

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)