

## 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 <b>Culture and identity</b>	<b>Quotable quotes</b>	<b>Implications</b>
<ul style="list-style-type: none"> <li>• Our service to others (the communities we serve) and the creation and dissemination of knowledge</li> <li>• Academic freedom and critic and conscience</li> <li>• 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</li> <li>• Mātauranga Māori, Te Tiriti o Waitangi, Te Reo – build on our strong foundations and transform the university in response</li> <li>• Promote innovation and achievement through individual &amp; collective contributions</li> <li>• Enhance trust – better feedback mechanisms &amp; true participation in decisions</li> <li>• Be relevant and connected to all the communities we serve</li> <li>• Remove hierarchy, bureaucracy and rules, increase speed and agility</li> <li>• Break down silos that hinder collaboration and transdisciplinary impact, creating an organisation that is interconnected &amp; engaged with its communities</li> <li>• 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</li> </ul>	<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"> <li>• Create a clear articulation of our vision and a set of characteristics that define our identity and engage our people</li> <li>• Symbols of our identity should reflect our commitment to the partnership between Māori &amp; the Crown, and our place in the Pacific e.g. the motto</li> <li>• Exponentially increase student input into decision-making</li> <li>• Implement and embed our values and identity across operation of organisation – embed in all our HR practices &amp; programmes</li> <li>• Encourage all our people to understand and adopt the university’s vision and values, celebrating people’s contributions</li> <li>• Actively call out and manage behaviours not supportive of the University’s values</li> <li>• Ensure leaders understand and are rewarded for their role in creating culture</li> <li>• Remove unnecessary approvals and work activity within decision making frameworks, empower our people, encouraging risk taking and decision making close to the activity</li> <li>• 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</li> </ul>

<ul style="list-style-type: none"> <li>A focus on ensuring our people’s well-being and resilience within our culture in response to the disruptions we face</li> </ul>	<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 <b>Workforce of the future</b>	Quotable quotes	Implications
<p><i>The role of the academic in the future</i></p> <ul style="list-style-type: none"> <li>Consider the addition of new roles and more flexible approaches to careers</li> <li>Need for new skills/capabilities and experiences to ensure academics remain industry relevant and are digitally fluent</li> <li>Review the existing academic standards, promotion &amp; reward mechanisms so they better reflect new models of teaching and research (allowing for flexibility)</li> <li>Teaching vs research career trajectories – consider parallel career routes vs the current combined responsibilities model of the academic role</li> <li>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</li> </ul>	<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"> <li>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</li> <li>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.</li> <li><u>Expect</u> academic staff to remain industry &amp; community relevant through regular industry/community secondments, representation on industry bodies/community groups and engagements.</li> <li><u>Create</u> new flexible career pathways and promotion systems that value holistic contributions that span the boundaries of research, teaching and practice.</li> </ul>

<p><i>Developing new capabilities/roles to support our strategy</i></p> <ul style="list-style-type: none"> <li>• Support the development of new roles, domain expertise and different skillsets in response to the changing nature of work and our student cohorts needs</li> <li>• Take advantage of new technologies &amp; keep our people current and relevant</li> <li>• Enhance our ability to embrace change and be adaptive</li> </ul>	<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"> <li>• Build new roles &amp; entry pathways for academics.</li> <li>• <u>Develop</u> reward frameworks that celebrate individual, inter and transdisciplinary academic excellence &amp; innovation.</li> <li>• <u>Develop</u> the digital literacy of our staff and advance its application to research, teaching and administration.</li> <li>• <u>Accelerate</u> the integration of alumni and community voices into the research and teaching directions of our faculty and institutes</li> </ul>
<p><i>Reshaping the University workforce</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Structures to facilitate the inclusion of diverse groups to better reflect our communities</li> <li>• Address the inherent tension between our funding models and people's desire for job security and stability</li> <li>• New flexible workload models, including individualization of arrangements, rather than rules</li> <li>• Promote transdisciplinary approaches, and enable new models of industry/community engagement</li> <li>• Explore and introduce the new roles and new functions required to ensure the University thrives in the future</li> </ul>	<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"> <li>• <u>Accelerate</u> the use of new technologies to free up staff to focus on the human element of interactions</li> <li>• <u>Build</u> our capacity to make rapid, quality data informed decisions at all levels</li> <li>• <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</li> </ul> <p><i>Our staff will work in a barrier-free environment that promotes flexibility</i></p> <ul style="list-style-type: none"> <li>• <u>Ensure</u> increased mobility and flexibility through the development of new inter and transdisciplinary practices, roles, institutes, relationships etc</li> <li>• Actively <u>partner</u> our staff to ensure their capabilities are relevant for the future and</li> </ul>

<ul style="list-style-type: none"> <li>• Preparing our people in advance to ensure they have the skills required in the future</li> <li>• Recognising the importance of human skills alongside embracing digital technologies</li> </ul>	<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"> <li>• Ensure our University structure is flexible, fit for the future and aligns to our strategy.</li> <li>• Explore and introduce the new roles, areas of domain expertise and functions required to ensure the University thrives in the future</li> </ul>
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Theme <b>Diversity, inclusion and equity</b>	Quotable quotes	Implications
<ul style="list-style-type: none"> <li>• Create a culture where individuals can contribute their full potential - establishing a sense of belonging for everyone</li> <li>• Ensure a diverse, inclusive &amp; fair environment is the responsibility of everyone rather than equity groups</li> <li>• Recognising that one size does not fit all and that we may need to apply different approaches to advance disadvantaged groups</li> <li>• 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</li> <li>• Greater sensitivity to Asian, Indian &amp; 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</li> <li>• Share diversity metrics and make diversity and inclusion an imperative</li> <li>• Promote leaders who value inclusion and diversity and advance those values</li> </ul>	<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"> <li>• Achieve the recognition, inclusion and visibility of our diverse groups and communities, &amp; their full participation in decision making. Our diversity is our strength</li> <li>• Embed the University’s Equity practices ensuring leaders and people create a safe place where everyone feels connected &amp; valued</li> <li>• Engage with our multi-cultural groups to understand their unique needs and create initiatives that showcase their culture/identity</li> <li>• Regular reporting on issues that affect relevant diversity groups and change, progress and effectiveness of initiatives</li> <li>• Reassess our criteria for promotion and advancement to ensure they enable nationally located contributions to our communities within Aotearoa and the Pacific</li> <li>• Establish leadership &amp; career programmes for Māori, Pacific &amp; other under-represented groups</li> </ul>

<ul style="list-style-type: none"> <li>• Create spaces on campus that enable us to connect in different ways and enhance our feeling of belonging and identity</li> </ul>	<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"> <li>• Increase networks and resource groups among our diverse groups, including resource to ensure continuity</li> <li>• A dedicated focus on recruiting, promoting and retaining Māori &amp; Pacific &amp; equity groups into academic &amp; leadership positions</li> </ul>
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Theme <b>Māori capability and performance</b>	Quotable quotes	Implications
<ul style="list-style-type: none"> <li>• Ensuring Te Reo becomes an essential part of our identity</li> <li>• Ensure a broader and deeper embracing of Mātauranga Māori is the responsibility of everyone rather than the sole responsibility of Māori</li> <li>• Growing and developing our academic and professional staff career pathways for Māori staff</li> <li>• Valuing the unique contribution Māori staff make to the University community – the hidden contribution</li> <li>• Increase Māori academic and professional staff place as vital contributors in decision making</li> </ul>	<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"> <li>• Develop a Māori workforce strategy with an emphasis on Māori recruitment and retention</li> <li>• 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 &amp; develop relationships with Māori internally &amp; externally</li> <li>• 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</li> <li>• Structural changes that enable Māori to contribute to decision making at the University in a way that reflects the Māori world view</li> <li>• Ensure there is appropriate recognition of cultural labour &amp; local research and community contributions within promotion and reward frameworks</li> <li>• Enable inclusion of Māori in decision making in a way that is culturally safe</li> </ul>

Theme <b>Leadership</b>	<b>Quotable quotes</b>	<b>Implications</b>
<ul style="list-style-type: none"> <li>• Define what we mean by leader, leadership and the leadership mindset</li> <li>• Our future leaders will need to empower their teams, innovate, be skilled at leading change, inspire commitment rather than lead in traditional command &amp; control ways</li> <li>• Promote and encourage leaders who have the right leadership attributes, rather than achieve leadership positions through traditional academic rank</li> <li>• Promote distributed leadership, with all our people being empowered to innovate, collaborate, and act without fear of reprisal</li> <li>• Our leadership should reflect our communities at all levels</li> <li>• There are significant gaps in leadership capability at all levels</li> <li>• Our structure, or hierarchy, should not limit our leadership capability or leadership mindset</li> </ul>	<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"> <li>• Recognise, enable &amp; reward personal leadership, regardless of hierarchy, ensuring leadership is expected and demonstrated at all levels</li> <li>• Utilise the strengths of ‘teams’ ‘networks’ ‘communities’ to advise, coach, and mentor each other</li> <li>• Create clear expectations &amp; the structures to support distributed leadership &amp; an institution-wide leadership mindset that promotes development of high-performance teams</li> <li>• 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</li> <li>• Development of programmes, including reciprocal mentoring, that support development of leadership at all levels and build the leaders that we need for future</li> <li>• Broaden academic leadership programmes to include developing early and mid-career academic and research leaders</li> <li>• Understand and promote the diverse make-up of our leaders, providing a range of opportunities for Māori, Pacific and underrepresented groups of leaders</li> </ul>

Theme <b>Talented people, adaptable careers</b>	Quotable quotes	Implications
<ul style="list-style-type: none"> <li>• Recruit the best, develop our own equally</li> <li>• Enhancing our reputation as a desirable place to work and telling our story so that we can continue to attract top talent</li> <li>• New flexible workload models, and career pathways that balance efficiency with the individual needs of our people</li> <li>• 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</li> <li>• Ensure the ways we recruit, promote, recognise and reward academic staff promote teaching and pedagogical excellence and strengthen teaching leadership</li> <li>• Low internal movement and pan University career pathways for professional staff</li> <li>• 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</li> </ul>	<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"> <li>• Best recruitment practices aimed at future fit and ensuring broader representation</li> <li>• Enhanced career development frameworks and programmes to enhance attraction, movement and progression of our people</li> <li>• Build greater awareness of the whole pool of talent in the University</li> <li>• 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 &amp; aspirations</li> <li>• Enable staff to access learning experiences that enhance their performance and careers</li> <li>• Leverage the expertise and knowledge of our academic staff in solving issues and problems the University faces</li> <li>• Showcase a coherent and inspiring story that attracts top talent aligned to our purpose</li> <li>• Ensure career progression and promotion frameworks recognise individual excellence and collective/team contributions equally, and acknowledge growth within roles</li> </ul>

## 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]