
- School of Learning, Development and Professional Practice
- School of Music
- School of Psychology
- School of Social Sciences
- Wānanga o Waipapa

Submissions made on behalf of a department: 7

- Dance Studies (2 submissions)
- Accounting and Finance
- Engineering Science
- Exercise Sciences
- Mathematics
- Physics

Submissions made on behalf of an institute: 3

- Institute of Marine Science
- National Institute for Health Innovation

- Public Policy Institute

Submissions made by or on behalf of students: 8

- Auckland University Students Association (AUSA)
- Individual student [name removed]
- Ngā Taurira Māori (Māori Student Association)
- Pacific students (submitted by Rennie-Atfield Douglas)
- Queer Student Council
- Rainbow Law
- Student-Staff Consultative Committee, Faculty of Arts
- University of Auckland Science Students' Association

Submissions made on behalf of a service division (or directorate): 7

- Academic Services
- Alumni Relations and Development
- Auckland University Press
- Campus Life
- Digital Services
- Property Services
- Te Tumu Herenga | Libraries and Learning Services (LLS)

Submissions made on behalf of groups: 42

- Centre for Innovation and Entrepreneurship (2 submissions)
- Academic Heads Advisory Group (AHAG)
- Associate Dean (Postgraduate Research) Community of Practice
- Centre for Automation and Robotic Engineering Science (CARES)
- Centre for Brain Research
- Centre for eResearch
- Community of Interest in Employability
- Department of Physics Equity Committee
- Diagnostic English Language Needs Assessment (DELNA) team
- Digital Services Leadership Team
- Equity Community of Interest
- Equity Office
- Faculty of Science Equity Committee
- Faculty of Science Pacific Reference Group
- Faculty of Arts Student Engagement team
- Financial Business Services staff (Finance)
- Global Studies team
- Inclusive Learning Team
- Information Technology Faculty Forum (Faculty of Science)
- Kōi Tū Centre for Informed Futures, Faculty of Arts

- Manaaki Mānawa Centre for Heart Research
- Māori Studies – Wānanga o Waipapa
- Master of Conflict and Terrorist Studies (MCTS)
- Newmarket Interest Group
- Organisational Development (OD) team
- Pacific Community of Interest
- Pasifika working group at the Business School
- Pasifika@LLS: Pacific staff at Te Tumu Herenga (LLS) drawn from different teams
- Programme Leaders and Academic Directors (FMHS)
- Professional Teaching Fellowss and Senior Tutors
- Ranga Auaha Ako | Learning and Teaching Design Team
- Risk Office
- School of Biological Sciences Pūtaiao
- Staff with a history of working on environmental sustainability projects
- Student Services Community of Practice
- Te Tumu Herenga/ Libraries & Learning Services, Waipapataumatarau model, PVC Māori and PVC Pacific offices
- Technical Services Managers
- The University of Auckland Pacific Early Career Researcher Network
- University's Pacific community members
- University's Sustainability team
- University-wide Marketing staff

Submissions made on behalf of other entities: 6

- Tertiary Education Union (TEU) (3 submissions)
- FMHS Postdoctoral Society Committee
- Game Developer Guild, University of Auckland's game development club
- Generation Zero (University arm of a not-for-profit)

Submissions made jointly by two or more staff members: 9

Submissions made by a sole staff member: 105

- [names removed] (86 submissions)
- Anonymous (12 submissions)
- [names removed] through comments made at a VC all-staff forum, which were treated as submissions (7 submissions)

Working group

Role	Name	Title	Faculty/service division
Lead			
	Professor Jenny Dixon	Deputy Vice-Chancellor (Engagement)	Office of the Vice-Chancellor
Members			
	Professor Cathy Stinear	Deputy-Head of Department (School of Medicine)	Medical & Health Sciences
	Professor Robert Greenberg	Dean	Arts
	Professor Jennifer Curtin	Director (Public Policy Institute)	Arts
	Professor Sebastian Link	Associate Dean (International)	Science
	Dist. Professor Peter Hunter	Director	Auckland Bioengineering Institute
	Dr Deborah Shepherd	Senior Lecturer (Management & International Business)	Business & Economics
	Jeremy Hema	Kaiarahi	Law
	Megan Putterill	Strategic Development Manager	Medical & Health Sciences
	Michael Steedman	Kaiarataki	Pro Vice-Chancellor (Māori)
	Rennie Atfield-Douglas	Head of Tai Tonga South Auckland Campus	Office of the Vice-Chancellor
	Sili-Mireta Pita	Pacific Strategy Coordinator	Pro Vice-Chancellor (Pacific)
	Will Charles	Executive Director (Commercialisation)	UniServices
	Brett Berquist	Director (International Office)	Strategic Engagement
	Mark Bentley	Director (Alumni Relations & Development)	Strategic Engagement
	Dianne Head	Director	Communications & Marketing
	Todd Somerville	Associate Director (Communications)	Communications & Marketing
	Amy Malcolm	Strategic Relationship Manager	Strategic Engagement
	Leigh Pearson	Government Relations Advisor	Strategic Engagement

Number of submissions: 165 (a breakdown of submissions is available at the end of this document)

Method

- Staff and students were able to make submissions from 22 July to 18 September 2020
- All submissions received were reviewed by the workstream team Prof Jenny Dixon, Amy Malcolm and Leigh Pearson
- All submissions were analysed for the Engagement workstream, and were synthesised into key themes (see below) following review by Helen Borne and Deb McAllister
- Emerging themes were shared with members of the working group. Working group discussion informed further development of emerging themes.
- The workstream team met daily to consider submissions and emerging themes.
- The workstream team drafted and confirmed themes for submission to UniExec (UEC) to inform strategic plan development with further assessment from Pro-VC Māori and Pacific

Introduction

The following is a thematic synthesis of submissions to the Engagement workstream derived via the above process. It is structured as follows:

- **Theme:** A characterisation of main themes raised in submissions
- **Quotable quotes:** To give depth and nuance, where possible, themes are complemented by direct quotes from submissions
- **Implications:** Issues, challenges, opportunities that will need to be considered during detailed drafting of the strategic plan or subsequently during implementation

In reading this document it is important to note that all submissions have been retained in their entirety for further reference. They will be used to inform final drafting of the strategic plan and to guide detailed implementation planning.

We acknowledge the Kaiārahi Network's Māori strategic plan for Waipapa Taumata Rau. Its principles will be the foundation on which our University Engagement flourishes.

Theme Championing Engagement	Quotable quotes	Implications
<p><i>Engagement and partnering is intrinsic to what we do, it is critical to the success of the University; we value it, we champion it, we invest in it.</i></p> <p>Submitters showed a deep interest and commitment to the University's external engagement. They value it and see it as a fundamental aspect of our teaching, learning and research.</p> <p>Our people see their work deeply connected through local and international partnerships with each benefitting the other to ensure our teaching, learning and research impacts locally, nationally and regionally in the Pacific while being globally excellent.</p>	<p>"We engage out of a sense of service, duty and purpose rather than according to our needs. We engage to carry out the role of critic and conscience of society and to provide expertise in our fields for the benefit of our communities. We engage to ensure our work informs policy and actively take a role in the life of our communities and broader nation."</p> <p>"The University's Strategic Plan must signal a clear commitment to sustained international engagement in the area of research and innovation as collaboration with global partners is essential as we address complex issues and problems that not only cut across national borders but require a broad range of ideas, approaches and world views to resolve."</p> <p>"By being more international and more connected we have a greater opportunity to do more for this country. [...] We believe that Aotearoa New Zealand can only survive and prosper by being a strong global citizen and the University of Auckland a globally respected international university."</p>	<ul style="list-style-type: none"> • A commitment to embed, support and resource engagement and partnering University wide • Recognition that to be successful engagement and partners will need to be prioritised and that prioritisation criterion must weigh up diverse internal interests • We must strengthen our local engagement and research deliverables to ensure local impact • We must strengthen our international engagement and partnering in the interests of our local communities • We must determine how we use the UN Sustainable Development Goals (SDGs) to frame our engagement

Theme Engagement approaches	Quotable quotes	Implications
<p><i>Our engagement is guided by a commitment to Te Ao Māori principles, equity, and service to our communities; we are a listening-first institution.</i></p> <p>Our submitters were clear in calling for a step change in how the university engages and partners. They made the following points:</p> <ul style="list-style-type: none"> • Our engagement must be founded in the spirit of Te Ao Māori and be anchored in Tāmaki Makaurau. 	<p>"We see our place in Tāmaki Makaurau, Aotearoa as incredibly important and a great asset. We need to embrace what is distinctive about being based here, and build a university that embodies ways of being and knowing that reflect and enhance those values and kaupapa, and that develops genuine, deep relationships with the diverse communities that live here."</p> <p>"Our engagement will reflect our values and kaupapa. We are committed to social justice and equity and this commitment will direct our engagement."</p>	<ul style="list-style-type: none"> • A step-change in our engagement approach requires significant resourcing. • We need to address our uncomfortable history and seriously entrenched system issues, including institutional racism, to be able to genuinely engage with Māori. Our engagement must start in Tāmaki Makaurau. • Successful engagement with equity groups, from prospective students to alumni and with community, business and industry,

<ul style="list-style-type: none"> • Equity is a core value; we engage with diverse communities and equity groups. We are inclusive. • Our communities guide and inform what we do; we listen first, then we engage with a strong sense of duty and service. • We are open to multiple world views; a range of motives determine our global partnerships 	<p>“We work explicitly and collaboratively with underserved sectors of our communities and colleagues throughout the world.”</p> <p>We need to ensure the people we engage with know that they are valued for who they are, their knowledge and their ways of being.” S298</p> <p>“In order to mitigate global and geopolitical events and to retain the status of a ‘global’ university it is essential to avoid over-reliance on certain markets and vital that we continue to diversify our international partnerships.”</p>	<p>requires bespoke approaches</p> <ul style="list-style-type: none"> • To engage authentically requires specialist skills, time and resource. Our approach will be underpinned by Te Ao Māori and we will look to creative thinking and innovation and entrepreneurship to support our thinking. Engagement activity needs to be enabled. • Our global engagement and partnerships exist and are forged in a time of increasing international tensions; this requires deliberate and careful navigation.
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Theme Our community, our partners	Quotable quotes	Implications
<p><i>We are a civic institution embedded in our communities. We establish deep and enduring partners, sharing common objectives.</i></p> <p>Our submitters detailed a rich fabric of engagement and partnerships reaching from the local to the international. They saw an inter-relationship between our local, national and global connections; they inform and benefit each other and increase our impact:</p> <p><i>Local communities</i></p> <ul style="list-style-type: none"> • We are committed to working more intensively with our local, national and Pacific communities. We will strengthen our relationships with anchor institutions, including Auckland Council to ensure our alignment of effort. <p><i>A life long learning partnership</i></p> <ul style="list-style-type: none"> • We are interested in life-long relationships from the time we first engage with students and their whanau, throughout 	<p>“By saying we want to be of service to Aotearoa New Zealand doesn’t mean we turn our back on the world. In fact, by being more international and more connected we have a greater opportunity to do more for this country.”</p> <p>“Bring the local community onto campus to share a valuable Auckland asset, make full use of it and share the best the University and what its people have to offer - to break down the elitist us and them perceptions. Step off campus and into the community, breaking the invisible but sometimes impenetrable barrier that sits between gown and town”</p> <p>“Create partnerships around the Pacific, with other societies who hold mutual perspectives on people, environment, and progress, to make positive change.”</p>	<p>The implications of the extensive community engagement and partnering sought include:</p> <ul style="list-style-type: none"> • A need for more resource; this includes resource to deepen engagement with Tāmaki Makaurau anchor institutions and Pacific communities, to engage with increasing numbers of alumni and to broaden our donor base. • An assessment of our marketing/branding to reflect our 2030 vision, mission, values and strategy. • Exploring digital opportunities to expand engagement to diverse communities. • An International Education reset. • Strengthening government engagement through the Public Policy Institute. • Clarification of responsibility for industry engagement.

<p>their lives as alumni; we value the richness of this shared experience.</p> <p><i>International students</i></p> <ul style="list-style-type: none"> We seek to reset our approach to international students recognising their substantial social and cultural contribution to our University and wider community. <p><i>Alumni</i></p> <ul style="list-style-type: none"> We will engage with our alumni and their whanau through a lens of life-long learning, offering expanded inter-generational opportunities to engage in knowledge experiences, career development and meaningful connections such as volunteerism. The story our alumni ambassadors tell is shaped by their experiences with us. <p><i>Donors</i></p> <ul style="list-style-type: none"> We seek to broaden the base of donors and to ensure their engagement with us is rewarding through sharing the impact of their gifts. <p><i>Government</i></p> <ul style="list-style-type: none"> We are committed to nation building and we pursue this goal by working with local and central government to influence policy and deliver shared outcomes. <p><i>Industry</i></p> <ul style="list-style-type: none"> We engage to maximise impact; we seek porous boundaries between the University, industry, organisations and agencies to 	<p>“Recognise the value that international students bring to us, including different ways of thinking and doing and therefore increasing our awareness and resilience.”</p> <p>“Our alumni – Ngā raukurau – as volunteers are a critical source of knowledge, social capital, advocacy, goodwill, and international impact, and the degree to which the University connects, supports, and values them and their contributions will determine our future success.”</p> <p>“Philanthropy should be collaborative - it’s about asking the donor what they want to do or achieve. As research funding becomes increasingly restricted, philanthropy will be essential for blue-sky projects.”</p> <p>“Genuine partnerships with industry should be a hallmark for us in the year 2030. These relationships would permeate through our teaching and research, as well as alumni engagement and philanthropy.”</p>	
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<p>enhance skill and capability pipelines and deepen research connectedness.</p> <p><i>International sector partners</i></p> <ul style="list-style-type: none"> • We engage with selected international networks to pursue opportunities to expand and enhance teaching, learning and research. 		
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Breakdown of submissions

Total number of submissions to Engagement: 165

Submissions made on behalf of faculties/LSRIs: 17

- Business School (5 submissions)
- Engineering (2 submissions)
- Science (2 submissions)
- Arts (2 submissions)
- Education and Social Work (2 submissions)
- Creative Arts and Industries (CAI) (1 submission)
- Auckland Law School (1 submission)
- Liggins Institute 1 submission)
- Medical & Health Sciences (1 submission)

Submissions made on behalf of a school: 12

- Pacific Studies
- Professional and academic staff of Fine Arts
- School of Architecture and Planning
- School of Computer Science
- School of Cultures, Languages & Linguistics
- School of Environment
- School of Graduate Studies
- School of Psychology
- School of Social Sciences
- Senior leadership team of the School of Learning, Development and Professional Practice (Faculty EDSW).
- Te Pokapū Aronui Tāngata: School of Humanities
- Wānanga o Waipapa

Submissions made on behalf of a department: 6

- Accounting and Finance
- Dance Studies
- Engineering Science
- Exercise Sciences
- Mathematics
- Physics

Submissions made on behalf of an institute: 4

- Europe Institute
- Institute of Marine Science
- National Institute for Health Innovation
- Public Policy Institute

Submissions made on behalf of a service division or function: 6

- Alumni Relations and Development
- Auckland University Press
- Digital Services
- Property Services
- Te Tumu Herenga | Libraries and Learning Services (LLS)
- University-wide Marketing

Submissions made by or on behalf of students: 6

- Auckland University Students Association (AUSA)
- Individual student [name removed]
- Ngā Tauira Māori (Māori Student Association)
- Pacific students (submitted by Rennie-Atfield Douglas)
- Queer Student Council
- Rainbow Law

Submissions made on behalf of groups: 35

- Academic Heads Advisory Group (AHAG)
- Associate Dean (Postgraduate Research) Community of Practice
- Brain Research New Zealand
- Centre for Brain Research
- Centre for eResearch
- Centre for Innovation and Entrepreneurship
- Centre for Innovation and Entrepreneurship
- Communications and Marketing Community of Practice
- Diagnostic English Language Needs Assessment (DELNA) team
- Digital Services Leadership Team
- Equity Community of Interest

- Equity Office (1 submission)
- Faculty of Science Equity Committee
- Faculty of Science Pacific Reference Group
- Faculty/LSRI of Arts Student Engagement team
- Financial Business Services staff (Finance)
- Global Studies team
- Information Technology Faculty Forum (Faculty of Science)
- Koi Tū Centre for Informed Futures, Faculty of Arts
- Manaaki Mānawa Centre for Heart Research
- Māori Studies – Wānanga o Waipapa
- Newmarket Interest Group
- Organisational Development (OD) team
- Pacific Community of Interest
- Pacific University community
- Pasifika working group at the Business School
- Pasifika@LLS: Pacific staff at Te Tumu Herenga (LLS) drawn from different teams
- Research Impact Community of Interest
- Risk Office
- SBS Pūtaiao (School of Biological Sciences)
- Staff with a history of working on environmental sustainability projects
- Student Services Community of Practice
- Te Tumu Herenga/ LLS, Waipapataumatarau model, PVC Māori and PVC Pacific offices.
- University of Auckland Pacific Early Career Researcher Network
- University's Sustainability team

Submissions made on behalf of other entities: 3

- Tertiary Education Union (TEU) (3 submissions)

Submissions made by two or more staff members: 11

[Names removed]

Submissions made by a sole staff member: 65

- [names removed] (51 submissions)
- [name removed] (2 submissions)
- Anonymous (4 submissions)
- Individual staff members [names removed] through comments made at a VC all-staff forum, which were treated as submissions (8 submissions)

In addition to the formal submissions, staff attended fonos, forums and other meetings where the strategic plan was discussed and summaries of these conversations have been considered in preparing this document.

Working group

Role	Name	Title	Faculty/service division
Lead			
	Professor Jim Metson	Deputy Vice-Chancellor (Research)	Vice-Chancellor's Office
Members			
	Professor Deidre Brown	Head of School (Architecture & Planning)	Creative Arts & Industries
	Sarah Fong	Doctoral Candidate	Auckland Bioengineering Institute
	Professor Simon Holdaway	Head of School (Social Sciences)	Arts
	Associate Professor Jay Marlowe	Co-director (Centre for Asia Pacific Refugee Studies)	Education & Social Work
	Professor Penelope Mathew	Dean	Law
	Dr Greg Murison	Executive Director (Strategic Growth)	UniServices
	Associate Professor Julie Rowland	Head of School (Environment)	Science
	Michael Steedman	Kaiarataki	Vice-Chancellor's Office
	Professor Andrew Taberner	Associate Dean (Research)	Engineering
	Alexandra Thomas	Director	Research Strategy & Integrity Office (ORSI)
	Dr Collin Tukuitonga	Associate Dean (Pacific)	Medical & Health Sciences
	Associate Professor Melinda Webber	Associate Professor (Te Puna Wānanga)	Education & Social Work
	Dr Cate Roy	Senior Policy Analyst	ORSI
	Dr Faith Welch	Research Impact Manager	ORSI

Number of submissions: 204 (a breakdown of submissions is available at the end of this document)

Method

- Staff and students were able to make submissions from 22 July to 18 September 2020. The Research Strategy and Integrity Office (ORSI) facilitated a number of sessions to support groups across the University prepare submissions. These included:
 - Associate Deans Research Community of Practice
 - Research Service Leaders Community of Practice
 - Directors, Faculty Operations Community of Practice
 - Research Impact Community of Interest
 - Future Thinkers
- Broader engagement events (attendance by the workstream lead, Professor Jim Metson, working group members and/or ORSI)
 - Academic Heads Advisory Group
 - Faculty Research Committees (Education & Social Work, Science, Arts, Creative Arts & Industries, PostGraduate)
 - Open Forums/Town Halls
 - Māori and Pacific staff events (led by Pro-VC Māori and Pro-VC Pacific)
 - Associate Dean Postgraduate Research Community of Practice (led by Caroline Daley/John Morrow)
 - School of Graduate Studies (Caroline Daley/Helen Ross)
- All submissions received between 22 July and 18 September 2020 were distributed to all working group members
- A member of the Planning and Information Office acknowledged and registered every submission document, then sent it to the lead of one or more of the five working groups, for distribution to group members

- All submissions were read by the workstream lead, Professor Jim Metson, and distributed to members of the working group for reading and review
- The group's analyst for that workstream prepared a synthesis of key themes from the feedback (see below) which was shared and developed in consultation with the working group
- Emerging themes were shared between the analyst(s) of each working group, who met regularly to discuss and synthesize emerging themes, and reported back to the workstream leads and working group members for their consideration
- The working group met twice to consider submissions and emerging themes and continued to work on the analysis via email and Teams
- On advice from working group members, Research and Innovation lead Professor Jim Metson confirmed themes for submission to the University Executive to inform strategic plan development.

Introduction

The following is a thematic synthesis of submissions to the Research and Innovation University workstream derived via the above process. It is structured as follows:

- **Theme:** A characterisation of main themes raised in submissions.
- **Quotable quotes:** Themes are complemented by direct quotes from submissions to provide depth and nuance, where possible.
- **Implications:** Issues, challenges, opportunities that will need to be considered during detailed drafting of the strategic plan or subsequently during implementation.

In reading this document it is important to note that all submissions have been retained in their entirety for further reference. They will be used to inform final drafting of the strategic plan and to guide detailed implementation planning.

Theme Mātauranga Māori	Quotable quotes	Implications
<p>There is a strong desire to demonstrate our collective commitment to understanding Kaupapa Māori and mātauranga Māori. This is considered part of fulfilling our legal and moral obligations under Te Tiriti o Waitangi and critical to the ongoing success and mana of the University.</p> <p><i>Key points:</i></p> <ul style="list-style-type: none"> • Alongside support for embracing mātauranga Māori are calls for more discussion and clarification of key concepts and the implications for all areas, including research • Call to normalise Māori culture within the University - Māori language, mātauranga Māori, Māori culture, te ao Māori • Invest in support and training for researchers to help them understand the relevance of kaupapa Māori to the enhancement of research • Importance of building the Māori academic workforce of the future • Genuine, reciprocal relationships with communities require greater awareness of appropriate protections for Mātauranga Māori, Taonga Species and Taonga Works in research as well as responsibilities in relation to Māori data 	<p>“What would make us internationally distinctive is that rather than incorporating selected aspects of mātauranga Māori into the framework of current Pākehā knowledge bases of the University, our university recognised mātauranga Māori as a knowledge system in its own right”</p> <p>“Enhancing the UoA research strategy so that it meaningfully engages with mātauranga Māori must ensure that it does not exploit Māori scholars or Māori knowledge in extractive ways or merely sees mātauranga Māori as a conduit to attract funding”.</p> <p>“Aronga Takirua is an additional uncompensated load Māori researchers must bear in addition to the service and teaching asked of them by academic standards. We recognise this burden on our colleagues”</p> <p>“Along with low representation, those in our group who self-identify as Māori often face additional demands on their time as they are asked for advice, or participation in projects, grant applications or providing greetings and welcomes at events. Indeed, with the future focus among many grant agencies on genuine engagement with Māori, this creates somewhat of a numerical challenge”.</p> <p>“We acknowledge that the definition of research excellence needs further discussion and expansion of its definition, given Te Tiriti and the importance of Māori and Pacific research methodologies and researchers for the success of future research in Aotearoa”.</p>	<p>Embedding mātauranga Māori requires a strategic response from the University at the highest level. It involves changes to our culture, behaviour, policy and governance settings.</p> <p><i>Capability building and resourcing</i></p> <ul style="list-style-type: none"> • How will the University avoid a tokenistic response, ensuring words are backed up by real action and a commitment to change? • Our current Māori staff are over burdened with pressure to support colleagues in a multitude of different ways. How will this shortage of capability be addressed? • Growing and sustaining mutually beneficial research relationships with researchers and the communities they serve underpins a mātauranga Māori approach. How will the University support this approach? • How can we create appropriate communication channels and enable relationships to develop between our researchers and communities? How will this be supported and resourced? • How will we ensure that the contribution of community members (iwi, hapū etc) is recognised appropriately within projects? <p><i>Policy and procedures</i></p> <ul style="list-style-type: none"> • What changes to academic standards and other policy and procedures are needed to recognise and reward the long, slow relationship work and the diversity of relevant research ‘outputs’?

	<p>“Greater flexibility in the nurturing, recruitment, career development and employment of Māori academics is urged to ensure better retention and support, and acknowledgment of the many demands on Māori academics’ time”.</p> <p>“There is a need for a strategic response from the University at the highest level, including investment in capability building for all staff to understand Te Tiriti o Waitangi, kaupapa Māori research and mātauranga Māori”</p>	<ul style="list-style-type: none"> • What professional development opportunities and induction for new staff in kaupapa Māori will the University provide? • Developing genuine reciprocal relationships and research partnerships will require review policies and practices in key areas (e.g. in relation to Ko Aotearoa Tēnei (Wai262) and Māori Data Sovereignty. <p>The University should:</p> <ul style="list-style-type: none"> ○ Raise awareness of our Māori data responsibilities. ○ Create necessary data infrastructure ○ Adopt CARE data principles applied to indigenous data ○ Carry out an audit of Māori engagement frameworks both within UoA and in other NZ institutions to identify exemplars
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Theme Community, place and partnership	Quotable quotes	Implications
<p><i>Our research should reflect our unique position in and commitment to Aotearoa and the Pacific</i></p> <p>We should be more focussed on adapting and serving our local communities and identifying shared priorities in order to build relationships of trust from which dynamic research partnerships grow. This involves:</p> <ul style="list-style-type: none"> • Acknowledging, valuing and rewarding kaupapa Māori values and philosophies as well as Pacific knowledge systems 	<p>“In keeping with recognising mātauranga Māori, our research strategy should recognise and focus on the whakapapa relationships and commonalities that stretch throughout the Pacific and into Asia and the Americas. We have a lot to learn from our whanaunga throughout the region and should focus our research on recovering relationships that have been interrupted”.</p> <p>“In a country of New Zealand’s size, partnerships with other national and international research institutions are essential to ensure the depth and breadth of research along with a reduction in duplication of effort and infrastructure”</p>	<p><i>Staffing and capability building</i></p> <ul style="list-style-type: none"> • Strengthening our capacity to carry out meaningful research relevant to Māori and Pasifika communities requires growing the number of Māori and Pasifika academics with the necessary skills. • Opportunities for training in how to develop relationships with communities and carry our research in a culturally safe way.

<ul style="list-style-type: none"> • Recognising and strengthening the relationships of our academics across the community in schools, the health sector, industry and government • Removing barriers to ensure our partners feel included and valued <p><i>Our role as “Critic and Conscience”</i></p> <ul style="list-style-type: none"> • We must also uphold our statutory role as Critic and Conscience, providing the community with independent, expert commentary on issues affecting Aotearoa and the world. • Relationships between university researchers and communities cannot always be “reciprocal”. The Education Act recognises the freedom of academics and students to question and test received wisdom, put forward new ideas and state controversial or unpopular opinions. <p><i>Building and strengthening our international profile</i></p> <p>Avoid retreating into a solely national research focus and commit to fostering and sustaining international research collaborations. We must reject a binary view that sees local research (that emerges from and serves our local communities) as incompatible with international excellence in research. This involves:</p> <ul style="list-style-type: none"> • Acknowledging the multiplicity of worldviews, within the University and communities, and the importance of globalised citizenship, to counteract prejudice and extremisms in all forms 	<p>“Not only should we acknowledge the kaupapa Māori values and philosophies, but Pacific ways of knowing and being also needs to be legitimized and valued. Measures of research excellence in a Māori context as well as a Pacific context must be acknowledged, legitimized and rewarded”.</p> <p>“A Pacific research institute that is led by indigenous Pacific research and research agendas, connected to other research both within the university and beyond would be of strategic importance. Many of the conditions necessary are already present—an emerging critical mass of researchers, transdisciplinarity, established leaders, research library capacity, potential facilities—but the strategic investment necessary to catalyse and develop such an institute has been missing”</p> <p>“Greater eminence internationally in specific fields should go hand-in-hand with greater connectivity to local stakeholders”</p> <p>“We can and do research and write about highly localised issues, including issues of indigeneity, that are published in the best journals in the world and make scholarly and practical impact internationally”</p> <p>“As a critic and conscience of society the University is in a unique position to act much more rapidly, radically and transformationally than we have yet dreamed of”</p>	<p><i>Strategic relationship building</i></p> <ul style="list-style-type: none"> • Our relationships with our communities are paramount in our efforts to create dynamic research partnerships. How will the University support and strengthen strategic partnerships with external partners such as policymakers, industry, and other community organisations? • How will we support the networking of our Pacific researchers given the absence of a large-scale Pacific Research Institute? • Our academics are well connected internationally. How can we strengthen these international links and create a more coherent, deliberate and strategic approach to fostering international research partnerships? <p><i>New ways of engaging with our partners</i></p> <ul style="list-style-type: none"> • Identifying mechanisms and innovative approaches to support the development of strategic partnerships such as joint appointments between community organisations, industry and the university. • ‘Engagement’ needs to be recognised not only as a form of service but as a legitimate form of expertise. <p><i>Policy and Procedures</i></p> <ul style="list-style-type: none"> • Ensure our policies and practices on Academic Freedom and Openness are up to date and fit for purpose. • Recognise the statutory role of ‘Critic and Conscience’ and University Citizenship in academic position descriptions.
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<ul style="list-style-type: none"> Engaging deliberately and in effective and sustained ways to support the work of our Pacific neighbours Fostering and sustaining international research collaborations to elevate the university in the international research community 		<ul style="list-style-type: none"> Provide support/incentives, mentoring and/or training to support academics in their role as 'critic and conscience'.
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Theme Excellence and impact	Quotable quotes	Implications
<p><i>Expanding our definition of research excellence</i></p> <ul style="list-style-type: none"> Traditional definitions of excellence fail to acknowledge Te Tiriti and the importance of Māori and Pacific research methodologies and researchers. Research excellence is about meaningful outputs that go beyond academia to provide practical, holistic solutions to challenges in and beyond Auckland. Research impact and engagement should be valued alongside traditional indicators of academic excellence. <p><i>Focus on 'slow scholarship', quality over quantity</i></p> <ul style="list-style-type: none"> Slow scholarship is key to building relationships with iwi, as it is to building capacity and engaging ethically with a range of equity groups, from Pacific and other ethnic communities to refugees and disability groups. <p><i>Promote a research environment that values & rewards diversity in research approaches, activities & impact</i></p>	<p>"Reliance on hard metrics in research can be problematic in capturing quality and especially the diversity across different disciplines. We therefore need to have a broader definition of research excellence that recognises the importance of quality and is more inclusive of this diversity"</p> <p>"The definition of research excellence is challenging. What is clear is that we do not want to be bound by local definitions of research excellence – that is, although we want to be a research intensive university undertaking excellent research in Aotearoa New Zealand for Aotearoa New Zealand and the Pacific region, we do not want our measure of excellence to be limited to these shores"</p> <p>"Sustained impact requires the development of a dynamic and thriving entrepreneurial ecosystem that includes meaningful engagement with industry"</p> <p>"Recognise that entrepreneurship should be ambitious, and involves risk as well as reward; ensure there is room for risk to be taken".</p> <p>"Flexibility of employment between the university and the outside world (again as a matter of course rather than by exception) can be hugely</p>	<p><i>Resourcing and capability building</i></p> <ul style="list-style-type: none"> Embracing a research environment that values and rewards diversity in research approaches, activities and impact requires: <ul style="list-style-type: none"> Increasing the impact literacy of all staff Leadership demonstrating that they value research impact in the same way they value academic excellence Upskilling academic, professional staff and students in research impact and engagement skills Investing in professional staff capacity and specialists to support and deliver research impact Strengthening partnerships and networks to drive impact and boost reputation (individual & institutional) How do we achieve an appropriate balance between discipline-specific research vs collaborative/transdisciplinary research, pure vs applied research, valuing academic vs non-academic impact, and local vs international research?

<ul style="list-style-type: none"> • Align academic standards with the behaviour we want to encourage. • Measure excellent scholarship by a broader span of indicators rather than just high rates of publication. • Value and reward the contributions and expertise of research management professionals. <p><i>Drive innovation and adopt an increased tolerance of risk underpinned by robust risk assessment framework</i></p> <ul style="list-style-type: none"> • Risk taking is inherent in innovation and creativity and can potentially lead to high returns • The current UoA environment is hierarchical and discourages risk-taking – change the ‘no’ culture. • Need to address other barriers to engaging with industry – e.g. perceptions of conflicts of interest, publishing with industry, flexible career paths etc. • Recognize the value of applied research and creative/practice-based research as an influx of new ideas rather than an erosion of basic research <p><i>Openness and Integrity</i></p> <ul style="list-style-type: none"> • Research integrity will be become increasingly important due to the technological advances, shifts to open data access and publications, and the growing focus on international collaborations and the international postgraduate student body. 	<p>beneficial – in spreading the word about the university and its special resources, but also bringing to bear in the university real-world experience”</p> <p>“I believe the University needs to do everything in its power to strengthen its function in society, independent and unapologetic for its variety of views and commitment to provoking informed debate in society through protecting academic freedoms”</p> <p>“As researchers and research support staff (including technicians) we want to feel trusted, and supported in our research-related endeavours. Our strategy should be grounded in integrity and values and should inspire everyone who works there to walk the walk. A shared sense of purpose and values should drive our mahi”.</p>	<ul style="list-style-type: none"> • How can we promote a better sense of research partnership between academic and professional staff? <p><i>Policy and procedures</i></p> <ul style="list-style-type: none"> • Revision of academic standards to ensure they incentivise the behaviour we would like to encourage. • Reflecting the importance of research impact through realistic inclusion in academic standards and reviewing the 40:40:20 model. • Greater local decision-making and an emphasis on providing clear frameworks for accepting risk and exploring opportunities. • Reducing administrative burdens and creating a higher trust environment for researchers. • Reduce inefficiencies and duplication and enhancing collaboration cross the research ecosystem • Developing a robust research integrity framework to deliver on our obligations to ensure institutional integrity, a commitment to on-going upholding of integrity principles and provide an environment that promotes responsible conduct of research in a rapidly evolving research landscape.
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Theme Collaboration	Quotable quotes	Implications
<p>The challenges facing society require the ability to collaborate and contribute to effective solutions. A growing culture and commitment to collaborative working already exists in many parts of the University. However, more can be done to support 'bottom up' collaboration.</p> <p><i>Key points</i></p> <ul style="list-style-type: none"> • There is support for some type of framework and infrastructure that allow us to address major challenges in a rapid fashion. • Large-scale research institutes (LSRIs), Centres of Research Excellence (CoRES), and research centres have been identified as very effective mechanisms, providing environment and infrastructure to allow people to work across disciplines and with industry and community partners • The UN Sustainable Development Goals (SDGs) may provide a suitable high-level lens that enable this focus without stifling bottom-up ideation • Transdisciplinary research requires the integration of disciplinary perspectives and knowledge produced outside academia highlighting the key role of external organisations • Partnering with industry in different fields will facilitate the interaction between university researchers and communities both locally and globally 	<p>"Most academics are already competitive and driven, so we don't need additional incentives. Getting people to cooperate is the hard thing, so all processes need to be reviewed to minimise drivers of competition and to incentivise real collaboration".</p> <p>"There is a strong feeling that we should not over-engineer our research collaborations. The dominant feeling in our faculty is that top-down initiatives (such as Grand Challenges, National Science Challenges) don't work as well as bottom-up initiatives (such as CoREs)"</p> <p>"We are literally world leading as measured against SDGs. This is an extraordinary strength on a global stage and must not be compromised"</p> <p>"There is no real and systemic attempt to create means for cross-discipline collegiality through social or intellectual interaction. World class universities have a range of ways of getting people out of silos"</p> <p>"Disciplinary concentration develops and maintains deep expertise in ways that are often unavailable elsewhere in New Zealand but should continue to be a hallmark of the approach of the University of Auckland. Our size and scale enables us to maintain critical mass in multiple fields, which must be valued and nurtured, even as we promote opportunities for cross-disciplinary and multi-sectoral collaboration"</p> <p>"Promoting inter-, cross- and transdisciplinary collaborations should not be at the expense of disciplinary-anchored research endeavours. It should go without saying that both types of research are needed for the University to prosper and both types of research need to be equally supported, recognised, and acknowledged.</p>	<p><i>Collaborative Frameworks</i></p> <ul style="list-style-type: none"> • Should we be strengthening and expanding Large-scale research institutes (LSRIs), Centres of Research Excellence (CoREs) and research centres • Innovation/incubation hubs, living laboratories, etc have also been floated as options to allow collaborative and innovative research to flourish organically. • What kind of frameworks would best allow UoA to foster collaboration, avoid duplication and address major challenges in a 'bottom up' manner? <p><i>Organisational change</i></p> <ul style="list-style-type: none"> • Effective collaborative, interdisciplinary research cannot occur without addressing structural issues (e.g. cross faculty appointments, academic standards, etc.). • Academic standards and other incentives must reflect the shift to valuing team based, impact/outcome focused research. • Siloing and administrative, financial and reporting processes are a barrier to collaborative research • How do we ensure ECRs who are focussed on developing their disciplinary profile are not disadvantaged when participating in collaborative research?

<p><i>Importantly, collaborative research cannot exist without deep disciplinary knowledge</i></p> <ul style="list-style-type: none"> • We must continue to value fundamental, theoretical and curiosity driven research • Acknowledge that strong affiliation and deep disciplinary knowledge is a necessity to successful collaborations • Ensure a balance is achieved and that for some colleagues, disciplinary research will remain core to their activity • At PhD and early career level, developing strong disciplinary expertise is part of building the foundations of a successful academic career 	<p>“University of Auckland structures could better foster collaborations in certain areas. There are, for example, currently 8 sustainability-related research centres in the University (in the Faculties of Law, Business, Science, Medical and Health Science, Engineering and Arts) but no structures to promote their collaboration”</p>	<p><i>Resourcing</i></p> <ul style="list-style-type: none"> • How will the University stimulate collaborative research and ensure initiatives receive appropriate support beyond their initial funding to enable continued success? • Collaborative research requires particular skillsets e.g. soft skills to facilitate and participate in productive discussion, community engagement, etc. How will we ensure these capabilities are developed in our staff and students? • External relationships play a key role in collaborative research. What mechanisms will we use to strengthen our relationships with community, industry, etc • What are the resource allocation implications of balancing fundamental and applied research?
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Theme Research workforce of the future	Quotable quotes	Implications
<p><i>Equity and Diversity</i></p> <p>Greater focus on equity, diversity and inclusion:</p> <ul style="list-style-type: none"> • Our research workforce must reflect NZ, which means recruiting Māori and Pacific staff at all levels. • Greater flexibility in the nurturing, recruitment, career development and employment of Māori academics is urged to ensure better retention and support, and acknowledgment of the many demands on Māori academics’ time. 	<p>“Any future research strategy should give attention to creating a range of measures and approaches that prioritise and provide tangible support for the development of the next generation of scholars”</p> <p>“We feel it is clear that fixed-term contracts impair the ability of researchers to feel included, connected and valued at the UoA and that this impairment becomes more poignant as their employment continues”</p>	<p><i>Staffing and capability building</i></p> <ul style="list-style-type: none"> • Investment in the growth of a Māori research workforce and kaupapa Māori research – e.g. ring-fencing funding for Māori graduate students and research projects • Investment in the growth of a Pacific research workforce • Targeted hiring practices to attempt to address Māori and Pacific representation in all areas, particularly science, technology, engineering and mathematics (STEM).

<ul style="list-style-type: none"> • Pacific research must be Pacific centred and Pacific-led, - distinct from other research activity in the Pacific. • Equitable recruitment specifically targeting and short-listing women and other underrepresented groups. <p><i>Workforce development</i></p> <ul style="list-style-type: none"> • Emphasis on professional development that builds our next generation of excellent researchers but also unlocks our current research potential. • Importance of staff and student training and capability building in areas such as Vision Mātauranga, impact, leadership and research integrity. <p><i>Early Career Researchers (ECRs)</i></p> <ul style="list-style-type: none"> • Strategy must prioritize and support the development of the next generation of scholars. • More emphasis on researcher skills development, mentoring and building capacity. • Adopt a more proactive stance to supporting Māori and Pacific ECRs. • Academic standards discriminate against Postdoctoral Fellows and hinder academic advancement 	<p>“Note also the very proactive stance that AUT has taken on recruiting Māori early career academics and supporting them into academic careers - we have no such programme at Auckland University, and this is indicative of our lack of action in recruitment Māori and Pasifika staff”.</p> <p>“Create academic and mentoring schemes for Early Career Pacific Academics with not only Pacific senior academic staff, but also senior staff across university leadership”.</p> <p>“Ensure the recruitment process is equitable and recognises that women and other under-represented groups are specifically targeted and short-listed. Diversity is not just politically correct, it benefits research through providing different perspectives.”</p> <p>“Doctoral and research PG programmes must be at the forefront of research strategy. These programmes sit at the nexus of research and education, the core of the University. Doctoral candidates are the research generators of the University, and vital to the future of the institution. This should be recognised in the strategic plan”</p> <p>“The Auckland PhD one will be a “differentiated PhD” that covers not only excellence in research (we still need great academics of the future) but with more”</p>	<ul style="list-style-type: none"> • More resourcing, funding and appointing of Pacific researchers into junior and senior positions before allocating resources to non-Pacific to undertake research with Pacific communities • Develop secure career pathways for early-career staff • Consider a new academic standard for post-doctoral fellows and lobby for nation-wide application. • Greater focus on ECR researcher development and mentoring, particularly for Māori and Pacific staff. <p><i>Postgraduate research</i></p> <ul style="list-style-type: none"> • Review the admissions process to higher-level degrees to encourage greater diversity. • What strategies might we employ to ensure a diverse cohort of higher degree research (HDR) students without jeopardising our commitment to academic excellence? • Consider options for what a ‘differentiated PhD’ might look like <p><i>Research workforce strategy</i></p> <p>Do we need an overarching ‘research workforce strategy’ that looks at:</p> <ul style="list-style-type: none"> • Demographics (age, gender, ethnicity, culture, etc) • Capabilities and skills • Discipline and focus
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<p><i>Postgraduate Research</i></p> <ul style="list-style-type: none"> • Push to widen access to doctoral and research programmes to attract diverse candidates at all stages of learning while retaining a strong commitment to academic excellence. • Support for more 'differentiated PhD', that could include increased collaboration with communities, industry, SMEs, non-profit and public sectors, expanding the notion of a 'standard' UoA PhD. 		
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Breakdown of submissions

Number of submissions to Research & Innovation: 204

Submissions made on behalf of faculties/LSRIs: 13

- Arts
- Bioengineering Institute
- Business School (2 submissions)
- Creative Arts and Industries
- Education and Social Work (2 submissions)
- Engineering
- Law
- Liggins Institute
- Medical and Health Sciences
- Science: (2 submissions)

Submissions made on behalf of schools: 11

- Architecture and Planning
- Biological Sciences (2 submissions)
- Computer Science
- Fine Arts
- Graduate Studies
- Humanities
- Music

- Psychology
- School of Environment
- Social Sciences

Submissions made on behalf of departments: 4

- Dance Studies
- Exercise Sciences
- Mathematics
- Pacific Studies

Submissions made on behalf of institutes: 2

- National Institute for Health Innovation
- Public Policy Institute

Submissions made on behalf of service divisions: 5

- Digital Services
- Equity
- Financial Operations
- Libraries and Learning Services
- Property Services

Submissions made on behalf of staff groups: 34

- Academic Heads Advisory Group
- Alumni Relations and Development
- Animal Ethics Committee
- Arts Faculty Student Engagement team
- Associate Dean (Postgraduate Research) Community of Practice
- Associate Deans (Research)
- Brain Research New Zealand
- Business School Pasifika Group
- CAI Research and Postgraduate Committees
- Early Career Researchers Committee, Faculty of Business & Economics
- EDSW Faculty Research Committee
- Faculty of Science Equity Committee
- Financial Business Services
- FMHS Postdoctoral Society
- Global Studies team
- Health, Safety, Wellbeing team
- Information Technology Faculty Forum
- Leadership through Learning
- Learning, Development and Professional Practice leadership team
- Newmarket Interest group

- Organisational Development team
- Pacific Community of Interest
- Pasifika Staff at Libraries and Learning Services
- Professional Staff Managers in Science
- Research Centres in Education and Social Work
- Research Impact Community of Interest
- Research Services Leaders Community of Practice
- Research Services team
- Risk Office team
- School of Chemical Sciences Research Committee
- Student Services Community of Practice
- Technical Services Managers Community of Practice
- Vision Mātauranga reading group
- War in Context Research Hub

Submissions made by other entities: 3

- Tertiary Education Union (3 submissions)

Submissions made on behalf of students: 1

- Māori Student Association

Submissions made by two or more staff members: 7

Sole staff member: 121

- [Name removed] (114 submissions)
- Anonymous (7 submissions)

Working group

Role	Name	Title	Faculty/service division
Lead			
	Andrew Phipps	Director	Human Resources
Members			
	Anne-Marie Parsons	Associate Director (Student Wellbeing & Engagement)	Campus Life
	Dr Ben Fath	Senior Lecturer (Graduate School of Management)	Business and Economics
	Catherine Dunphy	Kaiarahi	Engineering
	Professor Cindy Kiro	Pro Vice-Chancellor, Māori	Vice-Chancellor's Office
	Associate Professor Julie Rowland	Head of School (Environment)	Science
	Associate Professor Justin O'Sullivan	Deputy Director	Liggins Institute
	Associate Professor Kathy Smits	(Politics & International Relations)	Arts
	Lynette Farrell	Associate Director (Service Performance, Connect)	Digital Services
	Dr Tumanako Fa'au	Lecturer (Civil & Environmental)	Engineering

Supported by the Human Resources Leadership Team (HRLT) associate directors: Angus Clark (Health Safety & Wellbeing), Ian Craig (Talent & Recruitment), Julia Middleton-Easte (Human Resources Services), Pip Ball (Organisational Development), Stefanie Boyer (Human Resources Advisory)

Number of submissions: 207 (a breakdown of submissions is available at the end of this document)

Method

All submissions received between 1 August and 18 September 2020 were distributed to all workstream members.

- All submissions were read by the workstream lead, working group members and the analyst(s) for that workstream, and were synthesised into key themes (see below)
- Emerging themes were shared between the analyst(s) of each working group, who met regularly to discuss and synthesise emerging themes, and reported back to the workstream leads and working group members for their consideration.
- Workstream met weekly to consider submissions and emerging themes.
- On advice from workstream members the Director of Human Resources confirmed themes for submission to University Executive to inform strategic plan development.

Introduction

The following is a thematic synthesis of submissions to the People and Culture workstream derived via the above process. It is structured as follows:

- **Theme:** A characterisation of main themes raised in submissions.
- **Quotable quotes:** To give depth and nuance, where possible, themes are complemented by direct quotes from submissions.
- **Implications:** Many submissions foreshadowed implications that will need to be considered during detailed drafting of the strategic plan or subsequently during implementation.

In reading this document it is important to note that all submissions have been retained in their entirety for further reference. They will be used to inform final drafting of the strategic plan and to guide detailed implementation planning.

Theme Culture and identity	Quotable quotes	Implications
<ul style="list-style-type: none"> • Our service to others (the communities we serve) and the creation and dissemination of knowledge • Academic freedom and critic and conscience • Place students at the forefront of our decisions and actions so that it creates a qualitatively better student experience - develop reciprocity between the university, students, our communities and partners • Mātauranga Māori, Te Tiriti o Waitangi, Te Reo – build on our strong foundations and transform the university in response • Promote innovation and achievement through individual & collective contributions • Enhance trust – better feedback mechanisms & true participation in decisions • Be relevant and connected to all the communities we serve • Remove hierarchy, bureaucracy and rules, increase speed and agility • Break down silos that hinder collaboration and transdisciplinary impact, creating an organisation that is interconnected & engaged with its communities • Break down the divisions within academia (research vs teaching, STEM (Science Technology Engineering Mathematics) vs CABLE (CAI, Arts, Business, Law and Education and Social work), academic hierarchy), academic to professional staff, ensuring mutual respect for the different contributions of all 	<p>“... Academic Freedom is definitely about protecting rights to scholarship and teaching, particularly when unpopular or uncomfortable things are being said.”</p> <p>“Aim to be the best University FOR the world, rather than the best University IN the world”</p> <p>“... a “University embrace students as partners approach to decision making ...”</p> <p>“Kia whakamana i te tangata is a key component enlivening the role of People as central to the implementation of the culture elements of the University”</p> <p>“The transactional nature of the relationships between professional and academic staff, and the two different worlds we live in, undermines our sense of shared purpose and meaning in our work.”</p> <p>“Cumbersome decision-making and approval processes are encountered throughout the University, often they add no value and hold things up.”</p> <p>“The courage to take measured risks and develop a proactive and innovative culture”</p> <p>“Create a culture that encourages freedom to do the right thing and be trusted to do that”</p> <p>“Being known for our expression of human values, dignity and freedom, and respect for place and space”</p> <p>“Valuing of diversity should be a fundamental value. The diversity of thoughts, research, peoples and culture...”</p>	<ul style="list-style-type: none"> • Create a clear articulation of our vision and a set of characteristics that define our identity and engage our people • Symbols of our identity should reflect our commitment to the partnership between Māori & the Crown, and our place in the Pacific e.g. the motto • Exponentially increase student input into decision-making • Implement and embed our values and identity across operation of organisation – embed in all our HR practices & programmes • Encourage all our people to understand and adopt the university’s vision and values, celebrating people’s contributions • Actively call out and manage behaviours not supportive of the University’s values • Ensure leaders understand and are rewarded for their role in creating culture • Remove unnecessary approvals and work activity within decision making frameworks, empower our people, encouraging risk taking and decision making close to the activity • Recognise the role our people play in the university’s purpose and ensure a culture where the wellbeing of our people and their whānau is important

<ul style="list-style-type: none"> • A focus on ensuring our people’s well-being and resilience within our culture in response to the disruptions we face 	<p>“A culture of enablement means we can ultimately take larger steps towards transformation. Along the way, we build cohesion so that different types of teams can work together more effectively.”</p> <p>“As an institution, we need to find a new symbol. It is currently the ClockTower which has the advantage of being around a long time and is easily recognisable. The problem is, it’s an ivory tower that speaks of colonialism, inaccessibility, superiority and exclusivity...”</p>	
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Theme Workforce of the future	Quotable quotes	Implications
<p><i>The role of the academic in the future</i></p> <ul style="list-style-type: none"> • Consider the addition of new roles and more flexible approaches to careers • Need for new skills/capabilities and experiences to ensure academics remain industry relevant and are digitally fluent • Review the existing academic standards, promotion & reward mechanisms so they better reflect new models of teaching and research (allowing for flexibility) • Teaching vs research career trajectories – consider parallel career routes vs the current combined responsibilities model of the academic role • Attract, develop, celebrate and reward a global community of researchers who share a common desire to work together for the betterment of society, and are skilled at working in interdisciplinary teams 	<p>“Our academic staff must be enabled to remain at the forefront of developments in their disciplines, so that they are well positioned to develop the leaders of the future.”</p> <p>“It is important that we provide rich learning experiences, mentoring, guidance, peer feedback and time for reflective practice to early in career academics and researchers so that they are well prepared for their current and future roles.”</p> <p>“New non-traditional teaching roles and different career paths will need to be developed to enable stronger connectivity with industry to ensure our graduates experience real world learning.”</p> <p>“Our recognition and promotion systems should also be considered to ensure that teaching excellence is valued and celebrated.”</p> <p>“Virtually everything that reflects academic innovation (as opposed to volume of student increases) must be in cost-neutral (or better) mode from very soon after initiation. The current approach is anti-innovation. It is also</p>	<p><i>Role of the academic in the future</i></p> <ul style="list-style-type: none"> • Clearly articulate our aspirations for our academics as leaders in the transformation of our communities, locally, nationally and internationally, and as creators of the student leaders of tomorrow • Ensure our academic workforce is representative of New Zealand through a signature programme that actively targets underrepresented groups, including recruiting from our talented student population. • <u>Expect</u> academic staff to remain industry & community relevant through regular industry/community secondments, representation on industry bodies/community groups and engagements. • <u>Create</u> new flexible career pathways and promotion systems that value holistic contributions that span the boundaries of research, teaching and practice.

<p><i>Developing new capabilities/roles to support our strategy</i></p> <ul style="list-style-type: none"> • Support the development of new roles, domain expertise and different skillsets in response to the changing nature of work and our student cohorts needs • Take advantage of new technologies & keep our people current and relevant • Enhance our ability to embrace change and be adaptive 	<p>very hierarchical and virtually any attempt at innovative proposal is quickly squashed in the low-risk culture that has developed ..."</p> <p>"Engagement' activities need to be recognised not only as a form of service, but indeed as a legitimate form of expertise for some staff."</p> <p>"It is important to realise that developing new capabilities and roles to support research only works if the incentivisation models around research for academics are also redeveloped."</p>	<ul style="list-style-type: none"> • Build new roles & entry pathways for academics. • <u>Develop</u> reward frameworks that celebrate individual, inter and transdisciplinary academic excellence & innovation. • <u>Develop</u> the digital literacy of our staff and advance its application to research, teaching and administration. • <u>Accelerate</u> the integration of alumni and community voices into the research and teaching directions of our faculty and institutes
<p><i>Reshaping the University workforce</i></p> <ul style="list-style-type: none"> • More flexibility within employment arrangements – recognition that removal of limitations of place of work might now enable a global workforce, alignment to new semester models, hours etc • Structures to facilitate the inclusion of diverse groups to better reflect our communities • Address the inherent tension between our funding models and people's desire for job security and stability • New flexible workload models, including individualization of arrangements, rather than rules • Promote transdisciplinary approaches, and enable new models of industry/community engagement • Explore and introduce the new roles and new functions required to ensure the University thrives in the future 	<p>"We have a social responsibility to actively support our staff to develop new capabilities and adapt to the new world of work so that they can respond to the new contexts in which we operate."</p> <p>"Working across departmental boundaries allows for new inter-disciplinary fields to flourish. Working outside the university happens in only a small way ...but, again, can be hugely beneficial..."</p> <p>"More generally, the Strategic Plan should drive a careful reassessment of our criteria for promotion and advancement to ensure that they are well-aligned with the broader goals identified in the plan."</p> <p>"Ensure AI supports our people with systems that are robust and human centric. Commit to ongoing digital capability development for all staff creating a responsive and resilient workforce. Unexpected or difficult conditions, adapting to change on a regular basis...As a workforce, being adaptable means we are able or willing to change in order to suit different conditions. Being flexible means, we can do this easily. Being resilient, we can withstand or</p>	<p><i>Our workforce will be nimble and responsive to evolving situations</i></p> <ul style="list-style-type: none"> • <u>Accelerate</u> the use of new technologies to free up staff to focus on the human element of interactions • <u>Build</u> our capacity to make rapid, quality data informed decisions at all levels • <u>Explore</u> novel areas of domain expertise as they appear and assess their potential contribution to changing the nature of our work and our student cohorts <p><i>Our staff will work in a barrier-free environment that promotes flexibility</i></p> <ul style="list-style-type: none"> • <u>Ensure</u> increased mobility and flexibility through the development of new inter and transdisciplinary practices, roles, institutes, relationships etc • Actively <u>partner</u> our staff to ensure their capabilities are relevant for the future and

<ul style="list-style-type: none"> • Preparing our people in advance to ensure they have the skills required in the future • Recognising the importance of human skills alongside embracing digital technologies 	<p>recover quickly from apply both to the University structures and its workforce.”</p>	<p>that they can thrive</p> <ul style="list-style-type: none"> • Ensure our University structure is flexible, fit for the future and aligns to our strategy. • Explore and introduce the new roles, areas of domain expertise and functions required to ensure the University thrives in the future
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Theme Diversity, inclusion and equity	Quotable quotes	Implications
<ul style="list-style-type: none"> • Create a culture where individuals can contribute their full potential - establishing a sense of belonging for everyone • Ensure a diverse, inclusive & fair environment is the responsibility of everyone rather than equity groups • Recognising that one size does not fit all and that we may need to apply different approaches to advance disadvantaged groups • Recruit for more diversity - lack of diversity is having a negative impact on our ability to provide the best student experience and engage with our communities • Greater sensitivity to Asian, Indian & Muslim perspectives, and those of other migrant groups – be embracing of the multicultural society in which we live, ensuring this is integrated within our identity • Share diversity metrics and make diversity and inclusion an imperative • Promote leaders who value inclusion and diversity and advance those values 	<p>“Increase the representation of female academics in senior leadership roles.”</p> <p>“The University needs to acknowledge that Pacific lives are often about the collective, not only the individual. It is hard adjusting to University when coming from a collective as you feel like you are by yourself. There needs to be more support and understanding that while you are one person at University, your worldviews.”</p> <p>“Formally recognising and encouraging within the expectations of academic service, the service Pacific researchers do on behalf of the university within Pacific communities; Acknowledging the significance of nationally located research and local modes of research within promotion processes; 3. Acknowledging the value of domestic publications in promotion processes as just as valid as international publications; 4. Appreciating and providing space for the multiple positions Pacific researchers have within both the university and their communities.”</p> <p>“Commitment to the attraction, career development, achievement and retention of Māori and equity groups demonstrated through</p>	<ul style="list-style-type: none"> • Achieve the recognition, inclusion and visibility of our diverse groups and communities, & their full participation in decision making. Our diversity is our strength • Embed the University’s Equity practices ensuring leaders and people create a safe place where everyone feels connected & valued • Engage with our multi-cultural groups to understand their unique needs and create initiatives that showcase their culture/identity • Regular reporting on issues that affect relevant diversity groups and change, progress and effectiveness of initiatives • Reassess our criteria for promotion and advancement to ensure they enable nationally located contributions to our communities within Aotearoa and the Pacific • Establish leadership & career programmes for Māori, Pacific & other under-represented groups

<ul style="list-style-type: none"> • Create spaces on campus that enable us to connect in different ways and enhance our feeling of belonging and identity 	<p>best practice recruitment (which includes mitigation of bias) and HR”</p> <p>“Developing an inclusive workforce that better reflects the diverse communities we serve will require us to attract and develop new talent.”</p>	<ul style="list-style-type: none"> • Increase networks and resource groups among our diverse groups, including resource to ensure continuity • A dedicated focus on recruiting, promoting and retaining Māori & Pacific & equity groups into academic & leadership positions
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Theme Māori capability and performance	Quotable quotes	Implications
<ul style="list-style-type: none"> • Ensuring Te Reo becomes an essential part of our identity • Ensure a broader and deeper embracing of Mātauranga Māori is the responsibility of everyone rather than the sole responsibility of Māori • Growing and developing our academic and professional staff career pathways for Māori staff • Valuing the unique contribution Māori staff make to the University community – the hidden contribution • Increase Māori academic and professional staff place as vital contributors in decision making 	<p>“Ensure the ongoing recruitment, retention and progression of Māori and Pacific students at all levels.”</p> <p>“Promote Te Tiriti o Waitangi education and its value within teaching and research. Develop vision Mātauranga and, in particular, its representation and embodiment in curricula and in research.”</p> <p>“The idea of Tikanga and Te reo seems very token at the moment. We need to be representative of society ...If we want to be in a partnership with Tangata Whenua we need to make it a true partnership.”</p> <p>“Waipapa Taumata Rau framework – recognises the distinctiveness of the UoA, locates and narrates the location, promotes excellence and meaningful ethical research and research practice and is inclusive in its celebration of diversity”</p> <p>“As a young(ish) Māori female I want to work in a space where like the harakeke the new growth is nurtured, protected by the external leaves, without the new leaves the plant will die”</p>	<ul style="list-style-type: none"> • Develop a Māori workforce strategy with an emphasis on Māori recruitment and retention • Programmes that develop all staff capabilities to ensure that we understand our place in Aotearoa New Zealand, provide an environment that is mana enhancing for Māori, and enable our people to engage & develop relationships with Māori internally & externally • Establish recruitment and development programmes that ensure there are more Māori in leadership and academic roles, including sourcing from our own students and Iwi/community groups • Structural changes that enable Māori to contribute to decision making at the University in a way that reflects the Māori world view • Ensure there is appropriate recognition of cultural labour & local research and community contributions within promotion and reward frameworks • Enable inclusion of Māori in decision making in a way that is culturally safe

Theme Leadership	Quotable quotes	Implications
<ul style="list-style-type: none"> • Define what we mean by leader, leadership and the leadership mindset • Our future leaders will need to empower their teams, innovate, be skilled at leading change, inspire commitment rather than lead in traditional command & control ways • Promote and encourage leaders who have the right leadership attributes, rather than achieve leadership positions through traditional academic rank • Promote distributed leadership, with all our people being empowered to innovate, collaborate, and act without fear of reprisal • Our leadership should reflect our communities at all levels • There are significant gaps in leadership capability at all levels • Our structure, or hierarchy, should not limit our leadership capability or leadership mindset 	<p>“The innovation and entrepreneurship agenda is supported and driven by leadership that inspires proactivity...”</p> <p>“I believe we (academia) have an engrained conservatism due to organisational structures underpinned by the notion that academic rank equates leadership ability and potential”</p> <p>“Leadership roles should not be predominantly administrative...make these roles more inspirational, visionary, relational and focussed on capacity building”</p> <p>“Leadership roles at all levels need to be valued and accommodations need to be made for the time it takes to perform these roles.”</p> <p>“We believe we should promote leadership as a mindset, with all our people being empowered to innovate, collaborate, and respond.”</p> <p>“At senior level, leadership concentrated, not distributed. At junior level, leadership is distributed for operational business but with very little power to enact decisions...”</p> <p>“Respect a distributed leadership model based on autonomy and trust. Our future leaders are dealing with challenging dichotomies as the university moves from established ways of working to new ways of working”</p>	<ul style="list-style-type: none"> • Recognise, enable & reward personal leadership, regardless of hierarchy, ensuring leadership is expected and demonstrated at all levels • Utilise the strengths of ‘teams’ ‘networks’ ‘communities’ to advise, coach, and mentor each other • Create clear expectations & the structures to support distributed leadership & an institution-wide leadership mindset that promotes development of high-performance teams • Provide accelerated development programmes for leaders who have been identified as having the right attributes to progress to increasingly senior leadership positions in the University • Development of programmes, including reciprocal mentoring, that support development of leadership at all levels and build the leaders that we need for future • Broaden academic leadership programmes to include developing early and mid-career academic and research leaders • Understand and promote the diverse make-up of our leaders, providing a range of opportunities for Māori, Pacific and underrepresented groups of leaders

Theme Talented people, adaptable careers	Quotable quotes	Implications
<ul style="list-style-type: none"> Recruit the best, develop our own equally Enhancing our reputation as a desirable place to work and telling our story so that we can continue to attract top talent New flexible workload models, and career pathways that balance efficiency with the individual needs of our people Consideration of dual career paths (a teaching only track and research only track), with people processes that emphasize equally the contributions of the different career tracks Ensure the ways we recruit, promote, recognise and reward academic staff promote teaching and pedagogical excellence and strengthen teaching leadership Low internal movement and pan University career pathways for professional staff Career progression and rewards are based on individual performance which promotes competition rather than collaboration, whereas increasingly we need to work in research and teaching teams 	<p>“Change to a more consultative fundamentally focussing best recruitment practice and empowering managers to make future-focused decisions.”</p> <p>“Student and alumni are a strong pipeline of future staff...”</p> <p>“More cross-faculty appointments will help us realise benefits of being a top-ranked comprehensive university and attract top scholars/improve multi-disciplinarily (point of difference)”</p> <p>“We need to grow our staff within positions, both in supporting what they do but also supporting who they want to be and this might include development outside of their role. Progression as a whole person rather than just as a position description, a refocusing on the individual.”</p> <p>“There is no career progression. I’m in applied linguistics and it has been cut even though it is popular. We don’t see progression.”</p> <p>“Learning should be a crucial aspect of the value proposition we provide to all staff at the University, available to anyone at any time based on their needs and career aspirations.”</p>	<ul style="list-style-type: none"> Best recruitment practices aimed at future fit and ensuring broader representation Enhanced career development frameworks and programmes to enhance attraction, movement and progression of our people Build greater awareness of the whole pool of talent in the University Provide systems/platforms that enable leaders and our people to tap into a broad range of talent, where staff have self-identified their interests, skills & aspirations Enable staff to access learning experiences that enhance their performance and careers Leverage the expertise and knowledge of our academic staff in solving issues and problems the University faces Showcase a coherent and inspiring story that attracts top talent aligned to our purpose Ensure career progression and promotion frameworks recognise individual excellence and collective/team contributions equally, and acknowledge growth within roles

Breakdown of submissions

There was a total of 207 submissions. There were also 18 engagement sessions with approximately 545 attendees.

Submissions by faculty/LSRI/service division/other

- Auckland Bioengineering Institute (1 submission)
- Academic Services (3 submissions)
- Alumni Relations (2 submissions)
- Arts (25 submissions)
- Business and Economics (17 submissions)
- Creative Arts & Industries (12 submissions)
- Campus Life (1 submission)
- Communications and Marketing (3 submissions)
- Connect/Digital Services (5 submissions)
- Education & Social Work (7 submissions)
- Engineering (9 submissions)
- Equity Office/equity groups (3 submissions)
- Financial Services (6 submissions)
- Medical & Health Sciences (7 submissions)
- Human Resources (5 submissions)
- Law (5 submissions)
- Learning and Teaching (1 submission)
- Libraries and Learning Services (10 submissions)
- Liggins Institute (4 submissions)
- Organisational Performance & Improvement (3 submissions)
- Property Services (5 submissions)
- School of Graduate Studies (1 submission)
- Science (34 submissions)
- Tai Tokerau (1 submission)
- UniServices (1 submission)
- University management (2 submissions)
- Unknown (13 submissions)
- Various (group of submitters all in different faculties/service divisions (16 submissions)
- Vice-Chancellor's Office (1 submission)

Submissions from students

- Auckland University Students' Association (AUSA)
- Game Developer Guild, University of Auckland's game development club
- Māori Student Association
- Pacific Students
- Rainbow Law
- Science Students Association (2 submissions)
- [Name removed]

Working group

Role	Name	Title	Faculty/service division
Lead			
	Adrienne Cleland	Deputy VC (Operations) & Registrar	Vice-Chancellor's Office
Section leads			
	Andrew Creahan	Director	Organisational Performance & Improvement (OPI)
	Peter Gudsell	Chief Financial Officer	Financial Services
	John Pye	Director, Digital Strategy & Architecture (DSA)	Digital Services
	Simon Neale	Director	Property Services
Members			
	Professor John Fraser	Dean	Medical & Health Sciences
	Associate Professor Mark Barrow	Dean	Education & Social Work
	Professor Gillian Lewis	Associate Dean (Sustainability),	Science
	Associate Professor Carla Houkamau	Associate Dean (Māori)	Business & Economics
	Dr Jemaima Tiatia-Seath	Head of School, Te Wānanga o Waipapa	Arts
	Ian Olan	Chief Operating Officer	UniServices
	George Barton	Treasurer-Secretary	Auckland University Students' Association (AUSA)
	Katherine Rive	Programme Change Lead	OPI
	jeff kennedy	Enterprise Architecture Manager (DSA)	Digital Services

Number of submissions: 191 (a breakdown of submissions is available at the end of this document)

Method

- All submissions received were distributed to the workstream lead and to the analysts.
- All submissions were assessed by the workstream lead, and all submissions were read and evaluated in detail by the analysts and categorised into emerging themes. Relevant quotes were harvested and reflected to the workstream lead and to the section leads from 132 (69%) of the submissions received.
- Substantive, significant, dissonant, and otherwise noteworthy submissions were referred in full to each of the workstream section leads for their detailed reading and assessment.
- Emerging themes were shared between the analysts of each workstream, who met weekly to discuss and synthesise their work, reporting back to the workstream leads and working group members for their consideration.
- The Sustainable University working group on eight occasions between 17 June and 1 October 2020, with many other meetings between the analysts and the workstream lead, the section leads, and two sub-working-groups.
- In addition to processing submissions received, workstream members participated directly in more than a dozen consultation sessions, including the Academic Heads Advisory Group, the Māori Staff Strategy Hui, the Pacific Staff Strategy Fono, all of the All-Staff Strategy Workshops, and the Professional Services Senior Leaders Forum.
- On advice from workstream members the DVC (Operations) & Registrar confirmed themes for submission to University Executive to inform Strategic Plan development.

Introduction

The following is a thematic synthesis of submissions to the Sustainable University workstream derived via the above process. It is structured as follows:

- **Theme:** A characterisation of main themes raised in submissions.
- **Quotable quotes:** To give depth and nuance, where possible, themes are complemented by direct quotes from submissions.
- **Implications:** Many submissions foreshadowed implications that will need to be considered during detailed drafting of the strategic plan or subsequently during implementation.

All submissions have been retained in their entirety for further reference. They will be used to inform final drafting of the strategic plan and to guide detailed implementation planning.

Theme Flourishing People, Thriving Ecosystem	Quotable quotes	Implications
<p>The University stands at a major junction, needing to recognise the pressing opportunity to envision different ways of consuming and working and a future as a truly sustainable University. As critic and conscience of society, the University has a duty to lead the creation of a value system that recognises our place within and our effects upon the environment.</p> <p>The ecosystem the University is part of is thriving, as are the research, education, and service activities it holds and sustains. The highest standards of sustainable practice must be embedded in the University Strategic Plan and throughout all University activities.</p> <p>In considering sustainability we must recognise, value, and respect both Māori and Pacific cultures and understandings and reconcile them with the scientific viewpoint: how we bring these together is crucial.</p> <p>Achieving true sustainability that creates flourishing people and a thriving ecosystem requires connected collaboration and connected action. Adjusting the existing strategic narrative to emphasise being sustainable and sustaining enables us to become the best university for our world.</p>	<p>“In order for the University to live up to its role as critic and conscience of society, and maintain the University’s impact ranking, we believe the Strategic Plan should include climate change and climate justice as defining issues and grand, urgent challenges of our time.”</p> <p>“Make a bold statement about the University’s COLLECTIVE environmental ethics, te ao Māori and Kaitiakitanga. Develop programmes that empower ethical behaviour and are on par with sustainability policy principles.”</p> <p>“...how and why [are] retailers permitted to trade on Campus, when their offerings [including vending machines] are creating behemoth amounts of waste?”</p> <p>“Workplace practices that exemplify sustainability across all aspects of the University’s endeavours, including leadership, research, teaching, operations and services, are encouraged, supported, communicated, recognised and celebrated. A requirement to contribute to sustainability is included in all position descriptions.”</p> <p>“Adopt the Sustainable Development Goals as a framework that embraces and link together education, research, and impact through innovation and community engagement.”</p>	<ul style="list-style-type: none"> • <i>Net-Zero Carbon Future:</i> The University should commit to becoming net-zero carbon within the life of the Strategic Plan. This commitment is important in its own right, and also signals the institution’s authenticity and capability as a global leader in sustainability. • <i>Executive Leadership:</i> Explicit and visible executive leadership of and commitment to the sustainability imperative is essential. High-level accountability and responsibility for sustainability needs to be established with linkages to the wider University, including our students. Our sustainability goals require strengthened professional support and an enabled, well-structured network with allocated time and resources. • <i>Sustainable Practices Everywhere:</i> As a world leader in sustainability, the University must enable its people and ensure exemplary sustainable practices are applied to all University activities, including leadership, research, education, administration, and engagement. • <i>Air Travel:</i> A more-considered and equitable approach must be applied to University-related air travel, with clear understanding of the benefits that justify its use. The carbon and sustainability costs of air travel need to be factored into our planning and international partnerships.

		<ul style="list-style-type: none">• <i>Biodiversity and Green Spaces:</i> The opportunities and responsibilities the University has to make contributions to biodiversity, conservation, and the qualities of its green spaces will be valued as integral educational, research, and wellbeing opportunities. We must embrace, explore, and enhance the biota, the natural ecosystems, the waterways, the gardens, and the green spaces of the University.• <i>Waste and Emissions:</i> To achieve its sustainability goals the University must optimise its resource use, reduce its emissions, and implement effective waste-elimination programmes.• <i>Measurement and Communication:</i> To gauge the efficacy of its sustainability practices, the University should extend sustainability measures beyond utility-consumption reporting and adopt clear mappings and measurement reporting using carbon accounting techniques and the UN Sustainable Development Goals.
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Theme Living our best future	Quotable quotes	Implications
<p>The University has a moral responsibility to demonstrate its leadership and engage in partnerships that influence sustainable futures at local, national, and global levels.</p> <p>The effectiveness of our leadership and influence contributes directly to the aspiration of the University becoming the best university <i>for</i> our world. This role extends to working with our communities and providing sound evidence-based knowledge and accurate information that guides their contributions to make sustainable societies.</p> <p>An external-engagement and partnership lens is required to advance the University's goal to be sustainable <i>and</i> sustaining. We must embed and make visible the transferrable sustainability knowledge and practices realised by the core missions of research, learning and teaching, and engagement.</p> <p>For reputational credibility, the University must also walk the talk by ensuring that its sustainability practices and optimisation of resource use are sector-leading and effective.</p>	<p>"Sustainability Development Goals (SDGs) should absolutely be in the Graduate profiles. The students we send out into the world determine the University's reputation and achievement. What kind of global citizens are we creating?"</p> <p>"Demonstrate consistency between sustainability as a research and teaching enterprise and our practices as individuals and as a university. Essential for our own sense of cohesion and integrity and also essential for our reputation as 'really meaning it' with outside agencies."</p> <p>"Sustainability research across disciplines [must be] catalogued, and opportunities for collaboration and funding are elevated. All research and commercialisation activities [should] incentivise and align to reflect sustainable research practices and the Sustainable Development Goals. Research that contributes to the SDGs [needs to be] made more visible to the public."</p> <p>"...the advancement of climate denial and public misunderstandings about fundamental matters related to sustainability [underscores] our role as exemplars and leaders through our own policies and practices that protect the planet and its inhabitants, our university can communicate with the broader general public in ways that deliver sound understandings of science, politics, and policy."</p>	<ul style="list-style-type: none"> • <i>Sustainability Learning Outcomes:</i> Sustainability should be a component of the graduate profile and become a visible and required part of the University's learning and teaching, including external-facing programmes. • <i>Sustainability Research Outcomes:</i> Sustainability should be enhanced as a domain of research activity, and aspects of sustainability should be incorporated into internal research processes for funding allocation and prioritisation. • <i>Focused Engagement:</i> How the University presents and extends its leadership and engages in strategic partnerships will require new focus and new coordination in order to be coherent and effective. • <i>Focused Leadership:</i> Through engagement and material leadership, the University should be leading actively and contributing to the development and extension of industry sustainability goals and standards, such as New Zealand's Green Building Council. • <i>Sustainable Development Goals:</i> Embed the UN Sustainable Development Goals as a framework to help us understand our aspirations and measure our achievements and contributions, and thereby position ourselves as the best university for our world.

Theme Digital Connections, Digital Opportunities	Quotable quotes	Implications
<p>Digital practices and technologies are now intertwined inextricably with how we live, engage with others, work, learn, teach, and research. For the University, connections and opportunities extended by digital approaches enable profound, beneficial changes in how we offer our communities optimised, relevant services.</p> <p>The University is not replacing physical delivery with digital delivery: it is creating a suite of digital services that complement its built environment and physical service delivery to create compelling and valued experiences for all constituents.</p> <p>As digital adoption further expands, new and emerging technologies will foster the creation of innovative experiences, and enable the University to:</p> <ul style="list-style-type: none"> • Augment and enrich the experiences people have of its physical estate • Provide real choices to people in how, when, and where they engage with the University • Craft personalised student experiences that strengthen learning outcomes • improve discovery and curation processes and transform laboratory practices to maximise research outcomes and research impact • Forge new engagement channels that help create and sustain meaningful lifelong relationships with alumni, communities, and external partners. 	<p>“The shared connectedness, he waka eke noa – we are all in this together, assuming we are all able to be on both [physical and digital]. Hence raises digital equity into spotlight, and then we all have the same positive and inclusive nature of being online.”</p> <p>“We need to create a fully holistic learning experience for all students (part online, part on-campus - note this is different to “blended”). This will support the acquisition of digital skills, complementing a student’s on campus experience.”</p> <p>“Promoting digital rich learning environments will also require the application of exceptional teaching capabilities across new modes of delivery and we must continue to accelerate the broadening of digital capabilities amongst our teaching staff.”</p> <p>“Data, analytics, and Artificial Intelligence will be vital capabilities to personalise and enhance experience. Making data much more widely available across the University will be an accelerator to creating a much more capable organisation. How data centric are we?”</p> <p>“As we move forward and seek to gain benefit from AI and other efficiencies, we need to recognise and ensure the humanity of dealing and working with people.”</p>	<ul style="list-style-type: none"> • <i>Digital Equity, Accessibility, and Inclusiveness:</i> The digital divide is very real, affecting our students and our staff. Addressing this divide is crucial for the University to serve and partner with its core communities. Understanding and bridging the digital divide requires broad-ranging activities that extend far beyond shipping laptops to students. Without addressing issues of digital equity, accessibility, and inclusiveness the divide will widen as the University and the world around us becomes increasingly digital. The University’s service-design principles will be mana-enhancing and ensure face-to-face interactions remain available. • <i>Education and Student Experience:</i> The adoption of digital practices to augment and enhance learning and teaching and to enrich student experience requires deliberate planning and implementation throughout the entire student lifecycle. How the University delivers content and collaboration requires consideration of what is appropriate in the split between digital and physical, and requires genuine understanding of what our students need and expect. Providing students with choice and flexibility of how they engage with learning activities fosters student success.

Everything the University undertakes in the digital realm must consider experience as paramount, must recognise and respond comprehensively to ensure digital equity, accessibility, and inclusiveness, and must navigate ethical dilemmas openly, transparently, and in line with its values.

- *Digital Dexterity*: The ambition and ability of our people to apply digital practices successfully is constrained by their digital skills and capabilities. A significant uplift in digital skills and capabilities is required. The value and effectiveness of digitally-enabled services depends upon increased digital dexterity across all activities in which our staff and students participate. An organisation-wide approach that includes students is needed to achieve this, with a focus far broader than “how to” training for specific pieces of software.
- *Data Culture*: Digital approaches require a new approach to sourcing, curating, and managing data so that useful information products can be created. A change in data culture is needed to raise the data fluency of all our people, to empower our people with greater access to core data, and to bolster the data-handling, data-management, and data-interpretation skills throughout the University. Only by treating and caring for data as a valuable asset will the University realise improved decision-making and realise the benefits of digital adoption.
- *Digital Ethics*: With the increased use of personal and sensitive data and new and emerging technologies such as artificial intelligence comes increased ethical responsibility. The University must provide exemplary transparency of how it uses data, how its decision-making practices are augmented by algorithms, and how ethical dilemmas will be navigated through open consultation with its constituents and its communities.

Theme The Distinctive Campus Environment	Quotable quotes	Implications
<p>The University of Auckland has its own values, heritage, and culture, all of which need to be reflected by distinctive campus environments that reflect our place in Tāmaki Makaurau, Aotearoa, and the Pacific. Visiting the University should provide a rich and unmistakable sense of place, a sense of being at this University.</p> <p>Substantial changes in how, where, and when we work, study, teach, and research demand substantial changes in the nature and number of physical spaces available to the University. Contemporary collaborative and transdisciplinary research practices and teaching pedagogies drive needs for more-capable spaces that are also more flexible in the range of activities they can support. Increasingly, physical spaces must also be equipped with digital technologies that enable people at other locations to participate fully.</p> <p>Through its physical estate, the University offers, in conjunction with its people and its resources, many highly-valuable distinctive capabilities, including a commercialisation capability and an innovation ecosystem. The campus of the future must announce and effect the accessibility and readiness of the University to leverage these capabilities.</p> <p>With a more-porous University that invites and welcomes a flow of innovative business and industry partnerships, incubators, start-ups, and entrepreneurial activities to be co-hosted within our exciting and collaborative environment, we will be highly-relevant and central to growing the economies for Auckland and for New Zealand.</p>	<p>“Recognising the history and location of the University in Tāmaki Makaurau and in Aotearoa through maintaining and enhancing the indigenous Māori elements of the spaces and structures on the various campuses and improving its relationship with mana whenua [and] recognising the place of the University within the Pacific region and maintaining and enhancing the Pasifika elements of its spaces and structures.”</p> <p>“My bus stops at the University of Auckland Newmarket campus. As I hop off with my children, I look around and see the green spaces, benches with people chatting, others playing morning frisbee, and smiles. There is always such a buzz when I get to the campus. It’s a vibrant place with lots of professional, social and sporting activities, bringing university staff and students together with the many and varied members of their local and visiting communities. There is always something happening and so many different people coming and going.”</p> <p>“Activate Innovation & Entrepreneurship by developing additional flexible and distinctive physical hubs to bring Innovation & Entrepreneurship close to all across campus including Tai Tokerau and Tai Tonga. These could include living labs, industry specific incubators, mini-maker spaces, co-working space etc. – new spaces designed to meet the needs of the context it is housed in, and spaces to encourage and enable creativity and experimentation.”</p>	<ul style="list-style-type: none"> • <i>Distinctive Experience</i>: The campus should be a celebration of our heritage, our distinctiveness, our differences, and the unique value of our location. In consultative partnership with Māori and with Pasifika the University should be made visibly more inclusive and more welcoming. • <i>Innovation-Enhancing Precincts, Gateways, and Touchpoints</i>: Establishing new innovation spaces and strategically-aligned purpose-intensive precincts and touchpoints using our available property will create vibrant, welcoming gateways into the physical University. These fit-for-purpose spaces will welcome and enable innovative business and industry partners into collaboration and colocation relationships that leverage and enhance University expertise and capability to contribute to the aspirations of Auckland City and to national and international goals. • <i>Quality Spaces</i>: Spaces must be capable, flexible, accessible, safe, and provisioned with intuitive, effective technology to enable integrated digital experiences. These should include transformative teaching spaces that actively promote integrated learning, enhance curiosity and intellectual development. In some cases, flexibility may yield to specific needs, such as dedicated student spaces, which play a key role in student success, student experience, and ensuring accessibility and equity.

<p>Overemphasis upon the City Campus is limiting the presence and accessibility of the University to its communities. Stronger community engagement and partnership requires the University to have stronger presence in the community, both through expanded and alternative physical presence and through the complementary use of digital techniques. Through stronger presence, partnership, and accessibility, the University will be better able to create meaningful community outreach to deepen research impact and engage with learners at all levels and stages, providing individual engagement with positive futures.</p> <p>Aligned with its mission of sustainability, the physical estate must also showcase, model, and enhance biodiversity, green spaces, resource optimisation, and sustainable practices. The configuration and operation of our physical estate will position our sustainable University as a leading example nationally and throughout the global higher education and research community.</p>	<p>“Opportunities exist to repurpose space across the University if new methods of working and blended teaching can release space to be reinvested in student facing facilities, study spaces, and hubs for collaboration across faculties and disciplines [and] we do not want to lose these opportunities to start using our space in new ways and thus changing our physical campus without necessarily increasing our footprint.”</p> <p>“The provision of dedicated space for Pasifika students is uneven across the campus. At one end of the scale there are dedicated spaces in Culture Space, Fale Pasifika and Pasifika Success: at the other end, many parts of the University have none. As we add or redesign learning and student spaces these needs need to be accounted for. There was a very strong sense of the importance of these dedicated spaces, and the work they do for the University.”</p> <p>“The greenspaces around campus should maximise biodiversity (align to NZ Biodiversity Strategy), and all new plantings should be native species to align with the Auckland Ngahere (Forest) Strategy. Native species have cultural significance for Māori and could also be used to create culturally inclusive spaces, and weaving, rongoa gardens.”</p>	<ul style="list-style-type: none"> • <i>Community Presence, Community Access:</i> Explore initiatives that improve access for our communities to the University, including expansion of our physical estate beyond the City Campus and into our adjacent communities. Welcoming spaces for discovery, debate, performance, and exhibition are needed to help enrich our communities, and opportunities also exist to strengthen community presence, partnership, and accessibility by creating a rich, integrated digital campus. Crucially, further enhancement of Tai Tokerau and Tai Tonga is required to facilitate genuine engagement at all levels and stages of learning, and to provide our researchers with outstanding spaces to engage with their communities. • <i>Changing Practices, New Opportunities:</i> Substantial changes in working, learning, teaching, and research practices have implications for our physical estate. The University can be efficient with its use of resources, including the spaces we occupy, and being able to identify opportunities to divest space that is no longer needed. The corresponding efficiencies of reducing (or avoiding increasing) the footprint of our estate creates opportunities to relinquish, rehabilitate, or repurpose poorer-quality spaces and consolidate into higher-quality spaces. • <i>Sustainable Spaces:</i> The visible manifestation of sustainable practices extends well beyond ensuring that our buildings are as technically efficient and low-footprint as possible. We must be considering the green spaces, biodiversity, and active schemes such as food gardens, composting, and recycling.
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Theme Enabled Environment, Sustainable Success	Quotable quotes	Implications
<p>The University Strategy sets broad parameters for its service environment and operating model to enable the accelerated delivery of strategic outcomes in sustaining and sustainable fashion. It is the enabling environment that will bridge the gap between strategy, planning, execution, and delivery.</p> <p>Providing mana-enhancing services that delight people is core to achieving these outcomes. It is essential that people and the experiences they have are placed at the centre of service-design and decision-making.</p> <p>The University has established robust foundation capabilities for effective and efficient service delivery that releases effort and frees up time, enabling people to apply their specialised skills and knowledge to create valuable innovations in their local discipline- and pedagogy-specific contexts. These innovations can enhance the University's nimbleness, improving our ability to change and adapt services and offerings quickly in response to external events and new opportunities.</p> <p>Every decision we make has implications for the financial sustainability of the University. Strong financial planning and analysis capabilities can guide decision-making, while recognising the University is a large-scale and long-standing institution operating on very narrow margins. Taking a raw growth-based approach is unsuited to the special character of research-intensive civic institutions, which operate with constrained funding that is essentially decreasing year on year.</p>	<p>Build on identified Pacific values of tautua (leadership through service), vā (sustainable relationships, spaces & reciprocity), and faka'apa'apa (respectful & ethical engagements & principles)."</p> <p>"Many students now use services from across the University and enrol in courses across multiple faculties and as a result can experience different service models in each faculty/service division, which can be confusing and create disappointment due to inconsistencies [and] the University should ensure that services are designed with consistency, transparency and accessibility as key features of its service culture and delivery, and also focus on improving efforts to ensure that students don't have to go to multiple sources for resolution of problems."</p> <p>"Delays in decision making often result because the delegated decision maker is unavailable, yet clear business rules or sub-delegations could enable decisions to be made at a lower level of the organisation, with only exceptional cases escalated. This would be more efficient and provide an improved experience for students. In cases where decisions can be made by professional staff it can also free up academic time for core activities in teaching and research."</p> <p>"Remove the layers of bureaucracy and simplify our day-to-day processes. We need to be nimble in our daily transactions and reduce the bureaucracy and change the policies that hinder the growth of sustainable policies and practices."</p>	<ul style="list-style-type: none"> • <i>It is People</i>: University services must be universally mana-enhancing, respectful, and inclusive in how they fulfil requests, provide advice, and offer nudges, reminders, and alerts. Placing people at the heart of our decision-making will require stronger and fully-adopted service-design principles, some examination of our policy environment, and adoption of approaches including co-design. • <i>Encouraging and Supporting Innovation</i>: Better identification and communication of where standardisation is optimal and where local adaptation and flexibility is needed will help strike the right balance between efficient but rigid standardised processes and complex but flexible locally-adapted processes. Deliberate support structures that enable and incentivise staff innovation and increase digital dexterity need to be established and sustained. • <i>Service-Design Principles</i>: The creation and communication of human-centric service-design principles will ensure University services and processes are optimised operationally and meet the needs of the people they serve. Consistency and standardisation of services and processes should be applied where doing so creates value, reduces cost, or improves constituent experience.

<p>Ensuring our financial resources are prioritised based on strategy, and that choices made around which activities and initiatives to invest in are also based upon strategy, requires more-focused governance and a sustainability mindset. In the context of assets that have a long life, against the backdrop of a rapidly-changing world, the investments we make must realise adaptable and future-proof outcomes for the University.</p>	<p>“...innovative local variations are encouraged where they differentiate and advance discipline-specific pedagogical and research practices. To achieve this meaningfully, the University needs a supportive and enabling culture of innovation and experimentation. Staff need stronger digital dexterity, data analytics, and collaboration skills and capabilities.”</p> <p>“Have much stronger and more focused strategy management capabilities from the executive level downwards. Stop trying to run so many different projects with so many different business outcomes and projects are competing for limited human resources. The business priorities are not described in a level of detail that lets people know where to focus their effort. Business priorities should describe what needs to change, how to measure that change.”</p>	<ul style="list-style-type: none"> • <i>High-Trust University Culture:</i> The future University requires a high-trust organisational culture, a culture that demonstrates trust in its people make the right decisions, provides appropriate delegations of authority, and provides access to data and functionality that support effective and timely decision-making. The service-design principles must assume a higher-trust model when processes are designed, and prefer simple controls and exception-detection mechanisms over manual approvals. Reaching this state will require changes to how the University arranges its capabilities, and to embracing a higher-trust culture in which people have increased agency and clarity of decision-making rights. • <i>Financial Planning & Analysis:</i> The disciplines responsible for modelling, planning, and analysing the financial position and future of the University should be communicated and understood more widely and openly across the University community, and applied consistently in making decisions. • <i>Strategic Governance:</i> More rigour is required to match our financial resources to initiatives and activities that are aligned to strategy and deserving of prioritisation. This governance enables the University to advance those focused activities and disciplines we want to be great at, and to consider reducing investment in other activities and disciplines. While still moving quickly, a greater degree of cost-benefit assessment and broader range of investment choices and outcome scenarios need to be considered before committing fully to a proposed course of action.
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Breakdown of submissions

Submissions made on behalf of faculties/LSRIs: 21

Submissions made on behalf of a school: 13

Submissions made on behalf of a department: 7

Submissions made on behalf of an institute: 11

Submissions made by or on behalf of students: 7

Submissions made on behalf of a service division (or directorate): 23

Submissions made on behalf of groups: 20

Submissions made on behalf of other entities: 3

Submissions made by a sole staff member: 76