



TE KUNENGA | MASSEY
KI PŪREHUROA | UNIVERSITY
UNIVERSITY OF NEW ZEALAND

Connected Futures: What Next for Higher Education, Research and Leadership

Aotearoa New Zealand in Focus

19 September 2024

Professor Giselle Byrnes

Provost

Massey University Te Kunenga ki Pūrehuroa

dassh
Collaborative
Influential
Connected
Knowledgeable

Conference and AGM 2024

18 - 20 SEPTEMBER 2024 • ADELAIDE



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Acknowledgement of Country

I respectfully acknowledge and pay my respects to the Kaurua people, the traditional custodians on whose ancestral lands we gather on today. I acknowledge the deep feelings of attachment and relationship of the Kaurua people to country, and respect and value their past, present and ongoing connection to the land and cultural beliefs.

I acknowledge we meet on Kaurua land.

The three campuses of Massey University Te Kunenga ki Pūrehuroa reside on the traditional lands which are under the guardianship (kaitiakitanga) of Rangitāne (Manawatū), Ngāti Whatua ki Kaipara (Oteha) and Te Atiawa (Te Whanganui a Tara).





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Pepeha

Ko Aoraki te maunga
Ko Ōpihi te awa
Nō Te Tihi-o-Maru ahau
Ko Ngāti Irihi te iwi
Ko Papaoiea tōko kainga
Ko Byrnes tōko whānau
Ko Giselle tōko ingoa



Photo credits: Massey University www.massey.ac.nz, Aoraki Mt Cook National Park 100% Pure New Zealand www.newzealand.com



Overview

- The Aotearoa NZ university sector – a brief overview
- Current challenges:
 - Reviews and sector uncertainty
 - Rising costs and widening gaps
 - Changed political environment
- Leading with purpose as a HASS scholar
 - University values and advancing social justice
 - Navigating academic freedom
 - Contribution of the HASS disciplines

TERTIARY

**UNIVERSITY, INSTITUTES OF TECHNOLOGY AND
POLYTECHNICS, PRIVATE TRAINING ESTABLISHMENTS**

DOCTORATE (LEVEL 10)

MASTERS DEGREE (LEVEL 9)

POST GRADUATE DIPLOMA (LEVEL 8)

BACHELORS DEGREE (LEVEL 7), **GRADUATE DIPLOMA** (LEVEL 7)

DIPLOMA (LEVEL 5/6)

CERTIFICATE (LEVEL 3, 4, 5)



**SECONDARY
AGES 13 -18**

YEAR 13 NCEA LEVEL 3

YEAR 12 NCEA LEVEL 2

YEAR 11 NCEA LEVEL 1

**NATIONAL CERTIFICATE OF
EDUCATIONAL ACHIEVEMENT (NCEA)**

YEAR 10

YEAR 9

**PRIMARY
AGES 5-12**

YEAR 1 - 8

New Zealand's Universities

University of Auckland



Auckland University of Technology

University of Waikato



Massey University

Victoria University of Wellington



University of Canterbury

Lincoln University



University of Otago

Source: Te Pūkai Tara Universities New Zealand

All 8 universities ranked in the world's top 500 (3%).



Aotearoa New Zealand university demographics

- **177,210 university students in New Zealand (i.e., 135,445 equivalent full-time students)**
 - **147,915 are New Zealand students – of whom 13% are Māori (18,420) and 9% are Pacific (13,675)**
 - **17% (29,300) are international students**
 - **43% are studying at postgraduate level**
 - **43,100+ graduates a year, 95% at bachelor's level and above**
-



Current university sector challenges

- **Sector fragmentation and complexity**
- **Increasing compliance burden and attendant costs**
- **Decline in real funding (widening gap between income and expenditure)**
- **Balancing academic freedom with a social justice agenda**
- **Changed political environment**
- **Mātauranga Māori in the curriculum and in research**



**MINISTRY OF BUSINESS,
INNOVATION & EMPLOYMENT**
HĪKINA WHAKATUTUKI



Ministry of Education
Te Tāhuhu o te Mātauranga

Reviews and sector complexity

Science System Advisory Group

Te Pōkai Tara
Universities
New Zealand



University Advisory Group



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Performance-Based Research Fund

EARLY CAREER
RESEARCHERS

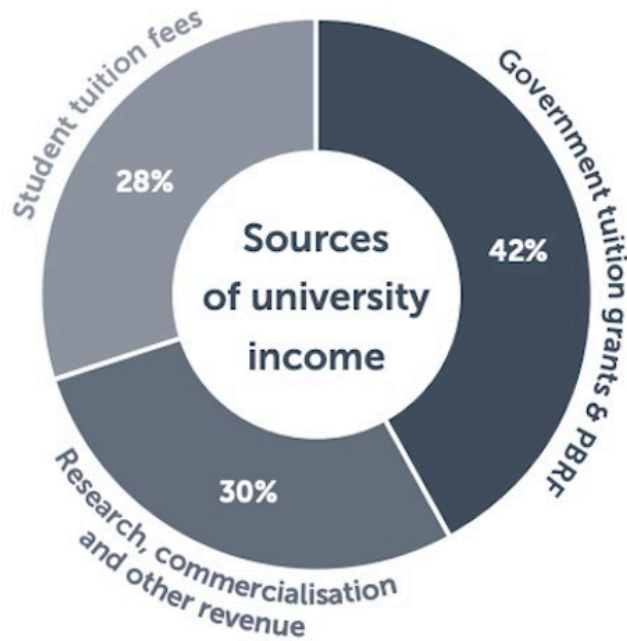
**THINK
NEW**



**Tertiary
Education
Commission**

*Te Amorangi
Mātauranga Matua*





Annual expenditure per student in equivalent US\$



Source: Te Pōkai Tara Universities New Zealand

**NEW KIWI
RESEARCH**

How a low-carb diet may
help brain tumour patients

NEW ZEALAND

LISTENER

JUNE 3-9 2023

IS THE BA DYING?

**What we are losing as students
shun traditional arts subjects**



THE DRIFT

How Aotearoa lost
its political bearings

KEVIN IRELAND

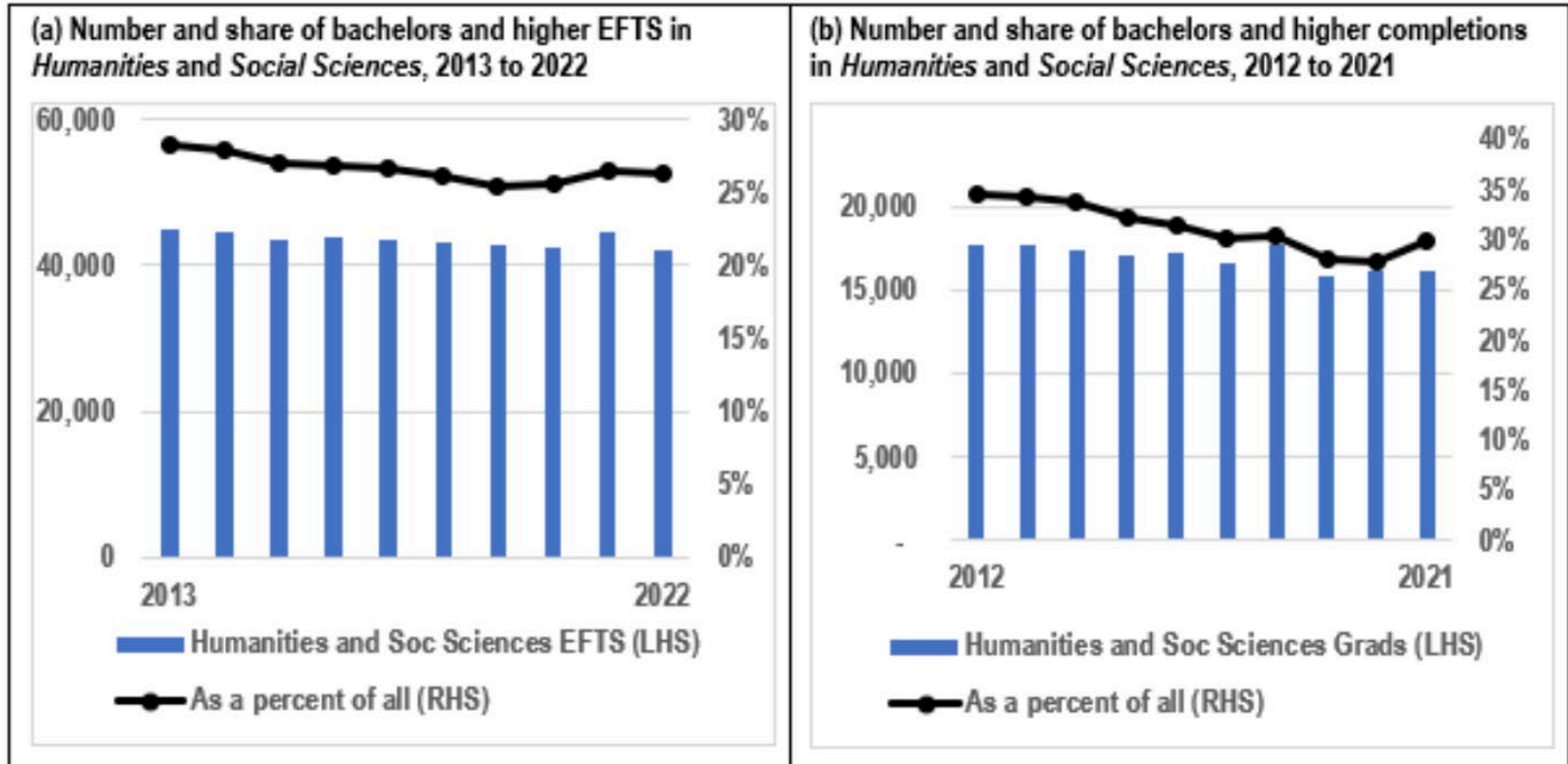
A moving tribute to the
poet from an old friend

'HAMILTON' HITS NZ

The complicated role of
a lifetime for its Kiwi star



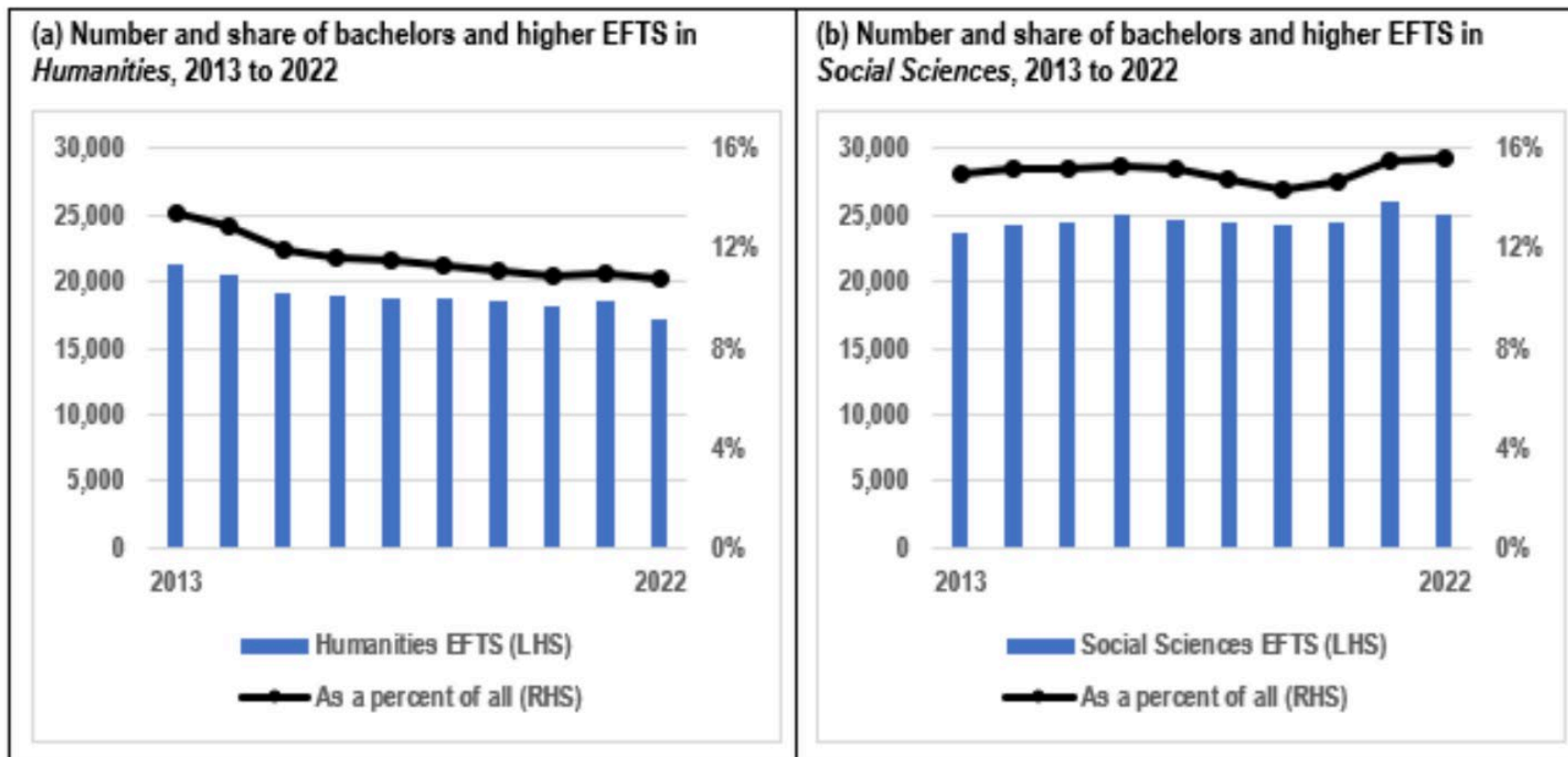
Trends in domestic and international EFTS and completions in Humanities and Social Sciences



Source: Ministry of Education statistics. Subject classifications, author – see Appendix 1



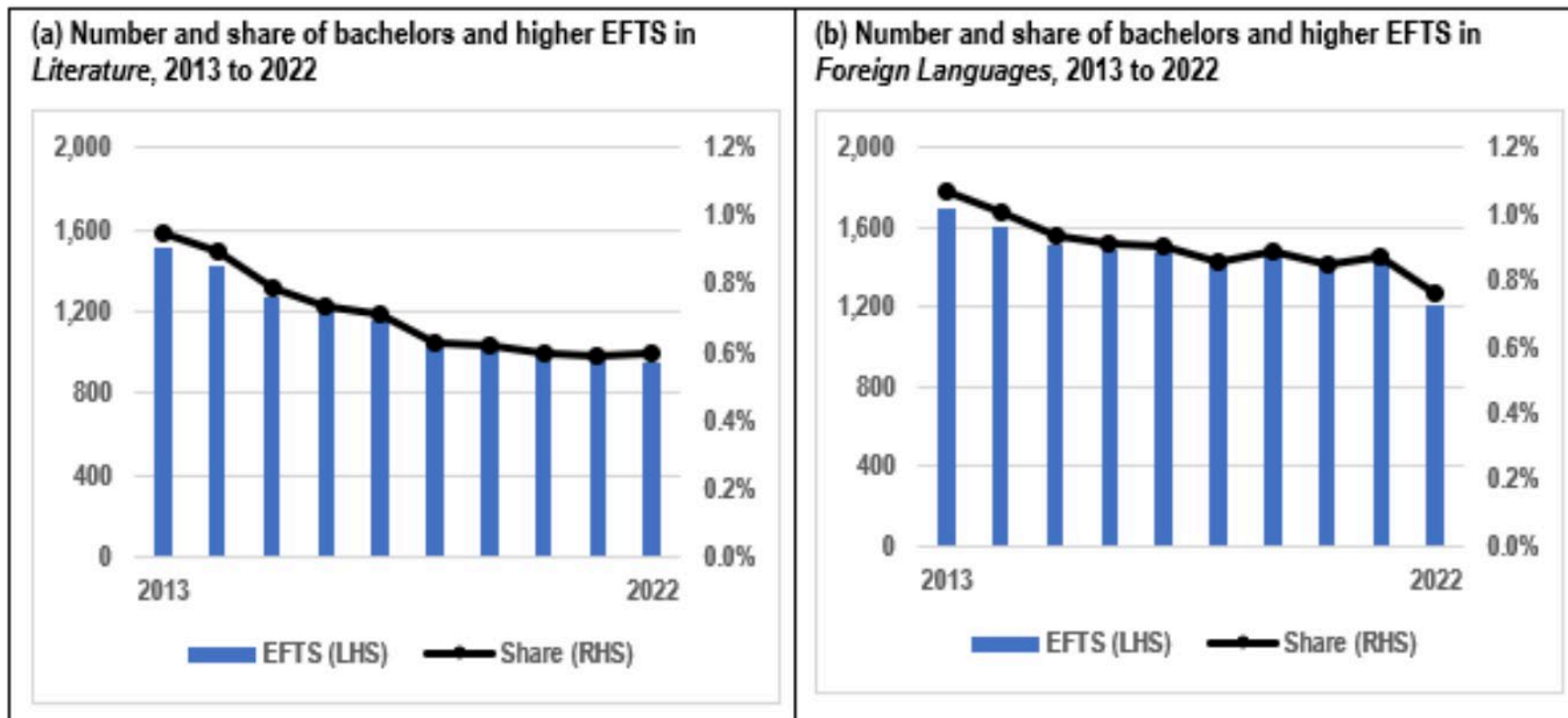
Trends in domestic and international EFTS in Humanities and EFTS in Social Sciences



Source: See note to Figure 1



Trends in domestic and international EFTS in Literature and Foreign Languages



Source: See note to Figure 1



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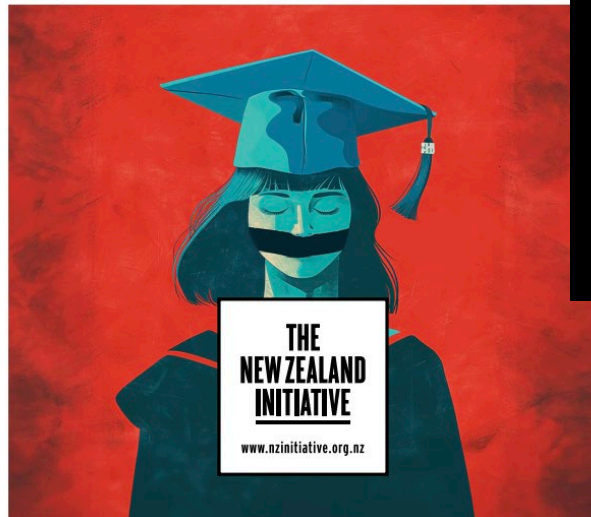
Navigating academic freedom

EDUCATION

UNPOPULAR OPINIONS

Academic Freedom in New Zealand

James Kierstead
Foreword by Grant Schofield





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Opinion: 'A right to remain silent?'

📅 Thursday 20 June 2024

| By Professor Giselle Byrnes

Opinion: 'Why Te Tiriti and not Gaza?'

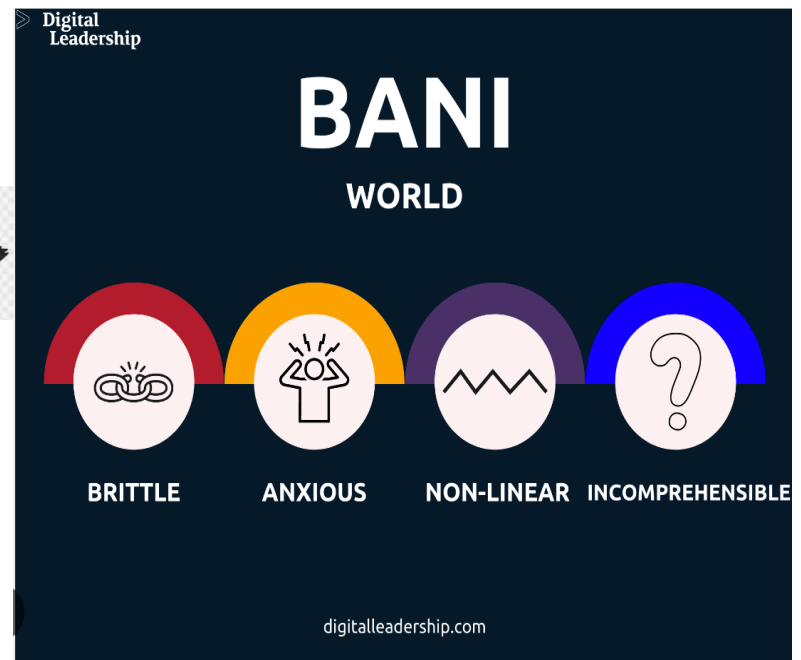
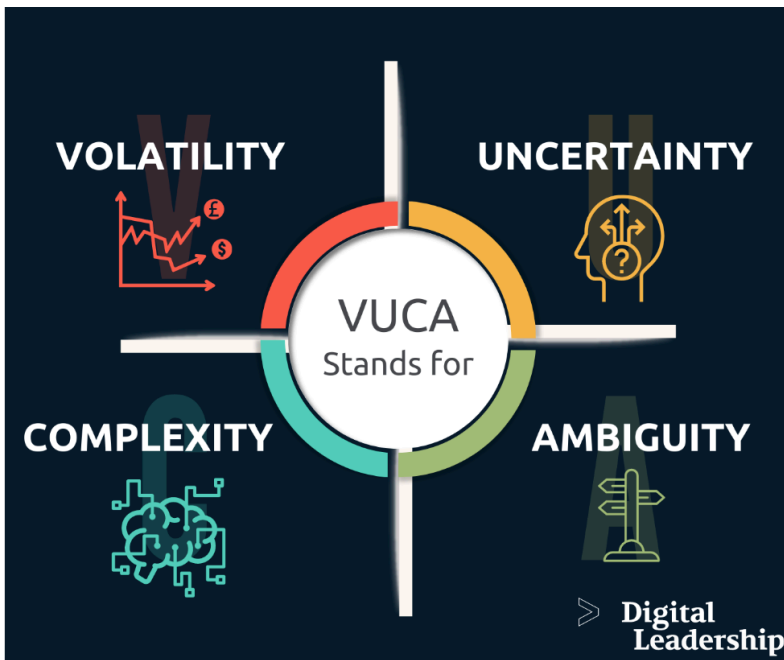
📅 Friday 12 July 2024

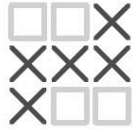
| By Professor Giselle Byrnes



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Disciplinary Theme 5

Mātauranga Māori and Earthquake Resilience



Te Hiranga Rū | QuakeCoRE
Aotearoa New Zealand Centre for Earthquake Resilience



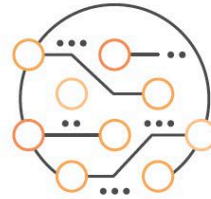
Te ao Māori
perspective
and partners

+



Community-
focused mahi

+

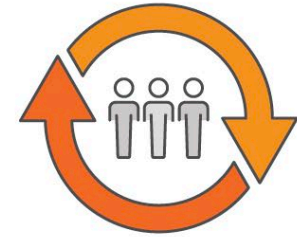


Contemporary
and cultural
technologies

=



**Culturally
relevant
resilience
resources**



**Greater earthquake
resilience for Māori**

Exploring, with iwi, ways of using mātauranga, tikanga, and kaupapa to improve the socioeconomic, built infrastructure, and earthquake resilience of tangata whenua.

Building the Māori seismic research workforce capability and engagement between emerging Māori researchers and Māori communities.

Mātauranga Māori forms the foundation for working with iwi and hapū to ensure culturally relevant research that supports the earthquake resilience aspirations of tangata whenua.

Research Areas

- Supporting Māori researchers
- Reviewing mātauranga Māori in the tertiary curriculum
- Atlas of pā and marae resilience
- Assessing the potential of mīmiro for seismic engineering using Tānewhirinaki
- Māori understandings and cultural technologies associated with seismic risk communication

Programme Area Leaders:

Anthony Hoete
Christine Kenney
Tūmanako Fa'au



Leading with purpose as a HASS scholar

A central collage of images. At the top is a word cloud for 'SOCIAL SCIENCES AND HUMANITIES' with terms like 'Sociology', 'Anthropology', 'Psychology', 'Metabolism', 'Nutrition', 'Trends', 'Group behaviour', 'Bias', 'Human origins', 'Equality', 'Family', 'Record', 'Recipe', 'Nutrients', 'Identity', 'Secondary source', 'Culture', 'Primary source', 'Inquiry', 'Garments', 'Behaviour', 'Cognitive', 'Food preparation', 'Food security', 'Regulations', 'Communicate', 'Mental Health', 'Research', 'Injustice', 'Design', 'Fashion', 'Parent', 'Asses', 'Analyze', 'Children', 'Thesis', 'Human min'. To the right is an image of a hand pointing at a laptop. Below the word cloud is a 'CREATIVITY' poster with 'Ideas', 'Design', and various icons. To the left is an image of a ballot box with people. At the bottom is a book cover for 'MANU KŌKIRI' by Taumata Aronui.

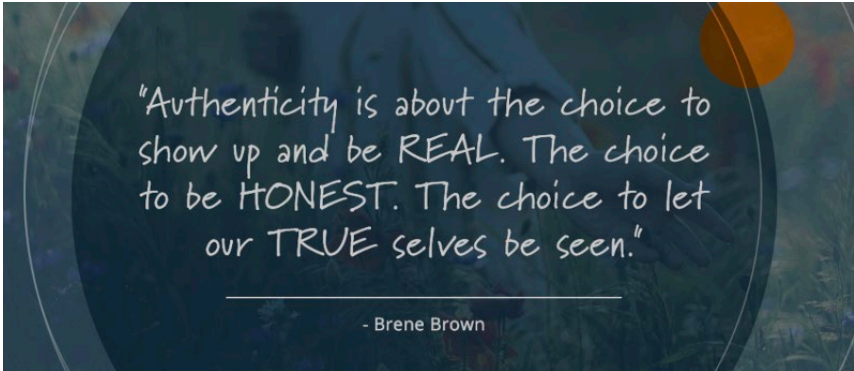




Leading with purpose as a HASS scholar

The only valid leadership response to these pressures is to uphold academic freedom and open debate rather than to try to placate a given partisan position, notwithstanding that this will be very unpopular in some quarters. In extreme cases, the very notion of democracy itself is threatened. And it is the humanities and social sciences that most contribute to the basic tenets of open and free debate which are central to the university's role as a key pillar of a democratic society. We will continue to cut such programs at our peril!

Paul, R. H. (2024), *Journal of Open, Distance, and Digital Education*, 1(1)



"Authenticity is about the choice to show up and be REAL. The choice to be HONEST. The choice to let our TRUE selves be seen."

- Brene Brown

Johnson and Scholes Cultural Web

What past events people talk about inside and outside the organisation-success or failures.
Who and what are heroes/heroines?

Internal control systems relating to e.g. finance, performance quality and rewards/salaries.



Organisational 'semiotics' including, logos, how grand the offices are, plus formal or informal dress codes.

This includes the formal organisational structure, and relationships that dictate whose contributions are most valued.

Behavior and rules that signal importance. So what's supposed to happen in given situations and what's valued by management.

Pockets of real power & influence over decisions, operations, direction.
This can include social power

Diagram adapted from "Fundamentals of Strategy" by G. Johnson, R. Whittington, and K. Scholes. Published by Pearson Education, 2012.

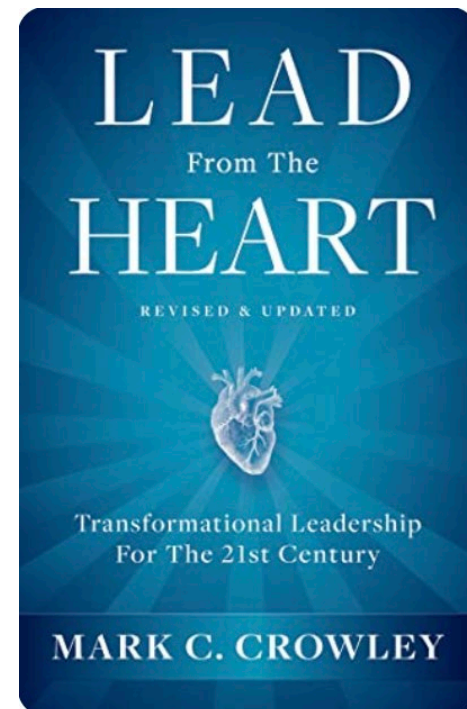
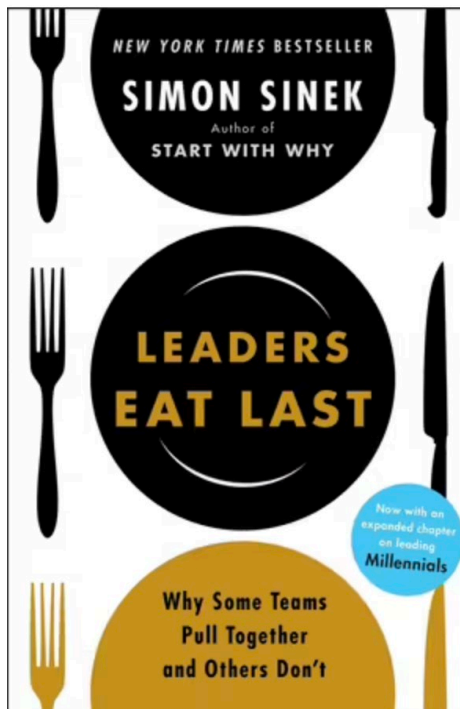
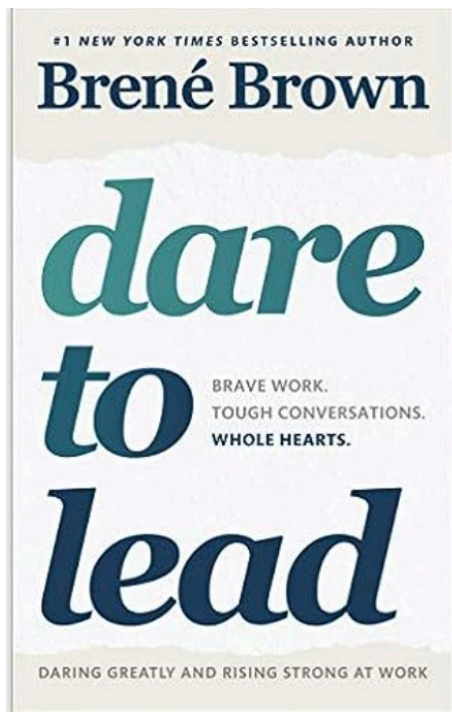


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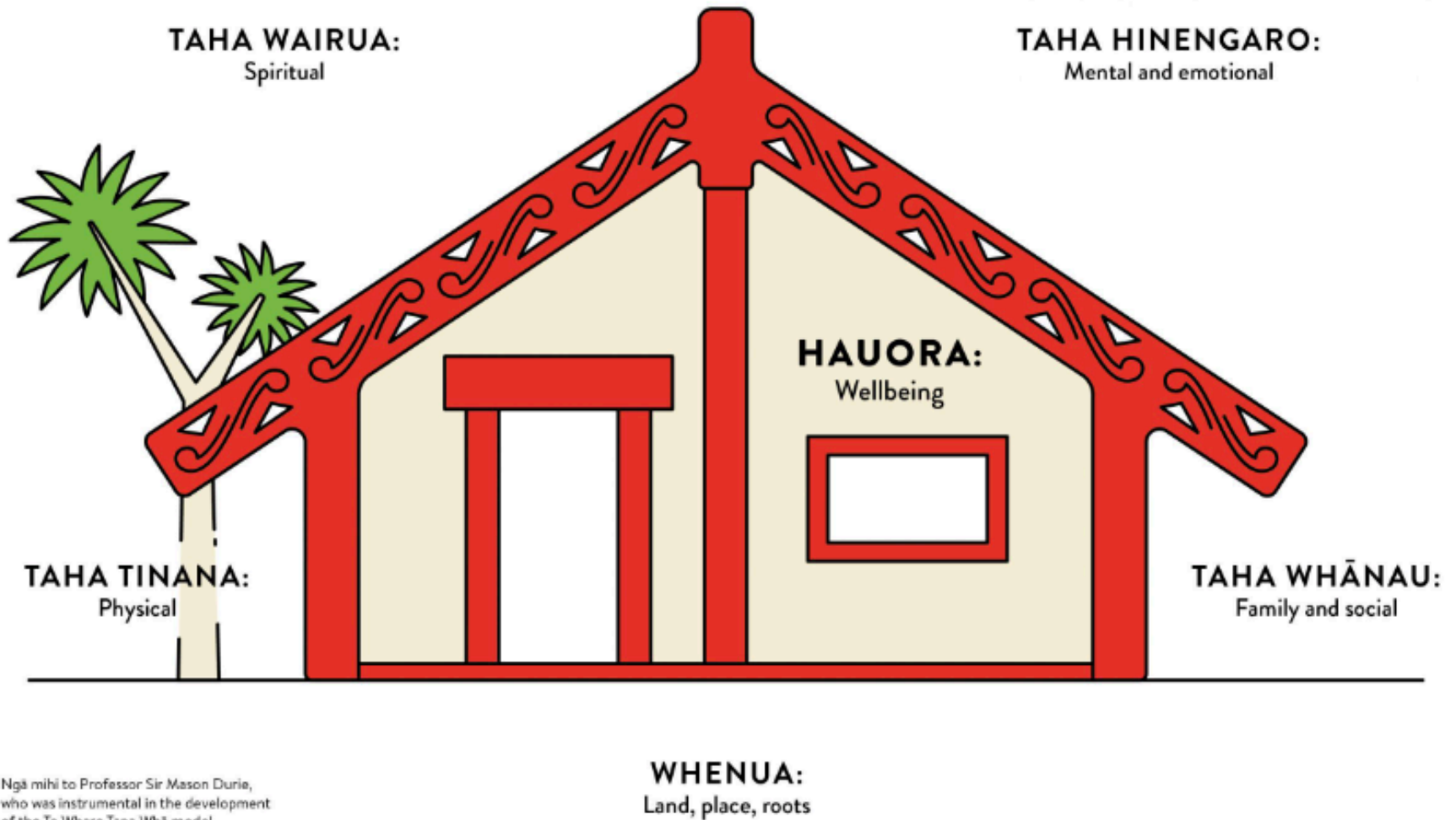
Leaning into the hard stuff: authentic leadership

The value of building a tight, high-trust team

Kindness and decisiveness are not mutually exclusive



Te Whare Tapa Whā



Ngā mihi to Professor Sir Mason Durie, who was instrumental in the development of the Te Whare Tapa Whā model.



Ngā patai/Questions

- 1. If we were to ask a member of your team (your direct reports) about your leadership style, what would they say? How might they describe your ‘signature leadership style’?**
- 2. What does it mean to be a HASS scholar around the leadership table? What distinctive strengths do you find yourself drawing on (thinking about your disciplinary training)?**

Ngā mihi nui ki a koutou, ka nui te mihi