



VICTORIA UNIVERSITY OF
WELLINGTON
TE HERENGA WAKA

HE MOANA PUKEPUKE E EKENGIA E TE WAKA

Navigating choppy
waters: Te Herenga
Waka to 2025

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Arataki

GUIDE

This report is a product of the University Futures workstream. It aims to examine the future context for the Te Herenga Waka—Victoria University of Wellington and identify opportunities for strategic positioning of the organisation to 2025.

The workstream was charged with answering the question ‘How can we foster a thriving university that recognises and reflects our values and iho given the significant uncertainties we face?’. This work took place in a context framed by the definition of a university found in the New Zealand Education and Training Act, and the high level commitments of Te Herenga Waka—Victoria University of Wellington Strategic Plan.

This report is intended to provide transparency to the University community about our progress. It shows how the work stream of the resilience programme is taking account of input of staff and students.

This report is organised into ten sections.

- Whakarāpopototanga provides a summary of this report and an overview of our key findings, including our recommendations and Ngā Herenga, the principles which should guide the creation of our collective future.
- Anamata describes the ‘time to come or future’. This section provides an overview of the methodologies used to prepare this report and key information on the level of participation across the University community.
- Ā tātou Punga describes our anchors for our collective waka. This section connects this mahi to the University’s strategic plan and the role defined for universities in the Education Act.
- Pae tawhiti describes ‘the distant horizon’ that staff and students think our waka should head toward. This section sets out the key themes from the focus groups with almost 1,000 staff and students exploring their desires and aspirations for Te Herenga Waka.
- Ngā Au describes ‘the currents’ that our waka travel on. This section presents a summary of the results of the drivers survey, horizon scan and system map to give context to our work.
- Whakamahere is an attempt to ‘chart our way’ by describing various ways that our journey through our choppy seas may unfold. It presents a set of four

scenarios for the future based on workshops with staff and students, and an overview of the findings of those workshops.

- Ngā Herenga sets out in detail the key design principles that we will apply when determining the course of our flotilla of waka, and offers many examples of how we can give effect to these principles.
- Te Whakatere i Ngā Waka explores how we should ‘navigate our waka’ by using Ngā Kāpehu tools to guide the next steps on our journey.
- Whakapaunga concludes the report drawing together the key themes and offering a direction for us to follow through our choppy waters.
- Appendix one: Ngā kaupapa mahi describes how the University Futures workstream connects to the wider university resilience programme.

This report is complemented by three standalone reports, *The Horizon Scan*, *Scenarios* and *Methods*.

The Horizon Scan builds on Ngā Au by offering a wider range of information and research sources covering the impacts of COVID-19, wider economic, social and environmental trends, the range of models mooted for universities and the role that futures studies can play.

The Scenarios report provides extended descriptions of the scenarios summarised in the *Whakamahere* section.

The *Methods* report explains the process we followed to address the project question.

PREFACE

Te Herenga Waka literally means the gathering of canoes and is the Māori name of the University. Our University community is like a flotilla embarking on a journey into unknown waters, our new strategic context.

We began this journey in the context of an unprecedented 'lockdown'. The COVID-19 pandemic is a 'once in a 100 years' disruption to society and the economy, and its effects are only beginning to be felt locally, nationally and globally.

Yet the pandemic is one of many herculean challenges that societies face. The climate crisis, geopolitical change, structural discrimination, demographic change and accelerating technological developments all demand different solutions from our communities, businesses and government.

Universities are no exception. As our Strategic Plan notes we have great strengths. Our graduates make an enormous contribution to social and economic life of New Zealand, the Asia-Pacific region and the world, and our staff and research play an important role in addressing the great problems of our age.

But the pandemic has amplified challenges that we all recognise. Our financial sustainability, the agility of our processes and the way we organise how we work together are increasingly stressed and not always fit for purpose. Our collective commitment to collegial relationships is a great strength, but we need to complement them with effective processes and systems.

We have an opportunity to shape our future. We have done this multiple times since our establishment in 1897 and can do this again. Some decisions are ours, and some will be taken by other actors in the system of which the University is a part. There are many options before us to chart a different course that recognises our distinctive strengths and contributions.

This report is very much 'our view' of the future. We explored the literature on changing models of tertiary education, drew on the input of more than one thousand staff and students, and tested and retested our findings with our internal university community.



This deeply participatory process during a time of pressure affirmed that many aspects of our pre-COVID thinking remain valid. Our Strategic Plan's vision and aspirations still hold, and a commitment to the idea of Te Herenga Waka as a global-civic university remains. However, there are also changes we will need to make if we are to thrive in the future.

This project was delivered by a team of academic and professional staff who came together to share information about their functional areas of the University, contributed a range of passions and interests and challenged many assumptions. We formed during the midst of the COVID-19 lockdown and developed our team norms virtually.

The members of the University Futures workstream would like to thank all of you who gave their time so willingly to contribute to this report. We trust we have given justice to your many insightful contributions.

Professor Wendy Larner

University Futures team members: Lara Andrews, Dr Emily Beausoleil, Talya Coates, Professor Stephen Cummings, Associate Professor Louise Dixon, Jonathan Flutey, Associate Professor Meegan Hall, Andrew Jackson, Heather Kirkwood, Brenden Mischewski, Lincoln North, Rhonda Thomson, Andrew Wilks

External Advisor: Professor Keri Facer

Whakarāpopototanga

SUMMARY

This report is a challenge to the University and its stakeholders to take ownership of our capacity to shape our collective future through to 2025. It is a high-level document that sets out our aspirations for the future, rather than an attempt to tightly prescribe what actions or steps we need to take to deliver on those aspirations.

Our key recommendation is the adoption of *Ngā Herenga*, a set of ten design principles that describe how we should approach developing specific responses to the future. *Ngā Herenga* calls us to aspire to live our values, such as kaitiakitanga, rangatiratanga and whanaungatanga, realise our goals to be place-based, bicultural and regionally connected, and work in ways that are integrated, agile and creative.



We also recommend that the University make use of the systems map and scenarios that we have developed. The systems map sets out our wider context, and the scenarios will assist staff to plan by testing choices we are considering. These scenarios also offer a way to understand the range of risks and contingencies that need to be managed in our planning. There is value in asking ourselves how the choices we are considering move us toward a desired destination and away from our existing weaknesses, how resilient these choices might be in the face of disruption, and how others might respond to our decisions.

These design principles and recommendations arose from a deeply participatory futures process. We engaged

widely with the University community through focus groups, workshops, survey responses and suggestions, and employed a range of futures methodologies (see *Anamata*).

Our analysis was anchored by the roles defined for universities through legislation, and our iho and distinctiveness as expressed in our Strategic Plan. We can understand our specific identity as an embedded global-civic university that has a distinctive, visible, progressive research and education proposition that has appeal both



international and nationally. We express our contribution as a global–civic university with our marae at our heart (see *Ā tātou Punga*).

This report is the product of extensive effort and input from our internal community of staff and students. You told us that you are deeply committed to this place. Through almost ninety focus groups, you expressed common concerns and aspirations. We organised these into four core commitments (He Tumu, Hāpai, Herenga and Manaakitanga) that are fundamental to what we design for the future (see *Pae tawhiti*).

We prepared this report in the context of an unprecedented challenge to the University and society writ large. The COVID-19 pandemic has major impacts, but it is just one of the major challenges faced by universities and societies locally, nationally and globally (see *Ngā Au*).

We do not know how our journey will unfold. We worked with the University community to develop four scenarios that describe plausible and coherent accounts of possible futures. The scenarios offer cues for our planning and help us think through the risks and contingencies that need to be managed. They also offered us the opportunity to test our design principles to see if they were robust in multiple futures (see *Whakamahere*).

The design principles, *Ngā Herenga*, are expanded upon in the section *Te Whakatere i Ngā Waka*. This section presents a detailed explanation of each principle and makes suggestions for practical steps that give effect to them.

We offer examples of how these principles can be put into effect such as embedding experiential learning and kaupapa Maori in our degrees, measuring our workloads more equitably, supporting cross-disciplinary collaborations, and creating a Civic Hub that enables creative solutions to society’s challenges.

This report is the main output of the University Futures work stream of the Te Herenga Waka Resilience Programme. This programme aims to enhance our resilience and help us thrive (see *Appendix one: Ngā Kaupapa Mahi*).

RECOMMENDATIONS

We recommend that Te Herenga Waka

- 1. Support the aspirations of the Strategic Plan by adopting and embedding *Ngā Herenga* as the guiding principles for the next five years.
- 2. Utilise the systems map contained in *Ngā Au* and scenarios summarised in *Whakamahere* to inform future organisational decision making and operational planning.
- 3. Adopt *Ngā Kāpehu* and test any proposals for future change against the four questions set out in this decision-making tool.

NGĀ HERENGA

Being place-based	Being integrated
Demonstrating kaitiakitanga	Enabling agility
Valuing rangatiratanga	Fostering creativity, knowledge creation and innovation
Centring wellbeing	Being inclusive/ welcoming
Encouraging whanaungatanga	Creating a flexible, fit for purpose environment

Each of these principles is discussed more fully in the section *Te Whakatere i Ngā Waka*.

THE TIME TO COME OR FUTURE

We try to describe the future, not because we seek to predict, but because the act of forecasting helps us to invent and move toward a ‘preferred future’ (Dator, 2002). While understanding what might come can help us to manage and plan, we also have considerable agency to actively shape a dynamic and emergent reality (Facer, Learning Futures - Education, technology and social change, 2011).

There are a variety of approaches to anticipating and envisioning the future (Bell, 2003), (Popper, 2008), (Government Office for Science, 2017). Futures thinking looks for signs of change and macro factors that might shape a range of possible futures, often drawing on diverse data sources and stakeholders (DPMC, 2020).

‘The future is not something that is done to us, but an ongoing process in which we can intervene’

Keri Facer
Professor of Educational Futures

Understanding the future is not untethered from our cultural context. While Western ideas about the future tend to orientate as ‘ahead’, in Te Ao Māori the individual is ‘conceptualised as travelling backward in time to the future, with the present unfolding in front as a continuum into the past’ (Rameka, 2016).

This distinction was emblematic of the diversity of perspectives we sought, which in turn was reflected in the range of methods and engagement models that we employed.

Throughout the process, we were committed to a deeply participatory approach. The methods we employed were intended to provide multiple opportunities for the Te Herenga Waka community to shape the future of the organisation.

The range of futures thinking methodologies we employed included:

- **Systems mapping.** We documented the components, boundaries and relationships in the system of which Te Herenga Waka is a part.



- **Horizon scanning.** We gathered information about emerging trends and developments to build a picture of how these might impact on the University.
- **Driver mapping.** We used a survey of staff and students to crowdsource the trends and factors that may drive change in the University’s operating environment.
- **Visioning.** We offered a mix of DIY and facilitated workshops, so staff and students had a platform to describe their desired future(s).
- **Scenarios.** We worked with staff with expertise in relevant areas to develop stories that describe alternative ways the external environment might develop in the future.
- **Wind-tunnelling.** We worked with focus groups of staff to test the waka in the contextual scenarios, to gain a better understanding of the decisions we should make to ensure we thrive.

The interrelationships between each element of our engagement approach and key facts and figures relating to our engagement approach are set out in Figure 1.

Figure 1: Te Herenga Futures: Overview of the engagement approach

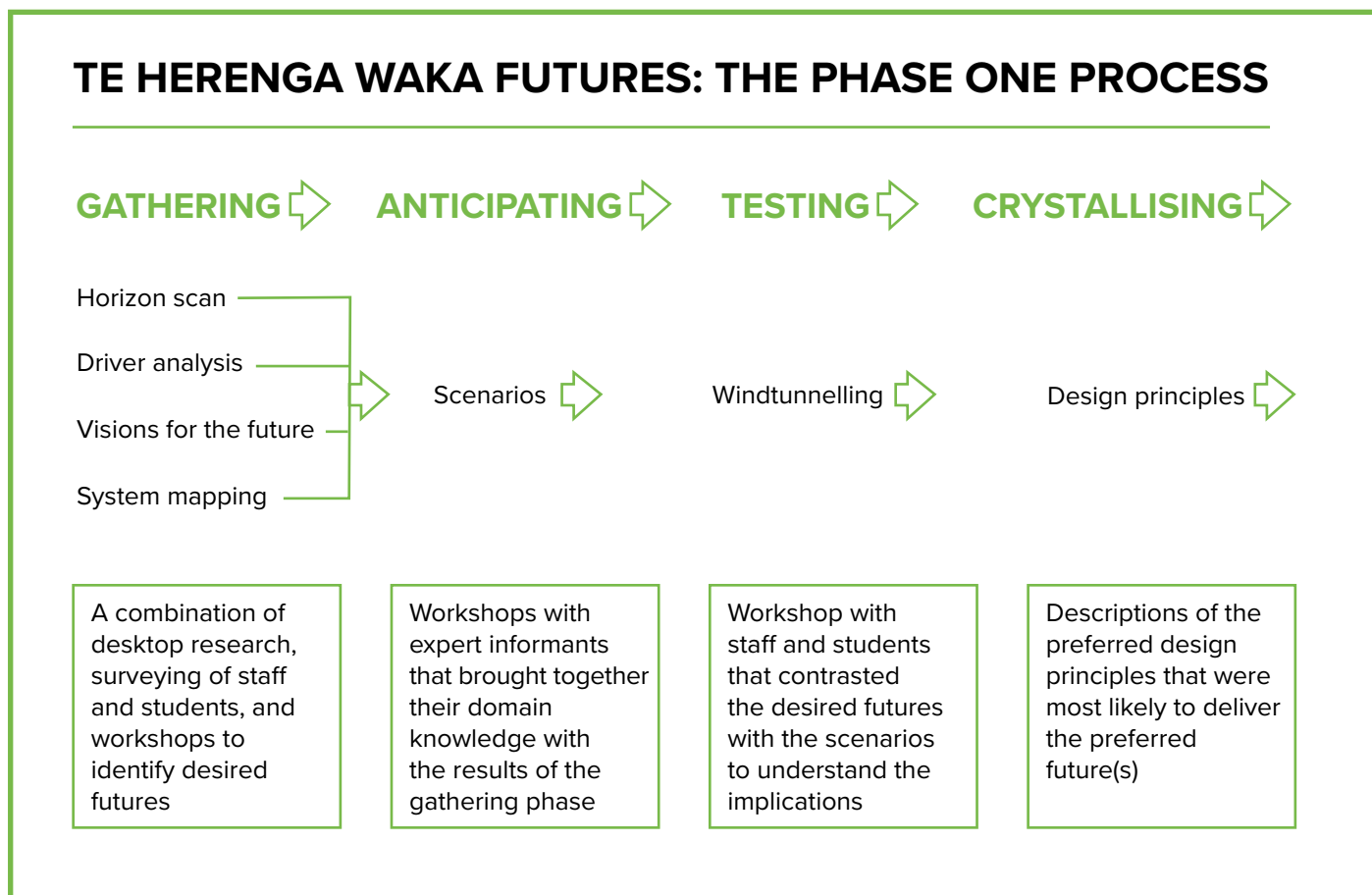


Figure 2: Key engagement statistics



Ā tātou Punga

OUR ANCHORS

The University's Strategic Plan (Te Herenga Waka, 2020) and the role provided for universities in legislation (PCO, 2020) are Ā tātou Punga or our anchors.

The process of imagining and beginning to create a different future for Te Herenga Waka is firmly connected to our iho and distinctiveness and the role of universities in the tertiary education system of Aotearoa New Zealand. Any recommendations emerging from this work will be in keeping with these two anchors.

Our Strategic Plan reminds us about the prominent role we play in Wellington and beyond, the ambition, relevance and international significance of our research, our commitment to being values-based, fostering inclusivity and diversity, and the trusted external partnerships we sustain (Te Herenga Waka, 2020).

Our vision is that Te Herenga Waka—Victoria University of Wellington will be a world-leading capital city university and one of the great global-civic universities with our marae at our heart.

This iho is further defined by our heritage and by our tūrangawaewae. At our University, the traditions of British 'red-brick' civic universities mingle with mātauranga Māori and tikanga Māori. The centrality of our marae links us to the ancestors of our land and ties us all to the iwi of Aotearoa and to the wider Pacific.

The name of our marae—Te Herenga Waka—is also now the Māori name of the University. Our wharenuī, which is called Te Tumu Herenga Waka, meaning the mooring post of canoes. Symbolically, the marae and wider university are spaces where everyone, no matter where they are from, can 'hitch their canoe' and belong.

Figure 3 sets out the characteristics of our distinctiveness, which in the Strategic Plan are expressed in terms of the way we work (the middle layer of the figure) and what is valued by our staff, students and communities (the outer layer of the figure).



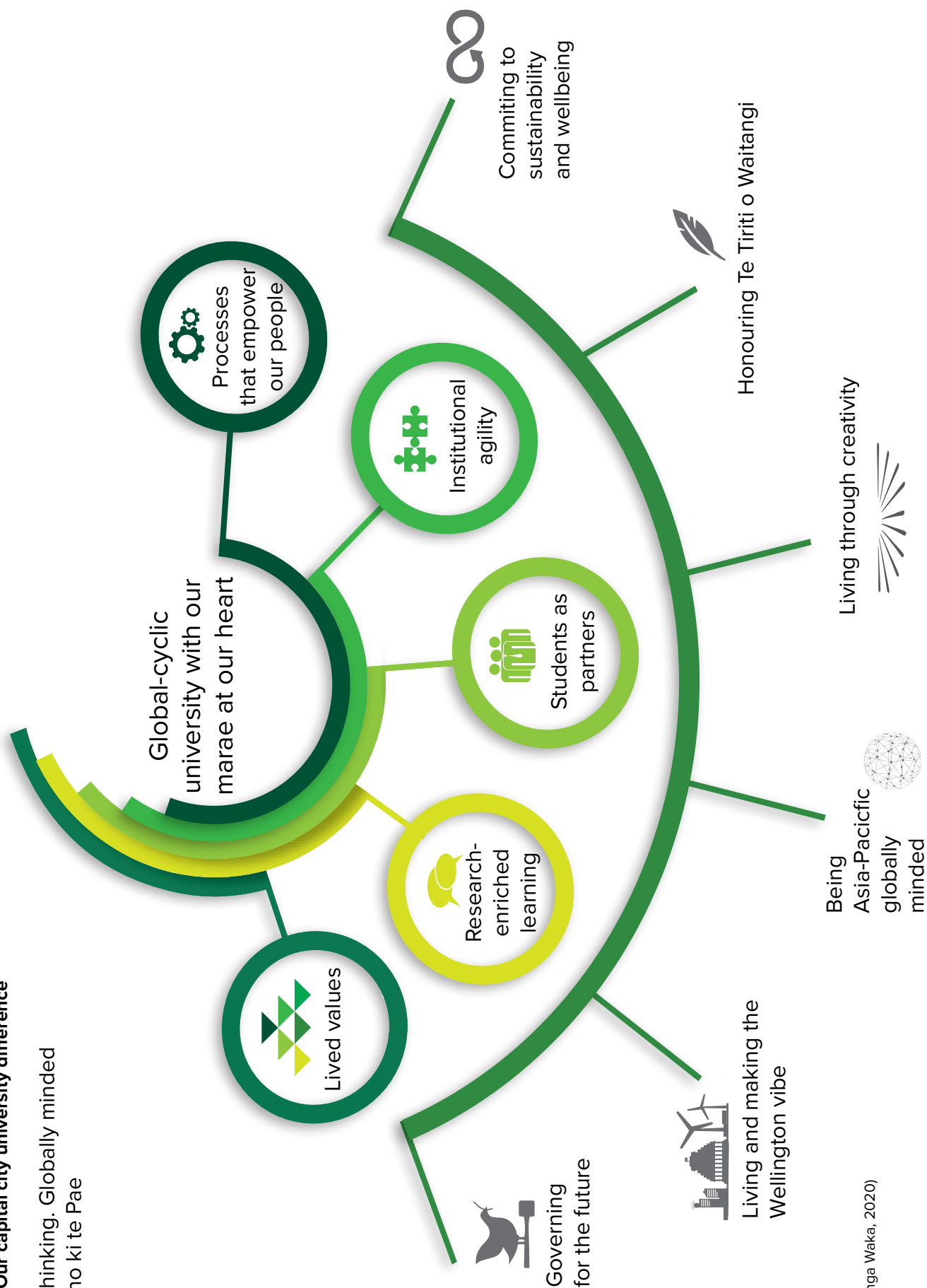
Our other key anchor is the role defined for all New Zealand universities in the Education and Training Act 2020. That Act of Parliament defines the characteristics of universities as:

- they are primarily concerned with more advanced learning, the principal aim being to develop intellectual independence
- their research and teaching are closely interdependent and most of their teaching is done by people who are active in advancing knowledge
- they meet international standards of research and teaching
- they are a repository of knowledge and expertise
- they accept a role as critic and conscience of society
- a wide diversity of teaching and research, especially at a higher level, that maintains, advances, disseminates, and assists the application of, knowledge, develops intellectual independence, and promotes community learning.

Together these anchors provide reference points for how we face the challenges and opportunities before us and for any changes we consider.

Figure 3: Our capital city university difference

Capital thinking. Globally minded
Ma i te iho ki te Pae



Source: (Te herenga Waka, 2020)

Pae tawhiti

THE DISTANT HORIZON

Pae tawhiti, the distant horizon, speaks to the desires and aspirations that staff and students have for Te Herenga Waka. We sought to provide a platform for a broad and diverse range of people to voice their ideas for the future design of Te Herenga Waka in their own words.

The commitment and engagement by staff and students was inspiring. Almost 1,000 academic and professional staff and members of representative student groups contributed through 86 facilitated and 'DIY' focus groups.

We heard many of the same concerns and aspirations across this diverse group. We have woven these 10 themes (see Figure 4) into four core commitments (He Tumu, Hāpai, Herenga, and Manaakitanga) that will be fundamental to what we design for the future.

HE TUMU

Te Herenga Waka is globally distinguished as a civic university that responds to the needs of our local and global communities and the challenges we face together in our quality research, teaching and engagement from a place-based perspective.

He Tumu refers to the hitching post we use to hold our waka in place. Participants expressed the importance of being **Placed-based** strengthening our connections to our place in Aotearoa and a commitment to **Relevance, Responsibility and Kaitiakitanga**.

“I want to be part of a transparent and accountable institution, where I know what and how decisions are taken, and I can be part of that process”

Staff member
Health Services Research Centre

“It is our role to make a difference for our students, our region, globally, by the research we do and who and how we educate people”

Staff member
Senior Leaders Forum

HĀPAI

Te Herenga Waka is a university that uplifts its staff and students, both caring for wellbeing and sharing meaningful power in decision-making.

Hāpai conveys a sense of uplifting and caring for people. Participants aspired to greater **Rangatiratanga, Empowering and Horizontal Leadership** and emphasised a commitment to **Student and Staff Wellbeing** beyond the classroom.

HERENGA

The University community is a living eco-system that is connected, integrated and declogged, actively fostering relationships, collaboration, agility, creativity, knowledge creation and innovation.

Herenga expresses the intertwined connections and ties that we share. Participants valued approaches to work that are **Consistent, Integrated and Clear**, decision-making that is **Agile and Declogged**, a willingness to be **Creative, Innovative and Distinctive** and systems that enable us to be **Connected, Collaborative and that embody Whanauatanga**.

MANAAKITANGA

The University is accessible, inclusive and welcoming, and offers flexibility/options for those working or learning here.

Manaakitanga embodies the notions of hospitality, support, kindness and generosity. Participants were committed to the idea of an **accessible** public institution that provides a **welcoming** and **inclusive** experience, and ensuring how we work and the technology we use is **flexible** enough so they are fit for purpose.

These aspirations provided us with clear reference points as we developed options for the future (see Te Whakatere).

Figure 4: Main focus group themes

Flexible options	Place-based	Accessible, Inclusive and Welcoming	Rangatiratanga, Empowering and Horizontal Leadership	Staff and Student Well-being
The ways we work and the technology available to us should be varied to enable fit-for-purpose research, learning and working environments.	We invest in and showcase Aotearoa New Zealand focusing on local stewardship, New Zealand's distinctiveness and real biculturalism that honours Te Tiriti o Waitangi and indigenises the University.	We need to be a home away from home – for everyone. We should be accessible to all as a public institution, not a business. We need to provide a welcoming whole of university experience, including multiple world views.	University staff and students have greater autonomy and meaningful roles in decision-making. High levels of transparency and accountability are apparent to build trust.	The student experience needs to extend beyond the classroom and cater to the unique needs of different undergraduate and postgraduate cohorts. We need to live our values and provide a safe, uplifting and empathetic environment that values staff and students here.
Agile and declogged	Relevance, Responsibility and Kaitiakitanga	Connected, Whanaungatanga, Collaborative	Creative, Innovative and Distinctive	Consistent, Integrated and Clear
The University and people within it need to be able to act and respond quickly. We need to simplify and reduce layers of complexity.	We should be sustainable in all our practices. We should conduct relevant and useful research that highlights the unique aspects of New Zealand and shares them with the world. A focus on enabling the entrepreneurship of staff to respond to community needs is warranted.	University structures and processes actively support and are conducive to building relationships and transdisciplinary, faculty and staff-student partnerships.	We need to be bold and exciting and free to generate creative solutions and new ideas. We need to build a reputation for being distinctive in what we do and generate pride through doing what we do well.	We need to show clarity and consistency in our approach to workload, teaching standards, supports and communication. Student experience across faculties should be of a consistently high quality.

Ngā Au

THE CURRENTS

The direction that our flotilla of waka take will be influenced by te au o te moana, the currents of the sea in which we travel.

We sought to understand these currents by documenting our context (see Systems Mapping), defining the drivers of change to that context (see Horizon Scanning) and exploring research and analysis on the implications for universities (see The Future of Universities).

SYSTEMS MAPPING

A systems map was used to document the context within which Te Herenga Waka operates (see Figure 5). Such maps are useful in showing the boundaries and components of a system at a point in time, particularly for capturing the uncertainty, complexity and unpredictability of complex systems (Hammoud and Nash, 2014).

Desktop research and key informant interviews were used to develop the map. It demonstrates how the achievement of the objectives of Te Herenga Waka is dependent on numerous relationships and elements in our external environment. It is not a complete map of ‘everything’ but rather a representation of the most influential elements.

The systems map provides a baseline against which we can understand the ecosystem for future changes. This resource ensures that we consider all parts of the system that might affect our future as we develop the scenarios and that we know which parts of the system we have to engage with to ensure successful changes.

“We need society to see us beyond a degree factory by being inspirational in the core business – teaching and research. We need to identify and focus on our core activities. We need to ask what is it we are here to do? and then do those things really, really well”

Staff member

“I want a University that is plural, non-discriminatory, at all levels.”

Student leaders

HORIZON SCAN

We used horizon scanning to identify and understand the emerging signals of change in our operating environment. Such scans are used for detecting early signs of important developments (OECD, 2020), and particularly useful when the pace of change makes past data an unreliable basis for future action (Hammoud and Nash, 2014).

Literature scans, workshops and surveying of staff and students identified over 120 societal, political, technological, economic, environmental and legislative/regulatory drivers of change.

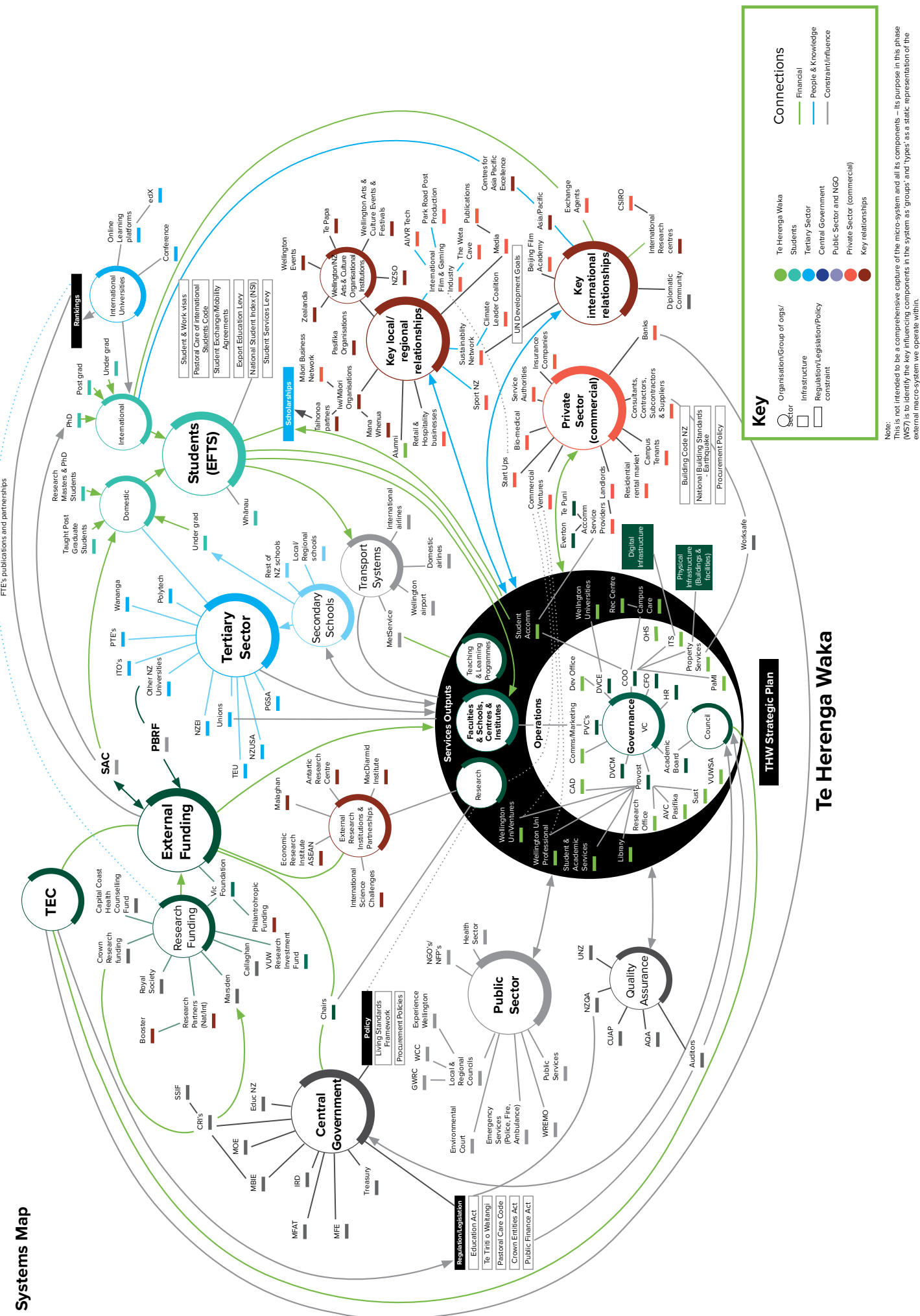
Clustering and review of this ‘long list’ identified a common set of high impact – and highly uncertain – drivers. These nine driver clusters (see Table 1) covered a broad span of opportunities, challenges, trends, persistent problems, emerging issues, risks and threats, locally, nationally and globally.

Table 1: Clusters of drivers of change

National economy/ unemployment	Immigration policies
The social contract and generational differences	The future of work, including academic work
Future technologies	Competition
Structure of the tertiary sector	Government priorities
Health and wellbeing	Geopolitics
Natural disasters (including the effects of climate change)	

These drivers were then used to inform the development of stories about the future or scenarios (see *Whakamahere*).

Figure 5: Te Herenga Waka in context - mapping our system



THE FUTURE OF UNIVERSITIES

As well as identifying drivers of change, the horizon scan gave us a sense of how others were thinking about the future, including how universities internationally were approaching their new context.

The material that follows is intended to provide context to the distinctive approach that Te Herenga Waka chooses to take to shape its own destination. The key themes are not offered as some kind of prescription, but rather a guide to how others think about the difficult issues the University grapples with.

Literature on change in the tertiary sector was a particular focus of the horizon scan. This literature tended to focus on the expectations for the future of tertiary sector demand, structures and constraints, and the role and nature of universities in particular (see Table 2).

Table 2: The future of universities - key themes from the literature

Products and services	Organisational form
<ul style="list-style-type: none"> • Leaner, cheaper, stripped back to what contributes directly to student learning • Modularised, shorter • Personalised, learner-centric • Distant • Work-integrated • Credentialed – academic and practice competency brought together • Focus on work-relevant skills and competencies—plus communication, critical thinking and systems thinking etc. • Interdisciplinary 	<ul style="list-style-type: none"> • New business and financing models: private sector-led/partnered • Mergers, partnerships, privatisations and consolidation • High-quality smart spaces enabling deep learning where needed • New models for staffing – flexible, spanning institutions and teams, different skills sought, insecure
Technology	Expectations
<ul style="list-style-type: none"> • Digital • New technologies revolutionising research and innovation – private sector-led/partnered • Big and deep data democratising research and innovation 	<ul style="list-style-type: none"> • Reputation of individuals and organisations, via credentials, matter more than tertiary institutions • High student and industry expectations - exceptional customer service demanded, aided by AI • Collaboration with industry, charities and citizen-led initiatives to set and crowd-fund the research question • Reduced emphasis on published outputs • Available, open, continuous, lifelong

The COVID-19 pandemic and its immediate aftermath stimulated extensive reflection on the future of the university sector internationally. Demand shocks, as border restrictions preventing international students from travelling, and supply shocks, as social distancing requirements forced changes to teaching and learning, challenged basic assumptions about the operating model, finances and the roles of staff.

Rapid uptake of remote working techniques and the relative success of the emergency shift to online teaching and learning appeared to accelerate the convergence of expectations about what the future of university education might look like. The idea of education as a commodity that can be consumed online, in bite-sized chunks, disconnected from a sense of place or academic community is increasingly common. Winnowing of the sector as more prestigious institutions gain market share is an assumed outcome.

The impending ‘death of universities’ is a recurrent theme. Perceptions that the organisational form is ill-suited to an increasingly complex and globalised economic and social system are predominant. Comparisons with the dynamism, societal impact, and financial success of ‘Big Tech’ companies are commonplace, notwithstanding the role that basic research conducted in universities played in their success (Mazzucato, 2013).

Fraying of the social contract is an emerging issue. While the expectations of societies have been historically variable, internally contradictory, and only ever partly attainable (Collini, 2018), many commentators point to qualitatively different pressures. Changing demographics, new expectations among younger people coupled with heightened intergenerational inequality, the ubiquitous nature of information, growing distrust of expertise and competing government priorities all place pressure on the social contract (Yankelovich, 2009).

The central question thus emerges – what value does a university offer? These cumulative pressures suggest that a debate over the value of our traditional higher education model is imminent. The selected examples of future models of tertiary education captured in the full Horizon Scan gives an overview of the parameters of this debate.

Some options offer the hope of new business models. The unbundling of research, education, content, and certification may mean that new business models and ways of engaging students will be at the heart of a prosperous future for universities (Dawson, 2013).

This future is far from certain – nor undisputed. A rush to embrace technological determinism for undergraduate education and to focus only on economic outcomes avoids discussion about the complex roles and responsibilities and breadth of activities undertaken by and within a university.

No one yet knows whether reducing a university to a smooth-running pedagogical machine will continue to allow scholarship to thrive—or whether it will simply put universities out of business, replace scholar-teachers with just teachers, and put back a whole generation of research (Wood, 2014).

Our challenge is to create the kind of university envisaged by our iho and values. What might a university not just of the future, but for the future, look like? (Facer, 2014).

THE IDEA OF “THE CIVIC UNIVERSITY”

Our Strategic Plan commits Te Herenga Waka–Victoria University of Wellington to being a global–civic university with our marae at our heart.

Our conception of the global-civic role of the University owes much to the ideas explored by Goddard, et. al 2016 who suggest civic universities fall in a spectrum from embryonic, emerging, evolving to embedded. Building on this work, an ‘embedded’ global-civic university has seven characteristics (see Table 3).

Table 3: The characteristics of an embedded civic university

Sense of purpose	Conscious approach to addressing societal problems and responding to need via established partnerships and mature dialogue.
Active engagement	Engagement taking place at multiple levels and seen as integral activity.
Sense of place	The location of the institution is integral to its identity, it is viewed as an important asset by the local community, it physically blends within the local built environment and is seen as a ‘living laboratory’ for research.
Holistic approach	Delivering public value is seen as an integral component of achieving excellence in teaching and research and successful engagement activity is valued as highly as success in other mission areas.
Willing to invest	Significant resources (human and financial) are dedicated to promoting linkages and collaborations and to leverage external funding; staff are incentivised via reward and promotion criteria to engage; there is an active policy to recruit and develop ‘boundary spanners’.

Transparent and accountable	The institution not only has systems and processes for effectively measuring the impacts and outcomes of its work beyond the academic, but also seeks the views of its non-academic stakeholders and uses the findings to inform and change what it does.
Innovative methodologies	Utilises social innovation and other novel process; social scientists are encouraged to help shape the way the institution interacts with the world; collaborations are many and varied, and initiated and managed at an institutional level (MoUs etc).

Source: Goddard, et. al 2016.

In the embedded state, a global-civic university has a distinctive, visible, progressive research and education proposition that has appeal both international and nationally.

Adopting this specific aspiration helps us to articulate why the features that distinguish us from other universities (see Table 4) matter.

Table 4: What distinguishes Te Herenga Waka

MARAE
AT OUR
HEART

STRONG
PARTNERSHIPS
WITH WELLINGTON
ANCHOR INSTITUTIONS

GLOBAL/CIVIC
DIFFERENTIATORS
FOR BOTH ACADEMIC
CONTENT AND MARKET

A VALUES-BASED
UNIVERSITY
THAT COULD
BECOME AN
INTERNATIONAL
BEACON
FOR A ‘JUST
TRANSITION’

OUR APPROACH TO
RESEARCH POSITIONS
US TO SHARE THE
DISTINCTIVENESS
OF AOTEAROA
WITH THE WORLD.

Adopting a role as an embedded global-civic university presents an opportunity for Te Herenga Waka to be globally distinguished as a truly place-based institution.

Whakamahere

CHARTING OUR WAY

The currents we described above present both opportunities and challenges. By sketching out possible futures out to 2025 we can begin to understand and prepare for the future.

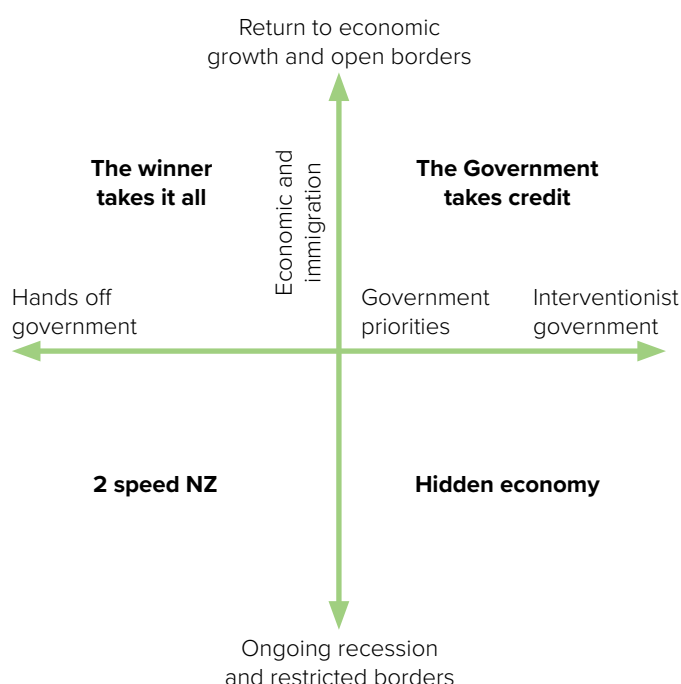
The use of scenario is a common and tested approach for developing a long-term outlook to help prepare for possible eventualities, particularly when critical decisions need to be made in an uncertain environment (Lindgren & Bandhold, 2003), (Amer, Diam, & Jetter, 2012), (Wilkinson, 2013).

We tested the clustered drivers of change (see Table 1) within the project team to identify those that would quickly generate discussion about plausible futures. Our preferred candidates were the economic context and government priorities. Through testing we refined these to the four-quadrants presented in Figure 6.

Deliberately near-term scenarios to the year 2025 were used, rather than others that might be seen to develop over a longer period. These scenarios are not designed to be predictions of the future. They are each designed to be plausible coherent accounts of possible futures.

Together they provide a broad range of possible futures which provide us with cues for organisational strategic and operational planning, helping stimulate an awareness of the range of risks and contingencies that need to be managed.

Figure 6: Contextual scenarios to 2025



This four-quadrant model was used in a series of scenario development workshops with staff and students. Leading questions relating to the implications for skills needs and infrastructure requirements and how generational differences, social policy and the governmental engagement with the world were discussed at each workshop.

The results are presented below synthesising these discussions.

THE WINNER TAKES ALL

This scenario explores how the future evolved in a context where the economy of Aotearoa New Zealand was thriving, and the government was relatively hands-off.

METRICS

GDP growth 3% per annum from 2022

National debt 45% (down from 53% in 2020)

Unemployment 4%

Population growth 2% per annum

Carbon levels rise as population growth more than offsets savings from more efficient technology

Air and water quality declined largely due to population growth and fewer restrictions on business activities

A vaccine for COVID-19 was released in 2022. The national priority was economic growth as fears grew about the national debt which had reached \$200 billion in the same year. Strict border controls were quickly lifted, and the Government pursued a deregulatory agenda to stimulate growth.

Population growth was concentrated in the major urban areas. The Auckland, Hamilton and Tauranga “golden triangle” grew fastest as loosening of planning rules allowed the accelerated development of satellite towns served mainly by the existing motorway network.

The growth in digital services, such as the outsourced provision of information, media and business functions including human resources, finance etc., accelerated and now dominated these activities.

Government relied on technology to solve a wide range of social and economic policy issues, including major environmental challenges. Concerns about cyber security

rose as the thriving digital economy attracted increasing attacks from domestic and international actors.

All facets of the economic life of the country were characterised by high levels of competition. The tertiary sector was no exception. Domestic and international competition led to market rationalisation with mergers, specialisation or failure of providers. Competition was also strong for research dollars with Government opting to offer higher tax credits for applied research rather than increasing research funding of universities.

The student population was increasingly competitive in their focus and very results-oriented in their expectations for qualifications. Inequality was a major issue with some sectors in society investing heavily to attain significant advantages through their education.

Providers were under significant pressure to demonstrate ongoing improvements in efficiency and impact for their qualifications and to show a rapid (if not immediate and during education) return on the investment made by learners.

Some universities that were unable to make the necessary changes. One had already failed financially by 2025 and a Crown Commissioner appointed to wind up its operations. Two more were rumoured to be on the brink.

GOVERNMENT TAKES CREDIT

This scenario explores how the future may evolve in a context where the economy of Aotearoa New Zealand was thriving, and the government took a more interventionist role.

METRICS

GDP growth 3% per annum from 2022

National debt 60%

Unemployment 6%

Population growth 1% per annum

Carbon levels decrease with significant tightening of carbon targets

Environmental outcomes such as air and water quality stable

A programme of managed vaccination against COVID-19 was widely seen as emblematic of a distinctively New Zealand approach to managing the virus. This perception of effective government action led an increased social licence for leadership by the state in many facets of economic and social life.

The government borrowed significantly to invest in key infrastructure such as massive flood protection works, high-speed rail systems and the accelerated development of a national 5G network which was used to ensure a data-driven approach to improving health outcomes. These initiatives reflected a consistently centralised model of policy activity that was evident in other social and economic spheres where Government acted to manage activity.

The major investment programme underpinned robust economic growth, but the higher national debt was causing growing social concern. Critics linked the debt to fears about the undue power of the state.

The government responded by introducing a 'citizens assembly' to ensure the billions of investment go to the "people's priorities". Government also introduced stringent low carbon policies. Businesses increasingly focused on lobbying to get the Government to invest in their sector and to obtain targeted regulatory relief to reduce the increasing costs of doing business.

Economic growth was dominated by large public sector financed programmes. Globally business was increasingly transnational. Strong regulatory protections mean that many international businesses have to maintain a strong local presence. Professional services and customer relationships were a particular focus of these regulations, rather than manufacturing. The latter continued to shift to emerging economics, particularly India and Vietnam.

The directive approach extended to the tertiary sector. Funding for humanities, social sciences and environmental studies was increased to align with the government's goal of building social and environmental capital for the future. Students were expected to pay the full cost of courses which are not aligned to government priorities. Research investment was targeted at the priorities of the Government.

Students routinely sought further qualifications on leaving school and despite the Government funding priorities many were prepared to take on significant personal debt as the payoff was considered obvious.

Many students linked their studies to ambitions for work in senior roles with the international employers operating in the country, including those contracting to agencies. State servants were also a major market for higher education as ambitious people looked for opportunities to progress their careers.

TWO SPEED NZ

This scenario explores how the future may evolve in a context where the economy of Aotearoa New Zealand was struggling, and the government was relatively hands-off.

METRICS

GDP negative growth 2% per annum; The economy is now 10% smaller than it was in 2019

National debt 53%

Unemployment 14%

Population decline 1% per annum

Carbon levels fall as the population decreases and people can afford to do less

Environmental outcomes such as air and water quality worsens as there is no resource to invest in pollution mitigation and remediation

Ongoing outbreaks of COVID 19 worldwide affected global economic growth negatively. New Zealand sought to balance the risks of renewed community transmission of COVID-19 and the economic damage of disengagement from the global economy.

Strict border controls remained but relied on self- or employer-paid, pre travel COVID 19 testing quarantine. International movement resumed but at subdued levels. Many tourism businesses failed to make the transition away from high volume/low cost services.

The reduced restrictions favored economic outcomes, but it did mean occasional COVID outbreaks occurred. The outbreaks were mainly in the cities, which were dealt with six-week lockdowns in the affected areas.

The economy experienced a sustained recession. High levels of unemployment, declining house prices and, as global markets suffered, poorer returns from KiwiSaver saw the end of the possibility of a comfortable retirement. Part time work, where available, supplemented the incomes of retired people and many others used multiple jobs to survive.

Some industries thrived through a lower dollar while those reliant on imports declined or failed. Capital investment was constrained reducing opportunities for skilled employment. Commodity-based primary production was the mainstay of the economy. Retrenchment of domestic food processing reduced the economic benefits of the sector.

Relatively restrictive immigration settings and poorer employment conditions limited the availability of labour. Local employers had minimal engagement with vocational training other than as required by regulatory compliance such as health and safety.

The life courses of New Zealanders diverged. People in secure employment found it easier to recover financially. Others looked to other ways to find success. It was much harder for young people to explore the world through overseas travel, so they now looked for new experiences and a chance to earn money working on community farms in the regions. The regions were also perceived to be a relative safe haven from urban COVID outbreaks.

Only the wealthiest people could afford to take three or more years to get an academic qualification. Traditional universities that offered mainly campus-based learning were seen as the preserve of rich domestic and international students. Their social license weakened as they were seen as a contributor to social inequity. Research investments were tied to immediate business results.

Deregulation saw many new tertiary providers enter the market offering flexible, short-term vocational training. Educational information aggregation services and education agents entered the market to help prospective students discern which of the non-university training providers would deliver what they say. These options were attractive to the majority of people who must balance the demands of employers with their learning plans.

HIDDEN ECONOMY

This scenario explores how the future may evolve in a context where the economy of Aotearoa New Zealand was struggling, and the government intervened actively.

METRICS

GDP negative growth 2% per annum; The economy is now 10% smaller than it was in 2019

National debt 58%

Unemployment 12%

Population decline 1% per annum

Carbon levels decrease as the population decreased and people can afford to do less

Environmental outcomes such as air and water quality worsened as there is no resource to invest in improvements.

Global economic challenges remained with ongoing international COVID outbreaks. New Zealand extended its bubble to include Australia and the Pacific Islands but maintained a strict quarantine beyond that.

Continued economic decline led to high levels of unemployment. People with a job were reluctant to move on, which reduced opportunities for young people joining the workforce. By 2024, pressure from the younger

generation led to compulsory retirement at the age of 55. The government increased benefits as New Zealand moves closer to a universal basic income as both the young and old press for it.

The economy was defined by a very low level of capital investment. The majority of successful businesses employ a relatively low-skilled workforce. Primary production and a greatly increased public sector workforce delivering enhanced central government services were the main sources of new economic activity. Most industry research and development was undertaken internationally. Highly specialised roles were either sourced using special immigration exemptions or contracted remotely.

A significant grey economy developed for the “have nots”. The disenfranchised plus 55s became the backbone of this hidden economy – with time banking and barter growing quickly. The government nationalised key failing businesses to ensure that core services remained available to the population.

A major earthquake in the capital put further pressure on public and private finances and led to many businesses leaving Wellington. Government moved to Auckland during the rebuild and was reluctant to move back, with Auckland now the economic, social, cultural and now de facto political capital of New Zealand. Wellington was in the process of being rebuilt as an exemplar, smaller, sustainable city.

As the Government faced significant financial pressures it looked for savings in the tertiary sector. But this change was in tension with the Government’s goal to ensure access for all to education. Government consolidated the New Zealand universities into one organisation, supported by one subsidiary delivery arm in each region. National research priorities guided investment and Crown Research Institutes were merged with the university subsidiaries.

The government’s expectation was that each region is well served with a wide range of programmes – but with teaching material prepared in the subsidiary that is highest ranked in that area.

The nature of student life has changed as the near basic income and early retirement created a very different cadre of students, who now see success as being the conscience of society as they pursue knowledge to support social change.

WIND-TUNNELLING

We tested the visions described in Pae Tawhiti against these scenarios through a process of wind-tunnelling.

The DIY focus groups used to develop the visions set out their view of the features that our University needs to have to achieve our vision, given our iho and our values. For example, we want to be a university where kaitiakitanga is a core value - where we recognise our guardianship responsibilities. There are a number of ways in which we could fulfil this aspiration, the challenge is deciding which is the right approach given the uncertainties we face ahead.

Rather than choose from a generic range of options, a list generated from elsewhere, or a list that pitted one core aspiration against another (eg wellbeing or agility) we derived our list of options for the future from those generated by our Te Herenga Waka community (see Table 5).

The exception was the final line, financial sustainability, derived from aspects of the Strategic Plan, as we also wished to open up discussion regarding these considerations.

To help us make the right choices we tested these features against the plausible scenarios described above. These scenarios suggest the future context in which we will have to operate as a university. The scenarios are not predictions, but a set of possible futures which allow us to test options, so we can find the most resilient way to become the type of university we want to be.

Key themes emerging from these discussions were:

strong support for Ngā Herenga. The design of the features of the University to achieve our vision. Nga Herenga resonated strongly with those in attendance, though there were different views on the most resilient way to build a University with those features.

we need to de-layer and simplify our processes and systems. Staff and students alike who wanted to be able to navigate their way around the University more easily, make connections across disciplines and see the creation of a coherent and co-ordinated approach to the way we operate in the University.

recognition of the need to develop our approach to decision making and communications. There was common support for more empowerment of staff, greater transparency in the decision-making processes and more open communication. There were different views of how best to achieve this - some wanted collective decision making and some more devolved decision making.

the need to build the culture of support and trust in the organisation. The University faces times of uncertainty and change is needed to ensure we thrive in the future. We will need to make these changes at a time when we also need to invest extra time and energy to ensure our students succeed. The transition will only be smooth if we support each other through this time and there is an open and honest debate on the best way forward. This will only be possible if there is trust by all in how information shared is used - whether to inform decisions or to seek advantage.

we may need to differentiate rather than chase growth. Aspirations about the size of the University measured in terms of the number of enrolments may need to be revisited. Growth appears infeasible under some scenarios—the lack of affordable housing in Wellington and border restriction would almost certainly constrain us. Some thought it better to see growth as a byproduct of a clearer differentiation, rather than an end in itself.

different forms of internationalisation. Engagement with the wider world can take several forms. Some scenarios suggest that a greater reliance on inbound international education might also bring increase the exposure to future external shocks raised in our Strategic Plan. There were views that internationalisation might be better understood in terms of bringing a place-based approach to international research and collaboration.

strong opposition to moving teaching fully online. Students highly valued face to face teaching and learning, becoming part of the University community and having the chance to debate issues with their lecturers and class. They raised concerns about the wellbeing implications of online only courses..... in the words of one student, “online only sucks”.

Table 5: Initial features used in wind-tunnelling

Themes	What could this look like?			
Participation and autonomy in decision making	Devolved operational decision-making	Central representative student-staff assembly	Adaptations to increase representation, accountability, collegiality, and quality of consultation	Groups empowered to lead initiatives and responses to issues or change
Integrated, agile, creative collaborations	We encourage agile, flexible, cross-disciplinary collaboration	A few kaupapa-focused faculties work on wicked problems with problem based cross-disciplinary degrees and research	Cross-THW experience, knowledge and relationships are prioritised	Capability development and an agile and cross-disciplinary resourcing 'heart'
Staff and student wellbeing	Support is embedded closer to students and staff	Wellbeing is embedded throughout our environment and strategy	Holistic centralised online anywhere/ anytime support portal	Student Advisors underpinned by learner analytics (online or face to face)
Creative kaitiakitanga	Support and reward work in shared through non-traditional outlets	Students pursue 'missions' rather than majors and actively engage in disciplinary research	4 year degrees all entail experiential learning	Civic hub co-creates creative solutions for society's challenges
Flexible, accessible learning and teaching	Fit for purpose courses focused on global, real world curriculum	Mix of online and high value face to face learning	Focus on lifelong learning with personalised learning experiences and differential support for different cohorts	Learning environment extends throughout the regions and Pacific nations
Place-based	Extra curricular credit option for te ao Māori (the Māori world) and civic learning	Formal pan-university course on kaupapa Māori	Māori faculty with associated academic programmes, research and staff development	We value and invest in a creative, sustainable physical campus that reflects our community
Financial sustainability	Recruit many more students	Rationalise degree offerings - that responds to demand	25% full fee students	Efficiency programme - way we work

Ngā Herenga

DESIGN PRINCIPLES

The main result of the work to produce this report are ten principles that should guide how we approach the present challenges we face and ensure the University is resilient in the future.

Importantly, this work is not about deciding the specific changes we need to make, although we do offer some examples of how we can give effect to the aspirations embodied in each principle.



“Kaitiakitanga...has depth and multiple readings in terms of a sustainable future and all the different aspects that go with protecting and growing in the right way”

Staff member

“All of these commitments - equity, sustainability, voice, connection, inclusion - need to be throughout the university: built up beyond teaching spaces or ‘one-off’ modules in classes; in the structures and systems...”

Staff member
Te Hauhiku



“(we need) fewer layers of crazy (in our processes)”

Staff member

THE PRINCIPLES

The University is globally distinguished as a truly placed-based, civic institution that responds to the needs of our community and the challenges we face together through quality research, teaching, and engagement.



PRINCIPLE ONE: Being place-based

“Rather than simply conforming to international expectations and standards, [valuing Aotearoa-focused research] would allow Te Herenga Waka and its staff to set local standards of excellence and to contribute from Aotearoa, on our own terms.”

Staff member

Centre for Science in Society

The vision set out in our Strategic Plan is that Te Herenga Waka—Victoria University of Wellington will be a world-leading capital city university and one of the great global-civic universities with our marae at our heart.

From that perspective, we can bring together the aspiration to be globally distinguished as a truly place-based institution, with real biculturalism that honours Te Tiriti o Waitangi and indigenises the university, by a focus on local stewardship and regional connections, including the Pacific, and commitment to responding to the needs of our local and global communities.

Our long-term goal is to decolonise the university, in part, through increasing Māori and Pasifika full-time permanent staff at all levels of the organisation, developing high levels of cultural competency across the University, and embedding mātauranga Māori in all of our research disciplines.

We also need to respond to the demand for culturally responsive pedagogies, particularly those that resonant with Pasifika learners and communities.

What could this look like?

- Investment in a creative, sustainable physical campus (e.g. Living Pā and Fale Malae) that reflects our community and instils within our curriculum a commitment to kaupapa Māori and civic learning.
- Changes to curriculum to introduce students to mātauranga Māori and Te Tiriti o Waitangi.
- Induction and capability development for all staff in cultural competency, the principles of Te Tiriti o Waitangi and te ao Māori.
- Culturally responsive pedagogies of deeper resonance with Māori, Pasifika, migrant, and international students.
- Incentives and recognition exist for successfully sharing our distinctive research excellence locally, regionally and internationally.

PRINCIPLE TWO: Demonstrating kaitiakitanga

“The role of the university in 2025 is to change the world, not to photocopy it”

Staff member

School of Social and Cultural Studies

We nurture active, embedded relationships with our business, iwi and community partners to support our capacity to be leaders in sustainability, climate change, and other key social and environmental issues. We focus on enabling the knowledge creation and entrepreneurship of our staff and students to respond to community needs. The University is sustainable in its practices, and the global-civic role is reflected throughout the university.

What could this look like?

- Supporting and rewarding engagement with local, national and global stakeholders at all stages of the research lifecycle from project/program design through to the dissemination of results with an emphasis on Open Access.
- Creating a Civic Hub, based on our iho and differentiators, that enables creative solutions for society's challenges via cross-disciplinary and community collaboration.
- Experiential learning in undergraduate degrees and opportunities for postgraduate researchers to engage in professional development activities that prepare them for a range of academic and non-academic careers.

The University uplifts its staff and students, both caring for wellbeing and sharing meaningful power in decision making.

PRINCIPLE THREE: Valuing rangatiratanga

“Trustworthy as an institution and more trusting (of staff and students). We would like to work in a high trust environment instead of the current situation where we are constantly having to wade through the many, many layers of bureaucracy.”

FHSS School Managers

We make use of more horizontal and uplifting models of leadership that envision leaders as enablers. Staff and students are empowered both with greater autonomy and greater participation in decision making, with increased transparency and accountability by leadership.

PRINCIPLE FOUR: Centring wellbeing

“Many of these other issues would be addressed by addressing workload issue. Address it as equity issue, via ensuring consistent formula for workload across university.”

Open mixed forum

Wellbeing of staff and students is a key priority and should be structurally supported through a holistic approach that maximises the student experience and equitable cross-university workload measures that factor in unaccounted labour (e.g. pastoral care).

Change is managed carefully and thoughtfully. We need to live our values and provide a safe, uplifting, and empathetic environment.

What could this look like?

- The way we measure staff workload is equitable across the university takes account of often ‘unaccounted’ labour, such as pastoral care, and we enable and recognise greater diversity in the career paths and profiles of academic staff.
- Empowered representative assembly for whole-of-university consultation, engagement, and decision-making.
- All decision-making bodies are accountable for prioritising collegiality and listening, quality and meaningful consultation and representation of staff and student communities, including reciprocal accountability between the complementary academic and professional functions of the University.
- Units are trusted to make more decisions autonomously, where these do not affect other units.
- Capability development is a priority for all staff and is reflected in workload planning and career pathways.
- Small group ‘hives’ co-located in faculties provide personalised, networked and embedded support.
- Investment in fit-for-purpose user focused online support portals for staff and students, with integrated data to support information services such as student advising, staff wellbeing, corporate functions, and interactions with alumni.

Te Herenga Waka is a living eco-system that is connected, integrated, and declogged, actively fostering relationships, collaboration, agility, creativity, knowledge creation and innovation.



PRINCIPLE FIVE: Encouraging whanaungatanga

“Building Manaakitanga and Whanaungatanga on a university scale: This is already focussed on in the classroom between lecturers, students and tutors but could be expanded to a faculty level, encouraging more bonding within faculties, and would result in more collaboration. The idea that knowing more people gives one more support, resources and can lead to sharing workloads or new ideas.”

Open mixed forum

We provide active support via processes and structures of relationship-building and collaboration across the university that break silos to build a functioning eco-system that encourages and values transdisciplinary research and teaching, and fosters stronger staff-student relationships.

PRINCIPLE SIX: Being integrated

“In terms of our systems and processes/decision making, there is a continuum and we are occupying both ends of that continuum when we need to be in the middle. At one end is very bureaucratic, very detail-oriented, multiple hoop, almost paralysing decision processes and at the other end we have super-quick and dirty, seat-of-the-pants decisions with very little consultation or transparency, both of which are frustrating. The impact at both ends of the continuum is undermining people’s sense of ownership of the University and their part in it, whether it be their teaching programmes or their professional support, etc.”

Staff member

WSBG Dean’s Office

We take a whole-of-system lens throughout our decision making and communication, with mechanisms for better understanding and coordination between different parts of the university, ensuring institutional knowledge in leadership and activities, and user-friendly systems and structures.

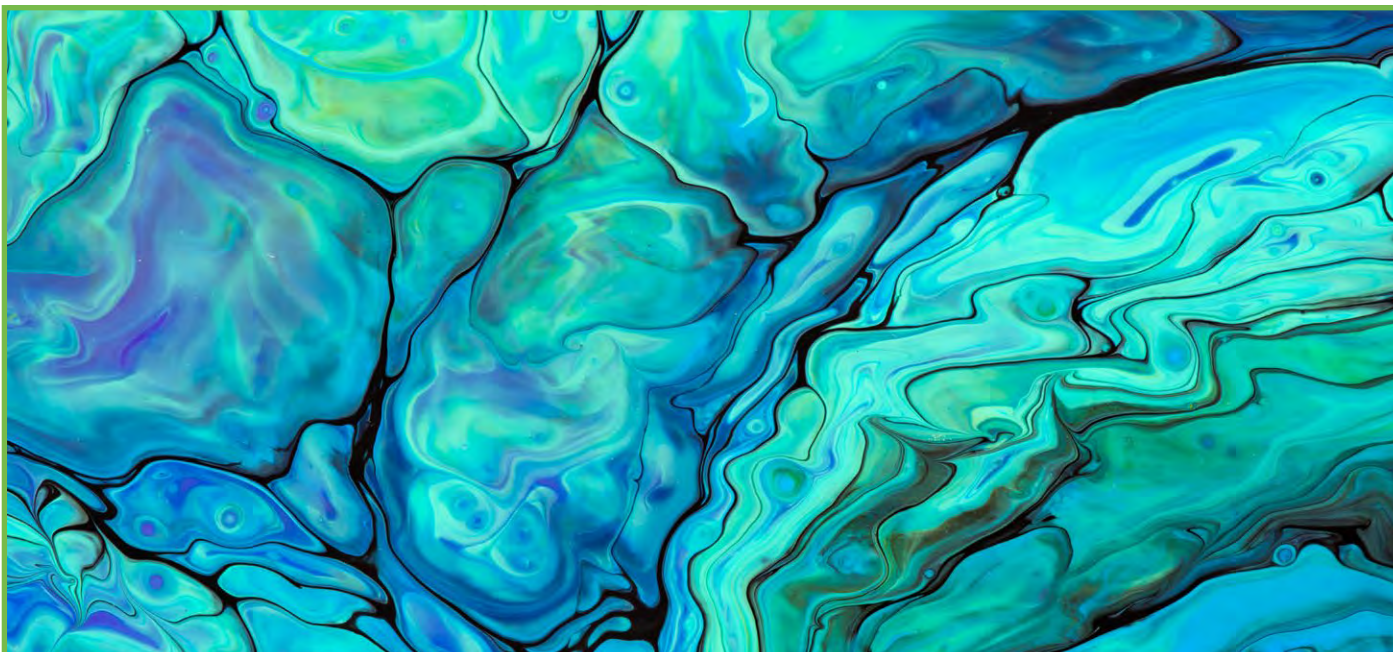
PRINCIPLE SEVEN: Enabling agility

“We need processes that allow a quick turnaround from idea to launch of qualification”

Staff member

Planning and Management Information

Our systems and processes enable staff to learn, act and respond quickly in appropriate and effective ways. We have simple and uncluttered layers of decision-making that allow people to be nimble and focus on their key responsibilities. Our processes are streamlined, linked up and minimise duplication and sign-off stages wherever possible.



PRINCIPLE EIGHT: Fostering creativity, knowledge creation and innovation

“A university structure that enables a networking and a collaborative culture, rather than people working in silos — no divide between academic and professional staff. A more interconnected place where there is more cohesion and connection between senior leadership, students and staff. Keep working on clear communication, ensuring staff and students know what’s going on in a timely manner.”

Staff member

Student Academic Services

We invest in and encourage innovation based on a research-informed learning and continuous improvement culture – it is built into our workload planning, how we share information, our processes and systems and the incentives for staff.

What could this look like?

- An efficiency programme to review, improve and increase the agility of how we work. We de-clog the processes we use, break down silos and find ways to increase cross-area collaboration.
- Processes for internal allocation of funding promote collaborative teaching and eliminate competition between programmes.
- Internal research investment supports knowledge generation for transformational impact and multi-disciplinary research at scale.
- Active support of cross-disciplinary collaboration such as through communities of practice, kaupapa-focused hubs and cross-disciplinary teaching and learning.
- Systems and processes recognise and support the diverse roles and responsibilities academic staff hold and minimise as much as possible the often conflicting demands placed on them.
- We take a principles-based approach to sign-off procedures.
- Restorative processes and values are embedded throughout the University.
- University values are a priority in recruitment and promotion processes.
- There is greater consistency and transparency across the University in the allocation of roles and responsibilities, measurement of workload and application of technology, pedagogy, and cultural competency standards.
- Our internal capacity for leadership is developed deliberately with learning phases included in new positions and projects.
- Sharing of knowledge and fostering of relationships across Te Herenga Waka is enabled through secondments across the University, expectations that senior academic leaders are active researchers or educators, and building diverse teams for our initiatives that bring professional and academic staff together equally in third space collaborations.

PRINCIPLE NINE: Being inclusive and welcoming

“Communication. Genuine consultation should take place to build trust - it should not be a top down process from senior leadership. Groups should be given more autonomy; the people should be listened to, they should be given platforms to allow them to talk and leadership should be responsive to their voices.”

Staff member

School of Psychology

The University is a global-civic institution accessible to all, with personalised staff and student communication and interactions, inclusive curriculum, and student experiences tailored to the needs of specific cohorts including postgraduate taught and research students, adult learners and those engaged in non-degree/micro-credential programs.

PRINCIPLE TEN: Creating a flexible, fit for purpose environment

“If SLT do all they can to enable processes and systems that honour and uplift the wairua and mana and mauri of this place/roots and the people, then the rest should follow.”

Staff member

WSBG Dean's Office

We provide high-quality physical and digital infrastructure that fosters excellence in research, as well as a blended-learning experience that supports academic success. Research spaces are fit-for-purpose and enable the highly collaborative activities that underpin strong local, national and international partnerships. Teaching and learning pathways are modern and responsive to students' needs while enabling a lifelong learning relationship. We promote flexibility in how we learn and work, normalising the wellbeing benefits of a truly flexible campus.

What could this look like?

- A clear focus on high-quality student experiences defines a holistic experience for staff and students, so Te Herenga Waka becomes renown as an excellent place to learn and work.
- A renewed commitment to the goals set out in our Strategic Plan to create an inclusive environment including in terms of the diversity of our students, staff and leaders.
- Blended learning becomes our primary mode and method of delivery for taught programs by mixing high-quality online and high-quality face to face learning and teaching.
- We work collaboratively and towards a common goal in the design, development and support of our high-quality research and learning environments, and we remove siloes to ensure cohesive support for research, learning and teaching.
- We invest in cutting edge spaces that enable the co-location of both internal and external research collaborators and that provide postgraduate researchers with the physical infrastructure and supportive research culture they need to excel.
- Leading edge communication tools and virtual and augmented reality capability supports more sustainable research at-a-distance practices.
- Teaching and learning development is supported actively and we reward the enhancement of inclusivity, accessibility and flexible design.
- Students are involved actively in the co-design of courses, programmes and qualifications.
- Students inform the design of new learning environments directly to ensure the physical and virtual campus meets their needs and postgraduate research hubs provide our emerging researchers with fit-for-purpose environments.
- Lifelong learning via multiple forms of credentials is valued, and we design flexibility into our systems, processes and people to deliver new qualifications on demand.
- Our courses are fit for purpose, relevant and focused on global, real-world curricula. Our degree offerings reflect demand from learners.

Te Whakaterere i Ngā Waka

NAVIGATING OUR WAKA

Our University is navigating a new course for our flotilla of waka. The section above sets out the key design principles that we will apply when determining that course, and importantly the navigational aid we will employ.

We have also identified the need for Ngā Kāpehu (a set of compass or navigational tools) that will aid us in navigating our choppy waters.

KĀPEHU

Thinking about the future is ideally an ongoing process. However, business as usual concerns can take precedence overwhelming our capacity to apply the insights that we gather. We need to guard against the possibility that this report becomes a one-off artefact of our response to the COVID-19 pandemic with no ongoing value.

Our final recommendation is for Ngā Kāpehu to guide immediate and ongoing decision-making. This tool should support Te Herenga Waka to:

- keep our map close to hand, focusing on our long-term destination
- avoid the rocks and reefs, watching out for hazards on the journey
- understand the sea conditions, what is going on around us and how that might change
- scan the horizon for other waka, looking for opportunities to build alliances or avoid them if necessary.

Our objective is to enable reflection across the University. Ideally, this tool is accessible, grounded and able to be used across the University. We see it as enabling strategic subsidiarity, the idea of flax roots decision-making informed by a shared institutional set of values and concerns.

This tool will embody four simple questions (see Table 6).



Table 6: Kāpehu – key questions

How does this move us closer to our desired overall destination?	How does this move us away from the weaknesses of where we have come from?	How might this survive in disruptive and changing conditions?	How might other actors respond to what is proposed?
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We anticipate that staff at all levels will use these questions to challenge themselves and others when making choices about where to put their effort by using these questions. The tool is as applicable to major capital investments as much as choices about teaching and learning practice. There may also be value in developing descriptors that set out criteria that staff might use when posing these questions.

Along with Ngā Herenga, the Kāpehu is also one of the final products of phase one of the University Futures workflow.

Whakapaunga

CONCLUSION

This report offers the foundations for a blueprint for what Te Herenga Waka might become and how we will differentiate ourselves as global-civic university between now and 2025.

The many people who contributed to this report through involvement in the project and the many survey responses and workshops told us that staff and students are deeply committed to this place, to performing well and making the University a thriving place. For many participants, the process gave meaning and encouragement.

“Opportunity to shape a currently rough diamond that engages with society”

Staff member

There were also real benefits in providing opportunities for people from disparate parts of the University to learn from each other and work with each other – everyone holds crucial expertise about their part of the University but is limited to a partial view if this is taken alone. For whole-of-systems, integrated, and richly informed decision making in the future, such opportunities are invaluable.

But we have many challenges. Besides the uncertain external environment with all the consequences it brings in terms of our organisational and financial sustainability, too many of you said you often felt unheard and were sceptical that anything would change.

This report is also very much the product of our internal community, and we did not engage with external stakeholders. This approach enabled a deeply participatory process, but we recognise that voices from outside the University may offer different perspectives.

The University community is asking for a cultural shift. This shift should put care for wellbeing, our relationships and a collective sense of leadership at the centre of our decision-making.

Those that participated in the process consistently expressed an appreciation for the active attempt to listen and hear their perspectives. It is clear that the extent to which we embody the focus group themes set out in the Pae tawhiti section will be an important test, confirming our community's hope for or scepticism about the process.



“Moving away from an audit culture and towards a model that trusts and empowers staff and students to make their own decisions.”

Staff member
Centre for Science in Society

The changes to the University that would, according to our community, help us thrive in the future may have less to do with features like delivery modes and the other features that were the focus of many ‘futures’ university designs, and more to do with how we work within the University. This observation will have major implications for future projects, leadership structures and decision-making processes.

It is clear that standing still is not an option. You called on us to more clearly define ‘What we can be good for?’, ‘What should we become?’ and ‘What can we be that no one else can be?’.

This report puts forward some answers to these questions. By committing ourselves to becoming an embedded global-civic university and pursuing the recommendations and design principles in this report, we can continue our journey through these choppy waters with a clear sense of direction.