

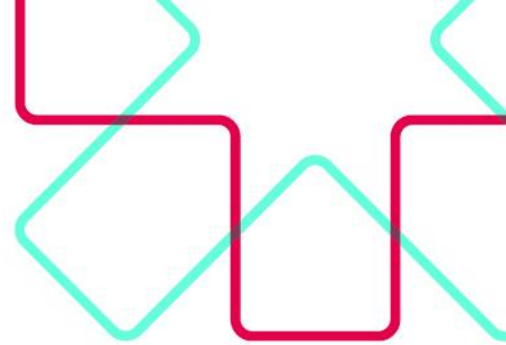
RESEARCH, SCIENCE, AND INNOVATION WORKFORCE SURVEY

Final Report

Summary of sector feedback

November 2022





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PREFACE

This report has been prepared for the Ministry of Business, Innovation and Employment by Matthew Fanselow, Natalie James and Catherine Graham from MartinJenkins (Martin, Jenkins & Associates Limited).

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OVERVIEW

About the RSI Workforce survey

In November 2021, the Ministry of Business, Innovation and Employment (MBIE) launched *Te Rangahau Ohu Mahi a Te Rangahau Putaiao me Te Auahatanga | Research, Science, and Innovation Workforce Survey*. The survey covered a range of areas of interest about the sector, to help MBIE better understand the characteristics of the RSI workforce and the key challenges facing the RSI sector, and the workforce specifically.

A total of **1,451** responses were received from across the workforce. Responses were received from universities, Crown Research Institutes, independent research organisations, government agencies, private sector organisations, Te Pūkenga, and Wānanga.

Demographics of the respondents

The gender composition of the survey respondents is relatively even: **50%** of respondents identify as female, and **47%** identify as male. **1%** of respondents identify as gender diverse¹.

The age range of respondents is broad. Overall, **48%** of respondents are aged between 25 and 44 years old; **43%** are aged between 45 and 64 years old. **4%** are 65 years or older, and **3%** are under 25 years old².

The majority of respondents – **83%** – identify as New Zealand European or ‘other’ European. **5%** of respondents identify as Māori. **22%** identify as ethnicities other than European or Māori³.

Employment, skills, and experience

The majority of respondents – **81%** – are full-time employees; **8%** are in part-time roles or are self-employed. Overall, **41%** of respondents are employed at universities; **38%** work for Crown Research Institutes. Only **4%** of respondents work for the private sector.

The largest proportion of respondents – **47%** – are employed as research staff. **23%** are employed as academic staff; **14%** are senior leadership team members. The majority of respondents – **59%** – hold a PhD; overall, **85%** of respondents hold an Honours degree or higher. The survey respondents are relatively long serving in the sector, with **56%** of respondents having worked in the RSI sector for 10 years or longer.

Learning, development, and collaboration

Overall, **76%** of respondents stated that their organisation has a formal learning and development policy. Respondents reported that they are given both formal (**62%**) and informal (**75%**) opportunities to develop new skills; however, only **45%** reported that they are given opportunities to train and work in new fields of research. Respondents reported that they are given a range of different learning and development opportunities, including learning from colleagues on shared projects, attending seminars and short courses, and leadership training opportunities.

Respondents gave mixed views on the levels of collaboration in the RSI sector. Only **24%** of respondents agree that the sector and government collaborate effectively. **25%** agree that organisations within the RSI sector collaborate effectively. **37%** of respondents feel there is good collaboration between the Aotearoa New

¹ Total is less than 100% - some respondents chose not to answer this question

² Total is less than 100% - some respondents chose not to answer this question

³ Total is greater than 100% - respondents could select multiple genders



Zealand sector and the international RSI sector. To better promote and support collaboration in the sector, respondents would like to see a reduction in competition for funding, an increase in collaboration with international organisations, and an overall reduction in competition between organisations in the Aotearoa New Zealand RSI sector.

Balance and job satisfaction

Respondents have varying degrees of satisfaction in terms of balance and job satisfaction. **85%** agree that their working conditions are flexible, and **61%** agree that their organisations are supportive of staff to take time off to care for family. However, **35%** of respondents do not feel valued by their organisations, and **29%** are dissatisfied with their work-life balance.

Respondents were asked for feedback on what support they have received from their organisations during the COVID-19 pandemic. The most common support given was the ability to work remotely, which continued to be encouraged post-lockdown. Respondents were also given increased flexibility – including reduced hours, flexible project deadlines, and flexibility to care for their children. A small number of respondents reported receiving no additional support during this time and experienced an increase in workload and decreased job security.

Diversity and inclusion

Overall, **51%** of respondents stated that their organisation had a formal diversity and inclusion policy; **42%** of respondents were unsure. In terms of organisations, **62%** of respondents from universities reported that their organisation has a formal policy for diversity and inclusion; only **29%** of respondents from independent research organisations reported their organisation has such a policy.

Respondents were asked a set of questions regarding diversity and inclusion practices in the sector:

- **62%** of respondents feel that the sector is welcoming and inclusive of LGBTQIA+ communities
- **49%** agree that their organisation is committed to improving the diversity of its staff
- **46%** of respondents disagree that their leadership and management reflect the diversity of the staff
- **28%** agree that gender is a barrier to progressing within their organisation.

Challenges facing the RSI sector

Respondents were asked to identify the main challenges facing the RSI sector⁴:

- The majority of respondents – **82%** – identified a lack of government support as the biggest challenge facing the sector
- **74%** of respondents agree that there is an underrepresentation of Māori and Pacific Peoples in research roles
- **56%** of respondents view the underrepresentation of women in leadership positions as a key challenge to the sector
- **48%** of respondents agree that, overall, there is not enough ethnic diversity in the RSI workforce.

⁴ Respondents could select multiple responses



INTRODUCTION

About the survey

In November 2021, the Ministry of Business, Innovation and Employment (MBIE) launched *Te Rangahau Ohu Mahi a Te Rangahau Putaiao me Te Auahatanga | Research, Science, and Innovation Workforce Survey*. The purpose of the survey is to help MBIE to better understand the composition and characteristics of the research, science, and innovation (RSI) workforce. The survey is also intended to help government to understand the key challenges facing the RSI sector, and the workforce specifically.

The Research, Science, and Innovation sector

As a country, Aotearoa New Zealand's investment in research, science and innovation has the potential to help address many of the key challenges facing our country and the world. The Government's aspiration for RSI in New Zealand is for Aotearoa "is for a research system that is more connected, diverse and dynamic, that attracts and retains excellent talent. We want to ensure the research workforce can be offered attractive and flexible careers and career pathways.⁵".

Aotearoa New Zealand's RSI system is comprised of people, institutions, and infrastructure. Consisting of 8 universities, 7 Crown Research Institutes, Te Pūkenga (formed of 16 Institutes of Technology and Polytechnics (ITPs)), 3 Wānanga, numerous independent research organisations, government agencies, and more than 4,000 businesses, our RSI system works to explore new problems and opportunities, and create a more productive, sustainable, and inclusive future for Aotearoa New Zealand.

Overall, the research and development workforce is comprised of approximately 26,000 full-time equivalent personnel⁶. This includes researchers, technicians, and support staff, working across the business, government, and higher education sectors.

Survey approach

The survey was co-designed by the MBIE project team and Martin Jenkins. The survey questions were also informed by MBIE's technical advisory group for this project. Survey development was undertaken during October-November 2021. The survey consisted of a total of 44 questions, both qualitative and quantitative. The survey questions were primarily quantitative.

The survey questions were designed to cover a range of areas of interest about the sector, to help MBIE to better understand the composition, characteristics, and challenges of the RSI workforce. The questions covered:

- the demographics of the workforce

⁵ <https://www.mbie.govt.nz/dmsdocument/17637-future-pathways-green-paper>

⁶ Stats NZ Research and Development Survey 2020 <https://www.stats.govt.nz/information-releases/research-and-development-survey-2020>



- learning and development opportunities within the sector
- types of roles and levels of experience
- collaboration practices
- work-life balance and job satisfaction
- diversity and inclusion practices
- key challenges facing the sector.

The survey was launched in November 2021. Links to the survey were sent by MBIE to a range of organisations and peak bodies in the sector to distribute to their employees and members. Information on how to complete the survey, and the importance of collecting the data, was included during distribution. Regular reminders were sent to encourage the workforce to complete the survey. The survey was live for 3 months and closed in February 2022.

A total of 1,451 responses were received. The following table sets out the types of organisations that respondents work for.

Organisation	n	Percentage
University	634	41%
Crown Research Institutes	592	38%
Independent research organisations	105	7%
Government agency	75	5%
Private sector	64	4%
Te Pūkenga	36	2%
Wānanga	2	0.1%

As shown in the table above, only two responses were received from Wānanga. Given the limited data, these responses have been omitted from any comparative organisational analysis in this report.

It is important to note that the data in this report is indicative only. The survey respondents are a self-selected sample from the Aotearoa New Zealand RSI workforce, which employs approximately 26,000 FTE. The survey responses represent approximately 6% of the workforce and should not be interpreted as representative.

Note that percentages included through the report do not always total 100%. Respondents may have chosen not to answer certain questions. Respondents were able to select multiple answers to certain questions, resulting in the total being greater than 100%. Due to numeric rounding some totals in charts will add to greater than 100%.



WHAT THE RESPONDENTS TELL US ABOUT THE RSI WORKFORCE

Demographics of the respondents

Age and gender composition

The gender⁷ composition of the RSI respondents is relatively even. **47%** (n=678) of survey respondents identified as male, and **50%** (n=731) as female. **2%** (n=25) of respondents chose not to identify their gender. **1%** (n=16) of respondents identified as gender diverse⁸.

In terms of age range, the RSI respondents' ages are relatively broad: **48%** (n=700) of respondents are aged between 25 and 44 years old, while **43%** (n=630) are aged between 45 and 64 years old. The upper and lower bounds have fewer people, with **3%** (n=48) being aged under 25 years, and **4%** (n=63) 65 years or older.

9% (n=126) of respondents identified as LGBTQIA+.

Table 1: Age and gender of survey respondents

	Male		Female		Another gender		Prefer not to answer		Total	
	n	%	n	%	n	%	n	%	n	%
Under 25 years	12	2%	29	4%	5	31%	2	8%	48	3%
25 to 34 years	109	16%	171	23%	7	44%	5	20%	290	20%
35 to 44 years	176	26%	226	31%	3	19%	5	20%	410	28%
45 to 54 years	172	25%	181	25%	1	6%	3	12%	358	25%
55 to 64 years	169	25%	99	14%	0	0%	3	12%	272	19%
65 to 74 years	28	4%	20	3%	0	0%	0	0%	48	3%
75 years of over	12	2%	3	0%	0	0%	0	0%	15	1%
Prefer not to answer	0	0%	2	0%	0	0%	7	28%	10	1%

Ethnic identities of the respondents

The survey respondents are heavily European. Of the total respondents, **83%** (n=1,203) identified as either New Zealand European or 'other' European ethnicity. Just **5%** (n=69) of respondents identified as being Māori⁹.

A total of **22%** (n=319) identified their ethnicities as non-European or non-Māori. Of those:

⁷ Respondents could select multiple genders.

⁸ Gender diverse respondents included non-binary, agender, genderqueer, gender diverse, and queer.

⁹ Respondents could select multiple ethnicities



- **8%** (n=100) identified as Asian
- **1%** (n=18) identified as Pacific Peoples
- **3%** (n=40) identified as Middle Eastern / Latin American / African
- **7%** (n=106) identified as “other ethnicity”
- **3%** (n=37) chose not to answer

Table 2 provides a comparison of ethnicities between RSI survey respondents and the general Aotearoa New Zealand population.

Table 2: Ethnicity comparison (RSI survey respondents and general population)

	RSI survey respondents	New Zealand population ¹⁰
European	83%	70%
Māori	5%	17%
Asian	8%	15%
Pacific Peoples	1%	8%
Middle Eastern / Latin American / African	3%	2%
Other ethnicity	7%	1%

Māori identity of respondents

Survey respondents were asked whether they were of Māori descent. Overall, **5%** (n=76) of respondents identified as having Māori ancestry. **2%** (n=36) of respondents did not know if they had Māori ancestry; **3%** (n=42) chose not to respond. **90%** (n=1,297) of respondents are not of Māori descent.

Respondents who identified as being of Māori descent were asked if they knew the name(s) of their iwi. Table 3 (below) sets out the iwi affiliations of the **66%** (n=72) of respondents who knew their iwi¹¹.

Table 3: Iwi affiliation of respondents

Iwi	n	Iwi	n
Ngāti Kahungunu ki Te Wairoa	8	Ngāti Awa	1
Ngāpuhi	7	Ngāti Kahu	1
Ngāti Porou	7	Ngāti Kauwhata	1
Ngāi Tahu	5	Ngāti Korokī Kahukura	1
Ngāti Raukawa (Horowhenua/Manawatū)	5	Ngāti Mahanga	1
Ngāti Tūwharetoa (ki Taupō)	5	Ngāti Maru (Hauraki)	1
Te Atiawa (Taranaki)	5	Ngāti Rangiteaorere (Te Arawa)	1

¹⁰ 2018 New Zealand Census

¹¹ Respondents could select up to 5 iwi



Iwi	n	Iwi	n
Ngai Te Rangi	4	Ngāti Rangiwehehi (Te Arawa)	1
Ngāti Pīkiao (Te Arawa)	4	Ngāti Rārua	1
Ngāti Ruanui	4	Ngāti Raukawa ki te Tonga	1
Ngāti Whakaue (Te Arawa)	4	Ngāti Rehua	1
Te Rarawa	4	Ngāti Ruapani ki Waikaremoana	1
Tūhoe	4	Ngāti Tūwharetoa ki Kawerau	1
Ngāti Maniapoto	3	Ngāti Uenukukopako	1
Ngāti Ranginui	3	Ngāti Whātua o Kaipara	1
Ngāti Haua (Waikato)	2	Patuharakeke	1
Ngāti Māhino	2	Rangitāne (Te Waipounamu/South Island)	1
Ngāti Toarangatira (Te Whanganui-a-Tara/Wellington)	2	Rongomaiwahine (Te Māhia)	1
Ngāti Wai	2	Rongowhakaata	1
Rangitāne (Manawatū)	2	Tainui	1
Taranaki	2	Te Ati Haunui-a-Pāpārangi	1
Te Arawa	2	Te Atiawa (Te Waipounamu/South Island)	1
Te Aupōuri	2	Te Atiawa (Te Whanganui-a-Tara/Wellington)	1
Te Whānau-ā-Apanui	2	Te Hikutu	1
Whakatōhea	2	Te Parawhau	1
Hauraki / Pare Hauraki	1	Te Whanau a te Ehutu	1
Ngā Ruahine	1	Tūhourangi (Te Arawa)	1
Ngāpuhi ki Whaingaroa-Ngāti Kahu ki Whaingaroa	1	Tūwharetoa	1
Ngaruahine	1	Uenuku-Kōpako (Te Arawa)	1
Ngāti Apa (Rangitīkei)	1		

Where are the respondents located?

To help understand the geographic distribution of the workforce, respondents were asked to identify the region or regions that they work in¹².

The survey respondents are concentrated in the main centres: Auckland (**20%**, n=285), Wellington (**27%**, n=385), and Canterbury (**20%**, n=296).

The respondents have a variable presence in each region of New Zealand. **70%** (n=1,019) of respondents work in the North Island; **39%** (n=566) work in the South Island.

The respondents also have an international presence. **0.3%** (n=5) of respondents reported that they work in Australia; **0.4%** (n=6) work in the Pacific Islands; and **1%** (n=17) work outside of New Zealand, Australia, or the Pacific Islands.



20% of respondents are based in
Tāmaki Makaurau | Auckland

27% are based in Te Whanganui-a-
Tara | Wellington

20% are based in Waitaha | Canterbury

The types of employment in the RSI sector

What is the role and contract split across respondents?

Respondents were asked to identify which type of employment best described their current occupation (full-time employee, part-time employee, self-employed, or research student), and the type of contract they are on. The table below provides a summary of the employment and contract types across the sector.

Table 4: Respondent employment and contract type

	Permanent contract	Fixed-term contract	Casual contract	Other / Prefer not to answer	Total employment type
A full-time employee	1,000	167	3	4	1,174
A part-time employee	57	28	4	1	90
Self-employed (part or full-time)	2	4	7	15	28



	Permanent contract	Fixed-term contract	Casual contract	Other / Prefer not to answer	Total employment type
Total contract type	1,059	199	14	20	

Fixed term contracting

Of the total survey respondents, **15%** (n=199) were on fixed-term contracts. The fixed-term contractors were asked for both the duration of their employment on fixed-term contracts across their careers, and their level of satisfaction with their fixed-term employment.

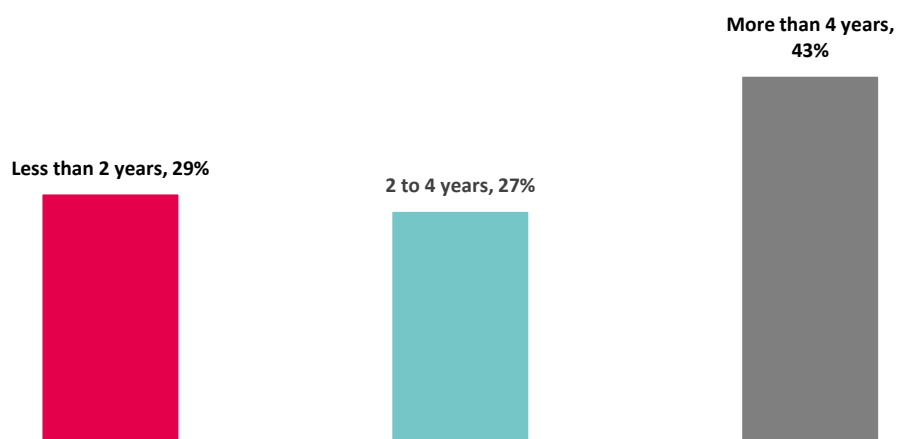


Figure 1: How long have you been employed in fixed-term employment in your career?

Of the 199 respondents, over half (**57%**) have spent less than four years of their career in fixed term contracting roles.

In response to their level of satisfaction with their fixed-term employment, the results were largely negative. Overall, **64%** (n=127) of respondents were either dissatisfied or very dissatisfied with their employment.



Figure 2: How satisfied are you about the fixed-term nature of your current employment?



Are the RSI workforce remote workers?

In recent years, work has become increasingly remote (i.e. not needing to be in a set office to complete tasks). The COVID-19 pandemic has further accelerated this trend.

More than three-quarters (**78%**, n=1,134) of respondents work remotely some or all of the time. **22%** (n=313) of respondents did not work remotely at all.

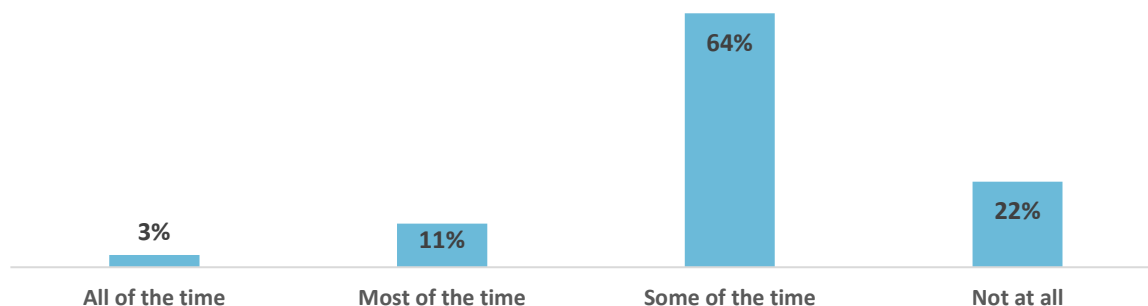


Figure 3: Do you work remotely?

The remote work findings were relatively stable across **genders**, **role** types, and **contract** types. **79%** (n=537) of males, **78%** (n=567) of females, and **75%** (n=12) of other genders, work remotely **some** or **all of the time**.

In terms of employment types:

- 96% (n=27) of **self-employed** work remotely some or all of the time
- 84% (n=81) of **part-time** employees
- 78% (n=934) of **full-time** employees
- 68% (n=75) of **research students**

The proportions are relatively high across different types of RSI organisations:

- 92% (n=59) of **private sector** RSI employees work remotely some or all of the time
- 81% (n=85) of **independent research organisation** employees
- 81% (n=29) of **Te Pūkenga** employees
- 79% (n=465) of **Crown Research Institute** employees
- 77% (n=491) of **university** employees
- 73% (n=55) of **government** RSI employees



The types of organisations that respondents work for

The RSI sector is comprised of a range of different organisations: government agencies, Crown Research Institutes, Te Pūkenga, private sector organisations, Wānanga, and universities all contribute to research, science, and innovation in Aotearoa New Zealand¹³. The largest proportion of survey respondents work for universities (**41%**, n=634). Crown Research Institutes account for the second-highest proportion of respondents (**38%**, n=592)¹⁴.

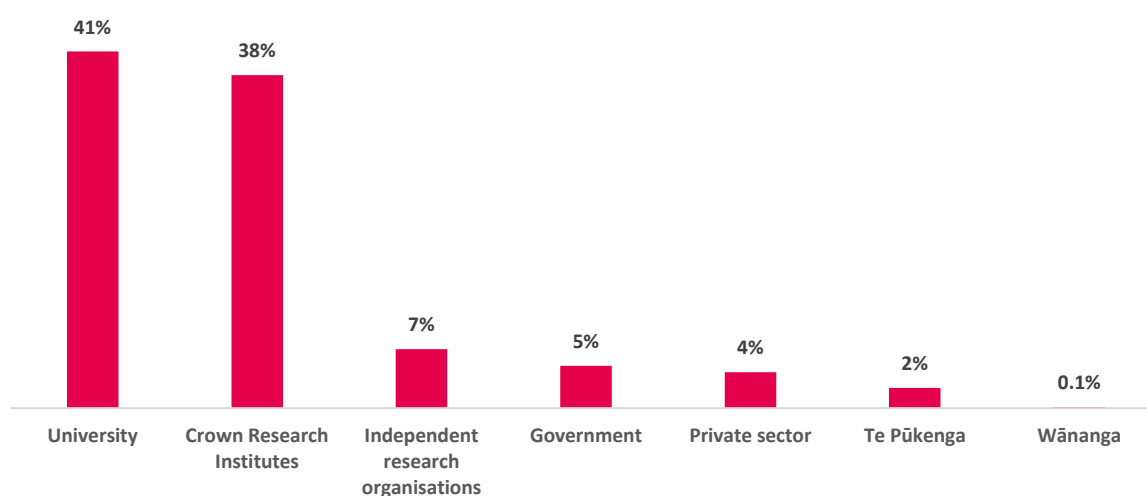


Figure 4: What type of organisation best describes the place(s) you work for?

Skills and experience within the sector

Current roles of respondents

Survey respondents were asked to identify their current roles. The largest proportion of staff (**47%**, n=679) identified as 'Research staff'¹⁵.

¹³ Respondents could select multiple organisations

¹⁴ In addition to the main organisation types charted, respondents also worked for: Iwi / Māori organisations (0.5%, 7), community / charitable organisations (0.3%, 4), DHBs (0.3%, 4), international development organisations (0.3%, 4), National Science Challenge (0.3%, 4), Police (0.3%, 4), NGOs (0.1%, 2), not-for-profits (0.1%, 2), schools (0.1%, 2), self-employed (0.1%, 2), state-owned enterprises (0.1%, 2), hospitals (0.1%, 1), museums (0.1%, 1)

¹⁵ Respondents could select multiple roles



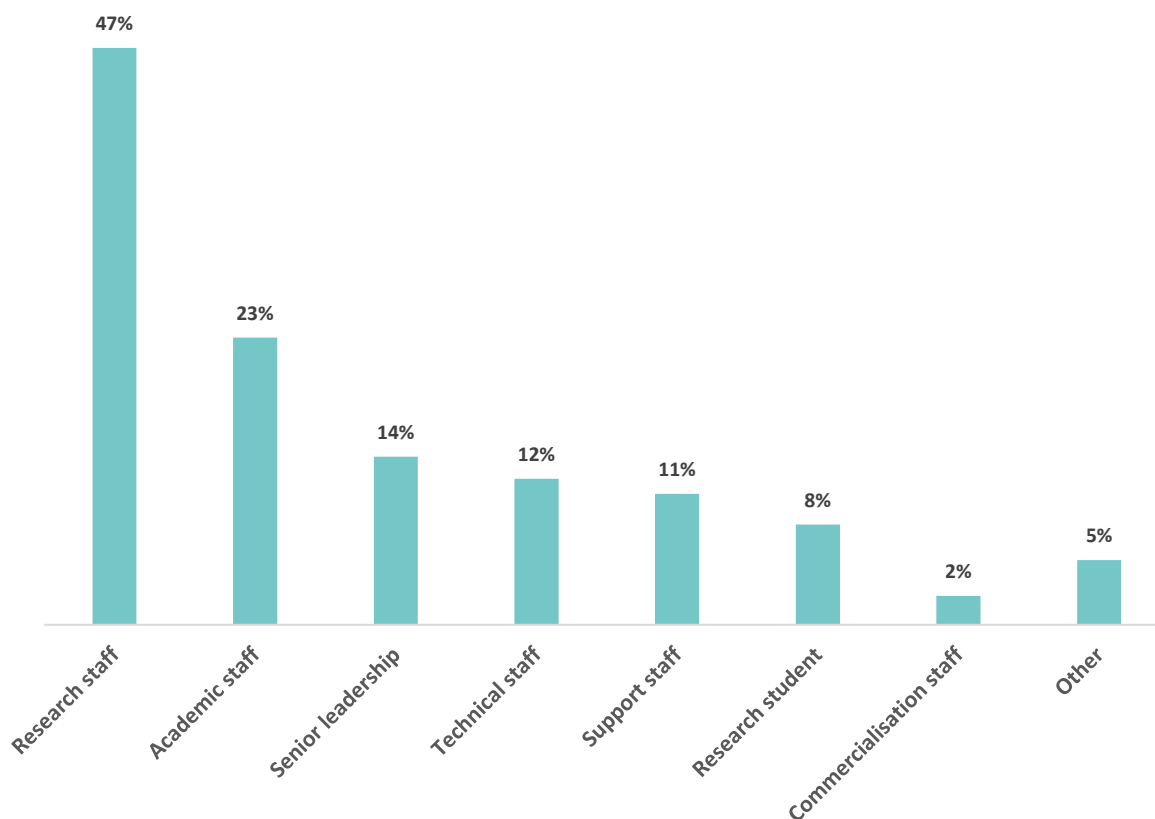


Figure 5: Which of the following best describe your role?

Across the range of roles within the RSI sector, there are distinctions between the proportion of males and females occupying each type of role. **Males** account for **60%** (n=119) of leadership roles, compared with **40%** (n=78) of females. **Females** occupy **64%** (n=95) of support staff roles, compared with **35%** (n=54) of males.

Table 5: Gender comparison of role type

Role type	Male	Female
Senior leadership / management	60% (n=119)	40% (n=78)
Research staff	51% (n=337)	49% (n=328)
Research student	39% (n=43)	61% (n=67)
Academic staff	54% (n=174)	46% (n=151)
Technical staff	51% (n=85)	49% (n=81)
Commercialisation staff	67% (n=22)	33% (n=11)
Support staff	36% (n=54)	64% (n=95)



Types of research being undertaken in the sector

The RSI sector consists of a wide range of research fields. Survey respondents were asked to identify the main categories of research in which they were engaged¹⁶.

29% (n=416) of respondents work in biological sciences; **20%** (n=288) work in environmental sciences; **16%** (n=236) work in agricultural, veterinary and food sciences; **11%** (n=166) work in biomedical and clinical sciences.

In addition to these four main areas, respondents also conduct research in:

- Health sciences – **11%** (n=157)
- Chemical sciences – **10%** (n=141)
- Earth sciences – **10%** (n=138)
- Information and computing sciences – **7%** (n=99)
- Physical sciences – **6%** (n=88)
- Engineering – **6%** (n=81)
- Other areas – **25%** (n=365)

There are no notable differences between genders working in different research areas.

In addition to areas of research, the RSI sector is supported by a range of administrative and technical services. Leadership/management, technical support staff, commercialisation staff, and support staff were asked to identify their areas of work¹⁷.

- Knowledge & Information Systems & Technology – **9%** (n=131)
- Project Management – **8%** (n=122)
- Analysis & Impact Evaluation – **5%** (n=76)
- Business Management & Support – **5%** (n=74)
- Learning & Development – **5%** (n=69)
- Other areas – **31%** (n=455)

Across the administrative and technical support services:

- **5%** (n=77) of **male** respondents work in Knowledge & Information Systems & Technology roles, while **females** account for **3%** (n=50)
- **3%** (n=45) of female respondents work in Administrative Services roles, while **males** make up **1%** (n=19)

¹⁶ Respondents could select up to three research categories

¹⁷ Respondents could select up to three areas of work



Qualifications held by the workforce

The RSI sector is highly educated. Respondents were asked to select their highest qualification, and the majority (**59%**, n=847) hold a PhD. All respondents held some level of formal qualification. **85%** (n=1,222) of respondents hold an Honours degree or higher.

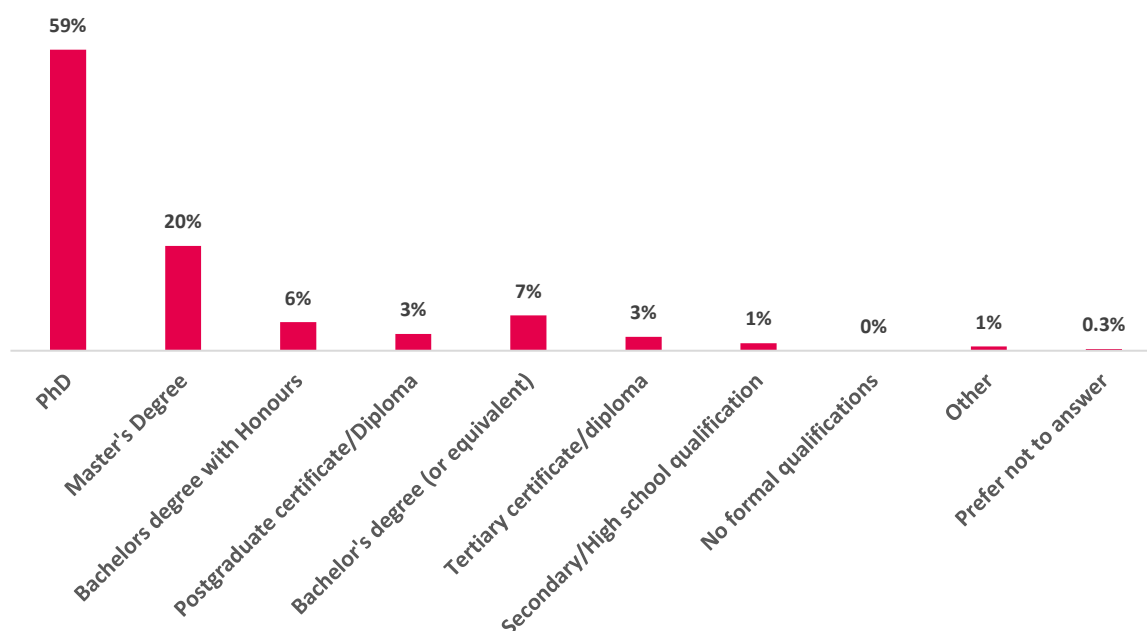


Figure 6: What is your highest qualification?

69% (n=969) of respondents undertook their highest tertiary education or training in Aotearoa New Zealand, or both in New Zealand and overseas. **31%** (n=431) undertook their study overseas.

There were a small number of differences in highest qualifications across genders, role types, and organisations.

- Overall, **64%** (n=431) of male respondents hold a PhD, compared with **55%** (n=399) of females. Of those who identify as another gender, **19%** (n=3) hold a PhD. **44%** (n=7) of those who identify as another gender have a Master's degree as their highest qualification.
- In terms of role type, **64%** (n=765) of full-time workers have a PhD, compared to **49%** (n=47) of part-time employees. **31%** (n=30) of part-time employees hold a Master's as their highest qualification. **52%** (n=15) of self-employed respondents hold a PhD.
- The level of qualifications is relatively stable across different types of organisations in the sector. **50%** (n=296) of CRI respondents, and **50%** (n=18) of Te Pūkenga respondents have a PhD. **47%** (n=49) of independent research organisation staff, **45%** (n=29) of private sector staff, and **45%** (n=34) of government agency staff have a PhD. The largest proportion, **72%** (n=455), were university staff.



Tenure of the RSI workforce

The respondents are relatively long-serving in the RSI sector. **56%** (n=816) of respondents have been working in the sector for 10 years or more. **36%** (n=524) have been in the sector for between 2 and 10 years. Only **8%** (n=109) have been in the sector for less than 2 years.

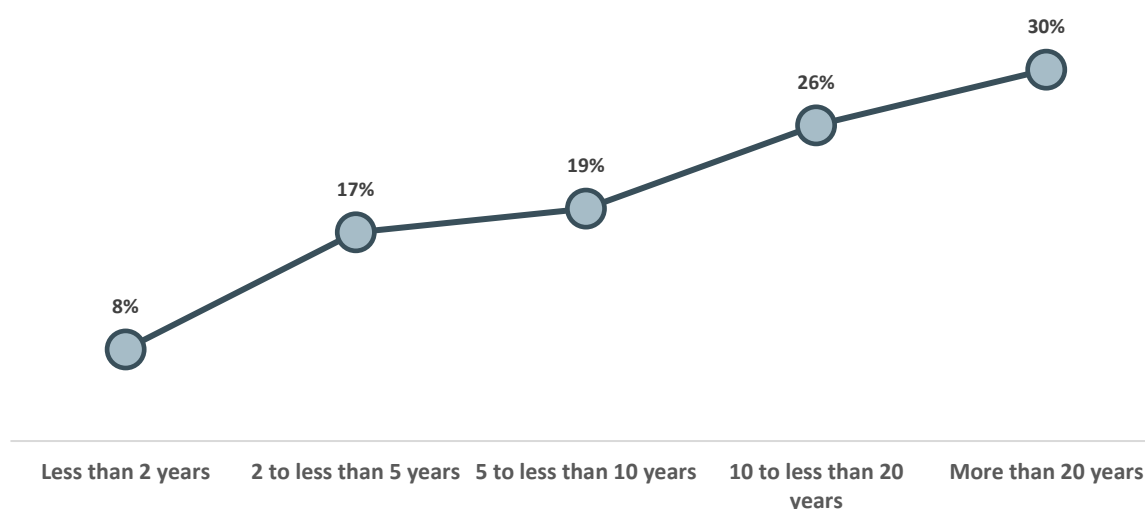


Figure 7: Approximately how long have you been working in the Research, Science and Innovation sector?

International experience of the Aotearoa New Zealand workforce

Survey respondents were asked to provide an overview of their experience working internationally in the RSI sector. Almost half of the respondents (**46%**, n=664) have worked in the RSI sector outside of Aotearoa New Zealand.

Of those, **60%** (n=396) have worked internationally for up to 5 years. **4%** (n=25) of those who have worked internationally have done so for 20 years or longer.

There were slight differences in international experience across genders and organisation types. **53%** (n=357) of male respondents had worked internationally in the RSI sector, compared with **40%** (n=294) of female respondents.

There are varying levels of international experience across the different organisations that make up the RSI sector:

- **55%** (n=349) of university staff have worked in the RSI sector overseas
- **43%** (n=32) of government agency staff
- **42%** (n=27) of private sector staff



- **41%** (n=243) of Crown Research Institute staff
- **36%** (n=37) of independent research organisation staff
- **33%** (n=12) of Te Pūkenga staff

Range of experience across multiple organisations

The workforce survey explored the range of experience across the sector – including the number and types of organisations that respondents have worked for during their careers.

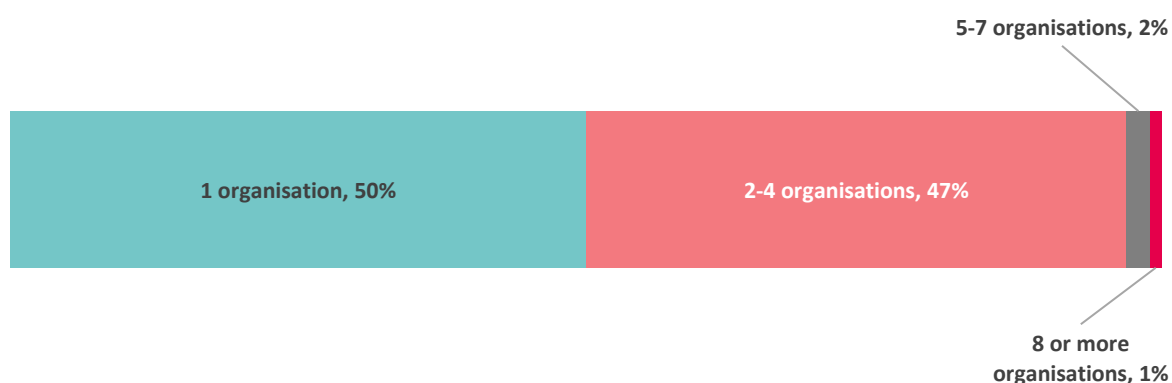


Figure 8: How many organisations have you worked for in the Research, Science and Innovation sector in New Zealand?

50% (n=710) of respondents have worked for only one organisation in their careers. Overall, **97%** (n=1,375) have worked for between one and four organisations.

Members of the RSI workforce have worked for a wide range of different types of organisations throughout their careers:

- **61%** (n=883) of respondents have worked for universities
- **49%** (n=709) have worked for Crown Research Institutes
- **13%** (n=188) have worked in the private sector
- **12%** (n=180) have worked for independent research organisations
- **12%** (n=178) have worked for a government agency
- **3%** (n=46) have worked for Te Pūkenga

Other types of organisations that respondents have worked for include museums, NGOs, DHBs, hospitals, iwi / Māori organisations, Wānanga, schools, community / charitable organisations, National Science Challenge, Police, and state-owned enterprises.



LEARNING, DEVELOPMENT AND COLLABORATION WITHIN THE SECTOR

The survey collected information about the learning and development opportunities available within the sector, in order to help the workforce continually develop new skills and explore new opportunities for progression.

Opportunities for learning and development

76% (n=1,095) of respondents reported that their organisation has a formal learning and development policy. **9%** (n=123) were unsure.

While **76%** of respondents reported that their organisation had a formal learning and development policy, the proportion varied across different organisation types.

- **86%** (n=31) of Te Pūkenga respondents stated that their organisation had a formal learning and development policy
- **81%** (n=516) of university respondents
- **74%** (n=435) of Crown Research Institute respondents
- **71%** (n=75) of independent research organisation respondents
- **64%** (n=47) of government agency respondents
- **61%** (n=39) of private sector respondents

Respondents were asked for their views on the learning and development opportunities presented to them by their organisations.

Mostly, the respondents were in agreement with the statements regarding learning and development opportunities in the sector:

- **75%** (n=1,074) agree¹⁸ that they are given informal opportunities to upskill and develop
- **69%** (n=991) agree that they are given the opportunity to apply new skills that they develop
- **68%** (n=974) agree that the organisation is supportive and encouraging of their learning and development
- **62%** (n=882) agree that their organisation gives them formal opportunities to upskill and develop
- **45%** (n=641) agree that they are given opportunities to train and work in new fields of research.

¹⁸ Respondent selected either "agree" or "strongly agree"



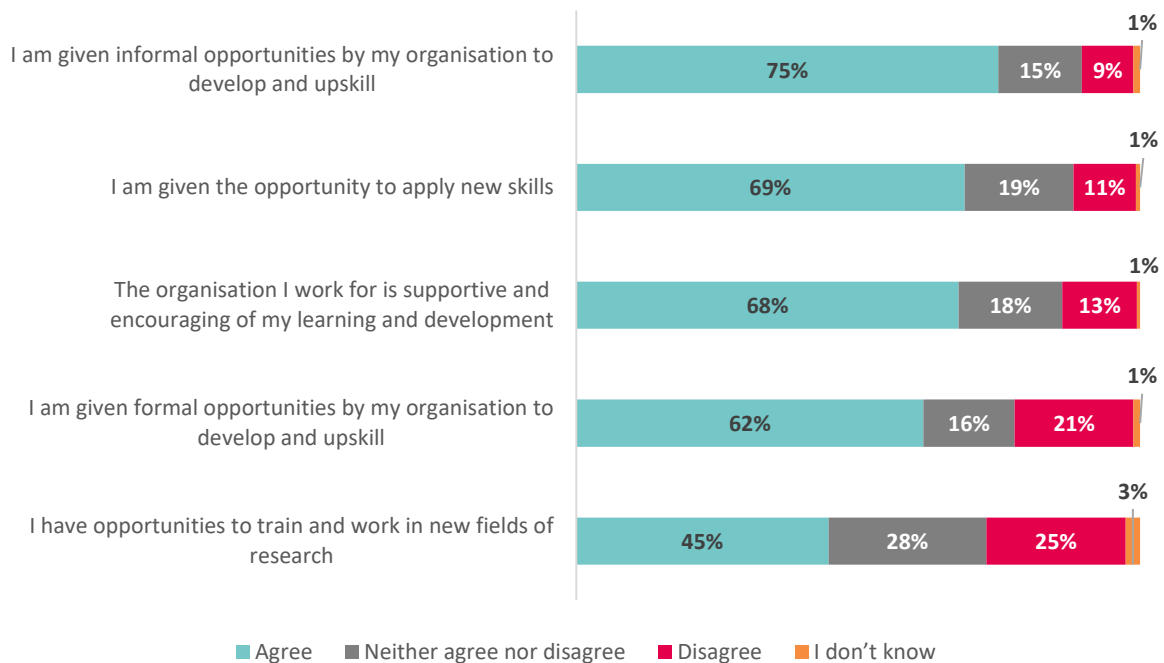


Figure 9: To what extent do you agree or disagree with the following statements about learning and development in the organisation you mainly work for?

There were a small number of differences between role types and the types of organisations that respondents worked for. There were no notable differences in responses between genders.

Self-employed respondents had a lower level of agreeability with the statement “I am given formal opportunities to develop and upskill”, with **32%** (n=8) of respondents agreeing – this is unsurprising given the nature of their employment. A higher proportion of self-employed respondents answered “neither agree nor disagree” to each statement, compared to other employment types. There were no other notable differences across employment type.

38% (n=222) of Crown Research Institute respondents agree that they have opportunities to train and work in new areas of research, compared with **45%** of total respondents. **32%** (n=23) of **government agency** respondents disagree with this statement, compared with **25%** of total respondents.

Private sector respondents were strongly in agreement with the statement “I am given the opportunity to apply new skills”, with **92%** (n=55) agreeing or strongly agreeing – compared to **69%** of total respondents.

Learning and development offerings within the sector

Survey respondents provided a range of options that were available to them, through their organisations or the wider sector, to help them upskill and further develop their research, science, and innovation knowledge and skills.



69% (n=999) of respondents **learn from their colleagues on shared projects**

67% (n=969) have attended **internal seminars and short courses**

63% (n=918) have received **support to attend conferences**

44% (n=635) have been offered **leadership development courses and training**

In addition to the main categories above, respondents listed a range of additional opportunities that they are offered to upskill and further develop their capabilities:

- Coaching and mentoring programmes – **36%** (n=517)
- Support to study towards qualifications (e.g. financial or time off) – **22%** (n=322)
- Study / sabbatical leave – **20%** (n=294)
- Secondments – **11%** (n=153)
- Other options – **3%** (n=39)

3% (n=52) of respondents stated that they received no learning and development opportunities.

Respondents were asked to give qualitative feedback on the types of support that would be beneficial to those at an early stage in their RSI careers. The largest number of comments (n=98) concerned the need for greater support for networking across the sector (to support those early in their careers to make connections with other researchers). These comments also focused heavily on the need for organisations to place more emphasis and importance on formal mentoring for those in their early careers.

“Perhaps creating a national network of mentors and a mentoring programme. Otherwise it relies too much on folks finding good mentors in their immediate orbit, which isn't always reliable. Having a national network could help, maybe.”

– Male / Tāne, 35-44 years, Independent research organisation, other Asian ethnicity

The need to target more funding specifically to supporting those in their early careers was a common comment (n=81). This included funding for specific training programmes, funding to attend conferences and workshops, and making it easier for less-experienced researchers to gain access to research funding.

“There is a catastrophic lack of funding opportunities available for all early career researchers.”



– Male / Tāne, 25-34 years, University, other European ethnicity

Higher salaries were raised by respondents as a key way to support early researchers (n=50); this also included providing greater job security through salaries, thereby helping to retain these researchers in the domestic RSI sector.

“New Zealand is experiencing incredible brain-drain due to the limited possibilities of post-PhD work in the science sector. Instead of risking to stay and wait (which is very expensive given the current housing market) many people prefer to apply for well paid, relatively long-term positions overseas and leave once they have submitted their thesis.”

– Male / Tāne, 25-34 years, University, other European ethnicity

In general there was widespread support for the need to target training and development resources to those in the early stages of their careers. This included general training and development opportunities for early researchers, including support for further study (n=46), the need for organisations to deliver better career development support to help researchers develop and progress (n=34), a greater focus in on-the-job training (n=21), and more opportunities for secondments and collaboration on research projects with other organisations (n=19).

“Training opportunities targeted at early career RSI workers in a range of organisations - recognising that not all RSI workers are in formal academia or in CRI, therefore the challenges and opportunities for them are somewhat different to others in the workforce.”

– Female / Wāhine, 25-34 years, Independent research organisation, New Zealand European

Less-frequent responses included people management and leadership training, programme management training, and health and wellbeing support.

Respondents were also asked to give qualitative feedback on what more could be done to support their careers in general. The largest number of comments (n=60) were on the need to improve the quality and range of training and development opportunities. This included the need to provide paid time off to attend training and workshops, increased training in mātauranga Māori, and providing financial support for researchers to undertake additional study.

“Given that science moves so fast it is often difficult to find the resources and time to upskill. It would be advantageous for [organisations] to get free or discounted training from universities or access to discounted online training in areas that would support the research being done in the organisation, preferably as a team so that knowledge and skills can be shared.”

– Female / Wāhine, 35-44 years, Crown Research Institute, other European ethnicity & South-East Asian

Increased research funding was raised by respondents as a way to better support the sector (n=38). Respondents would also like to see a less-competitive funding model, with more equitable distribution of funding (more organisations getting a share of resources).

“Increase funding for science across the board. The competition between researchers for a very small amount of funding is a major issue. This limits science excellence and means excellent researchers are spending too much time applying for funding with very low chance of success.”



– 25-35 years, Crown Research Institute, gender not specified, ethnicity not specified

As with those in their early careers, higher salaries and increased job security were highlighted as a means to support RSI careers (n=25). Job security is primarily related to the need to offer longer-term employment contracts, with fewer casual or short-term roles.

“Removing the expectation to do unpaid work. Pay us for the work we do. Give us stable employment throughout the year so we don't have to stress over the summer period. Put us on proper employment agreements instead of casual or short-term fixed-term agreements.”

– Female / Wāhine, 25-34 years, University, New Zealand European & Māori

More opportunities for networking across the sector, including formal networking platforms and more support to attend conferences, were raised as ways to support RSI careers (n=24). Respondents also highlighted the lack of mentoring opportunities within the sector and would like to see greater emphasis on formal mentoring programmes to support talent development and retention.

“The most important thing would be to stop the mass exodus of senior science staff from [organisation]. There are virtually no senior science staff remaining. The majority of early and mid-career researchers now plan their exit, too, as there are no mentors available.”

– 35-44 years, Crown Research Institute, gender not specified, ethnicity not specified

Less-frequent responses included funding for travel to conferences, improved pastoral and support services, and people management and leadership training.

Collaboration in the RSI sector

Collaboration is an important aspect of the RSI sector. The ability for researchers to work together and build new and diverse skills and knowledge is key to the success of the sector. The survey asked respondents for their views on collaboration within the sector, the types of partners they collaborate with, and what more could be done to promote and foster collaboration within the RSI sector.

Respondents gave mixed views on collaboration within the sector. A large number of respondents were either neutral in their views, or did not know.

The levels of disagreement outweighed the levels of agreement in three of the four statements:

- **24%** (n= 342) agree that the sector and government agencies collaborate effectively; **39%** (n=568) disagree
- **26%** (n=376) agree that the sector and industry bodies collaborate effectively; **28%** (n=406) disagree
- **25%** (n=358) agree that, overall, organisations within the sector collaborate effectively; **36%** (n=525) disagree

The outlier was the statement “There is good collaboration between the Aotearoa New Zealand RSI sector and international organisations”, with **37%** (n=534) in agreement; **18%** disagree (n=254).



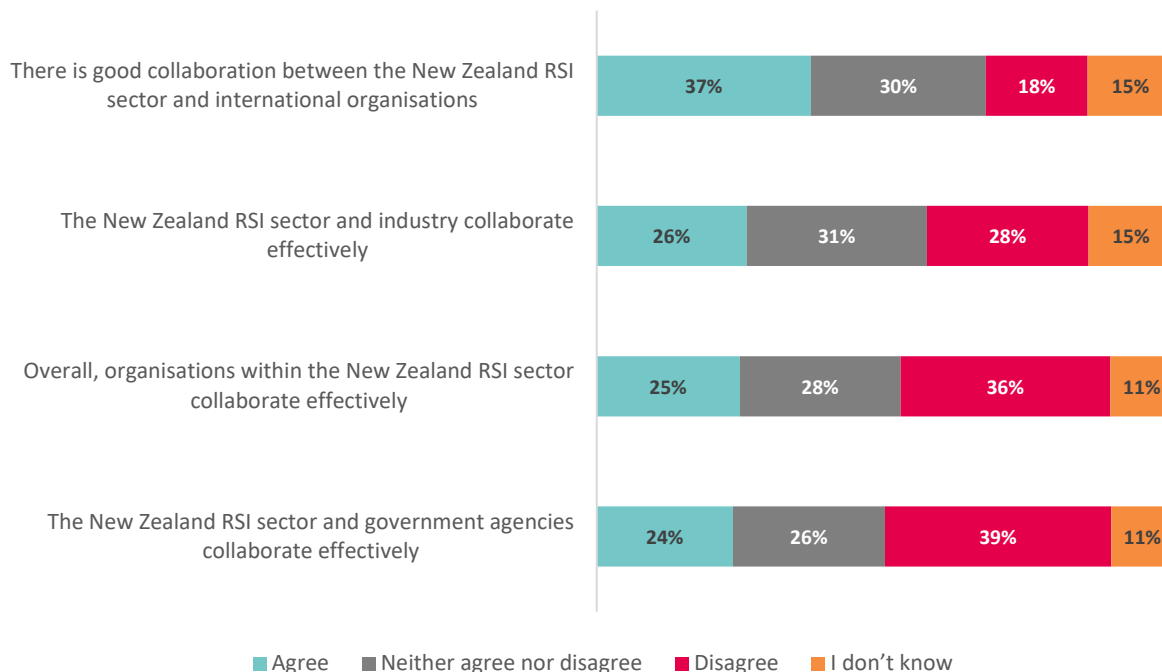


Figure 10: How strongly do you agree or disagree with the following statements about collaboration in the RSI sector?

Respondents were asked to give qualitative feedback on ways in which collaboration could be better supported in the RSI sector.

There was a strong view from respondents that collaboration needs to be better incentivised through reduced competition for funding (n=150). The RSI funding model is seen as being overly competitive, with too many research organisations competing for limited funds. The current model is also seen to disadvantage smaller organisations that don't have the resources to compete for funding. Respondents would like to see a reduction in competitive grants and an overall increase in base funding. There were also comments on the need to provide funding that is specifically targeted at collaborative research projects.

"Funding is far too scarce and competitive, it disincentivises collaboration."

– Male / Tāne, 25-34 years, University, New Zealand European

Respondents felt that there is a need for an overall reduction in competition across the RSI sector in Aotearoa New Zealand (n=96). There is a general view that the sector is too small for so much competition, which has an impact on the outcomes the sector can deliver due to limited resources. Respondents would like to see greater sharing of resources and equipment between organisations and an increase in open data sharing to support research. Respondents also saw benefit in developing a national database of researchers, and of research being undertaken, to highlight opportunities to collaborate.

"It can be very difficult to develop collaborations in a highly competitive system. (The system is competitive, but with an unrealistic expectation around collaboration). Dismantle the competitive system to a large degree."



– Female / Wāhine, 25-34 years, independent research organisation, New Zealand European

An increased focus on international collaboration was emphasised as key to supporting collaboration in the RSI sector (n=42). Respondents would like to see more formal international collaboration arrangements on shared research projects, enabling the sharing of knowledge and resources from international experts and institutions. This would enable Aotearoa New Zealand to access a larger pool of funding and equipment than is available domestically. Respondents highlighted increased funding for travel to international conferences, and funding to support overseas laboratory placements, as two key ways of improving collaboration in the sector. There were also calls for Aotearoa New Zealand to host international science conferences, to attract researchers to Aotearoa New Zealand and showcase the research being undertaken.

“There should be more international collaboration with high-ranked universities and research institutions in Europe, Asia, and America. Currently, many New Zealand scientific projects are rather local. We don't need advertisement but real international research collaboration, when colleagues from overseas may come to New Zealand for training and vice versa.” –

Male / Tāne, 45-54 years, Crown Research Institute, Other European ethnicity

To promote and support collaboration, respondents felt there needs to be an overall culture change within the sector (n=38). Respondents do not feel that the RSI system appreciates or values collaboration, and that organisations focus on their own individual outcomes rather than what is best for Aotearoa New Zealand as a whole. A change in attitudes towards valuing collaboration and collegiality, and working together to improve research output and deliverables, would strengthen the overall RSI system.

“A fundamental shift in culture is needed to make the current approach we have to RSI more collaborative.”

– Male / Tāne, 35-44 years, Crown Research Institute, Other European ethnicity

Types of organisations collaborated with across the sector

Respondents were asked to identify the types of organisations they collaborate with in the course of their work.

The highest proportion of respondents stated that they collaborate with New Zealand universities (**73%**, n=1,065). Te Pūkenga was ranked the lowest, with **4%** (n=59) of respondents stating that they collaborated with these organisations:

- Universities in New Zealand (**73%**, n=1,065)
- Crown Research Institutes (**54%**, n=789)
- Overseas organisations (**54%**, n=780)
- Government agencies (**47%**, n=683)
- Private sector (**43%**, n=630)
- Independent research organisations (**33%**, n=485)
- Wānanga (**5%**, n=71)
- Te Pūkenga (**4%**, n=59)



BALANCE AND JOB SATISFACTION

Levels of job satisfaction and work-life balance

Respondents were asked a series of questions regarding their levels of work-life balance and satisfaction with their jobs.

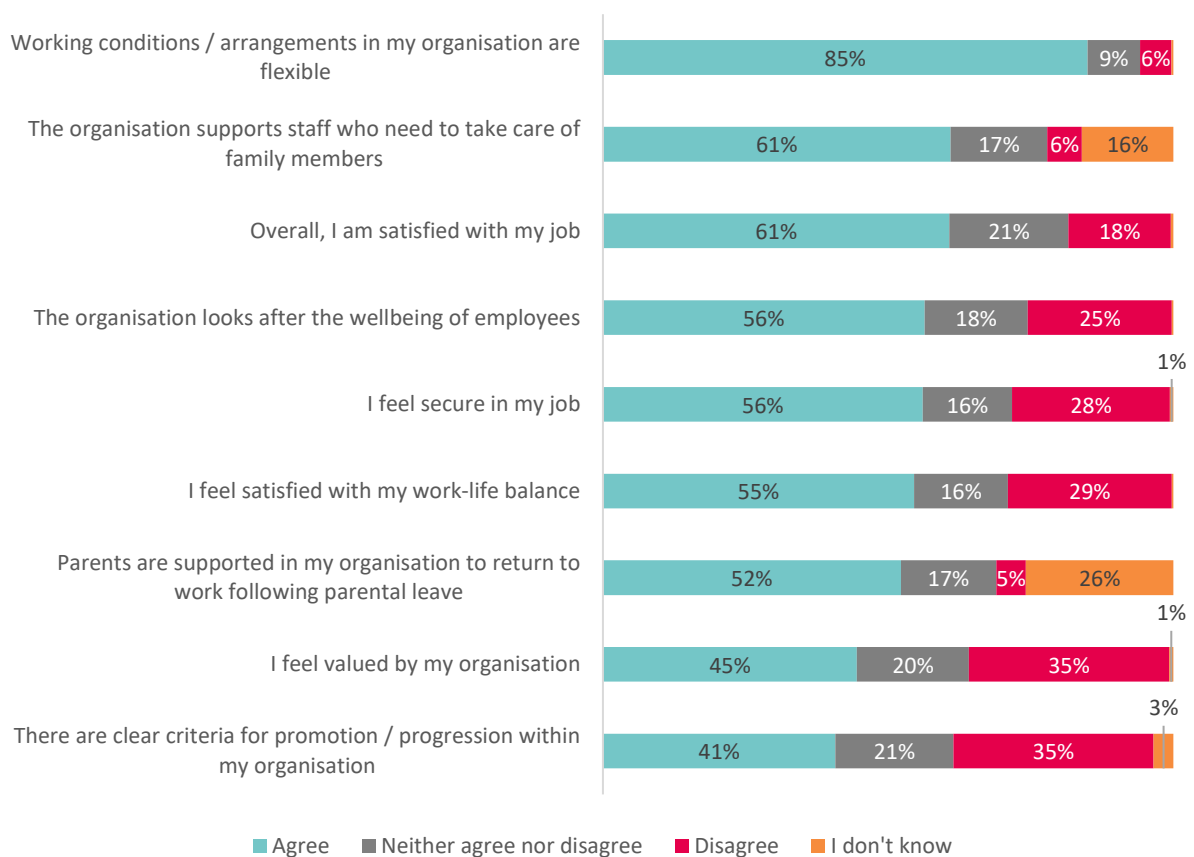


Figure 11: How strongly do you agree or disagree with the following statements about balance, wellbeing and satisfaction?

Overall, respondents had varying views of their work-life balance and job satisfaction. **85%** (n=1,230) agree that their working conditions are flexible. **61%** (n=876) agree that their organisation supports staff who need to take time to care for family members.

There were four main areas in which respondents disagree with the statements:



- **35%** (n=506) do not feel valued by their organisation
- **35%** (n=506) do not believe there are clear criteria for progression within their organisation
- **29%** (n=416) are dissatisfied with their work-life balance
- **28%** (n=399) do not feel secure in their job

In terms of balance and job satisfaction, there were a small number of differences across types of organisations. There were no notable differences in responses between genders or role types.

85% (n=89) of **independent research organisation** respondents feel that their organisations look after the wellbeing of employees, compared with **56%** of total respondents. **67%** (n=397) of **Crown Research Institute** respondents agree with this statement.

71% (n=44) of **private sector** respondents feel valued by their organisation. Only **34%** (n=213) of **university** respondents feel valued.

Only **27%** (n=20) of **government agency** respondents agree that there are clear criteria for promotion within their organisation, compared with **41%** of total respondents.

Support offered to the workforce during COVID-19

Respondents were asked to provide qualitative feedback on the support that they received from their organisations during the COVID-19 pandemic. This feedback covered the support received during the period from the first lockdown in April 2020 to February 2022.

Respondents gave a wide range of different supports that were made available to them, and also described negative impacts of the pandemic on their work and the support they would like to have received. This section sets out the main responses given by survey respondents.

Support provided to staff

The most common support offered to respondents was the ability to work remotely. Staff were encouraged to work from home and supported by their organisations to do so (n=246). Financial support was also offered to staff, including contributions towards home office equipment.

"We are 'remote-first' and were asked to stop coming into the office before the first lockdown - since then we have had full flexibility to work from home as we prefer. The organisation works very hard to engage/provide socialisation opportunities for our people."

– Male / Tāne, 55-64 years, University, ethnicity not specified

Respondents were given increased general flexibility in their working arrangements (n=208). This included flexibility to care for their children, reduced hours of work, flexible project deadlines, and a general understanding and appreciation for people's different circumstances. Some respondents noted that this increased flexibility has continued upon returning to the office to work.

"The organisation supported (and still supports) very flexible work-from-home arrangements; staff are able to take time off work during lockdowns to look after dependants without much bureaucracy, with no pressure to maintain productivity."



– Male / Tāne, 35-44 years, Crown Research Institute, other European

Increased leave and time off were another key way in which organisations supported their staff. Respondents reported increased flexibility to take leave for a range of different reasons including medical needs, childcare, and mental health (n=134).

“Support to take any paid leave required. Additional days of leave to acknowledge the stress of the pandemic.”

– Female / Wāhine, 25-34 years, Crown Research Institute, New Zealand European

A major way in which staff were supported during COVID-19 was an increased organisational focus on health and wellbeing (n=114). Respondents reported that their organisations took a range of steps to help support the workforce through COVID-19, including providing access to health and wellbeing resources, emphasising wellbeing ahead of work responsibilities, and providing regular check-ins, wellbeing-specific team communications, and encouragement to focus more time on family needs.

“Fantastic support. Senior leaders in my organisation sent clear messaging that wellbeing should come first. My organisation instituted flexible working arrangements, has tried to support staff (particularly those in Auckland) and encouraged staff to revisit deliverables and prioritise their wellbeing rather than work overtime to manage work and family/care responsibilities since the pandemic.”

– Male / Tāne, 35-44 years, Crown Research Institute, New Zealand European

Respondents were appreciative of the level of communication they have received from their organisations related to COVID-19 (n=74). Respondents reported receiving clear and concise communication and guidelines regarding COVID-19, increased information sharing across the organisation, and information regarding access to laboratories and technical equipment.

“Continuous communication, providing up to date information as it came to hand. Opportunities to hear direct from leaders in the organisation on a regular basis via Zoom meetings.”

– Female / Wāhine, 45-54 years, University, New Zealand European & Māori

Less-frequent responses included access to protective equipment, clear health and safety guidelines, salaries and job security being maintained, and general support and empathy being shown to staff.

Negative impacts of the pandemic on the workforce

Respondents also gave feedback on the lack of support received from their organisations, and the negative impacts they experienced as a result of COVID-19. There were fewer negative responses given than positive.

The most common statement was that, overall, there was no support offered by their organisations in response to COVID-19 (n=68).

“Almost no support, there seems to be an expectation that we are able to self-identify what is needed and arrange it ourselves.”

– Male / Tāne, 55-64 years, University, New Zealand European

Increased work commitments and time pressures have been a challenge for respondents during the pandemic (n=58). Respondents cited increased pressure to deliver work, increased commitments and number of deliverables, and a general increase in workload as key concerns.

“Very little support – in fact my workload has significantly increased, and we are receiving less support.”

– Female / Wāhine, 45-54 years, University, New Zealand European



Another key area of concern was a decrease in job security (n=22). The uncertainty caused by the pandemic made these respondents feel that their jobs may have been at risk, due to the need to reduce costs and the prevalence of fixed and short-term contracts in the sector. In line with job insecurity was a feeling of financial insecurity, at the prospect of losing their jobs.

"I initially lost thousands in precarious research contracts, then provided piecemeal amounts of bonus hours for working through the pandemic while full-time staff got bonuses."

– Male / Tāne, 35-44 years, University, New Zealand European

Less-frequent responses included excessive communication from employers, difficulties in balancing work and home life, burnout, and a lack of access to laboratories and equipment.



DIVERSITY AND INCLUSION WITHIN THE SECTOR

Levels of inclusion and diversity in the RSI sector

Respondents were asked for their views on the diversity and inclusion practices in the RSI sector. This included whether their organisation has a formal diversity and inclusion policy, their organisation's inclusivity in terms of ethnic and gender diversity, and the inclusion of te ao Māori in a work context.

51% (n=716) of respondents said their organisation has a formal diversity and inclusion policy. **42%** (n=599) were unsure.

While overall more than half of respondents stated that their organisation had a formal diversity and inclusion policy, this varied across different organisation types. **62%** (n=388) of university respondents said their organisation had a diversity and inclusion policy, compared with only **29%** (n=29) of independent research organisation respondents. There was a high level of uncertainty across the sector, with between **30%** and **53%** of respondents not knowing if their organisation had such a policy.

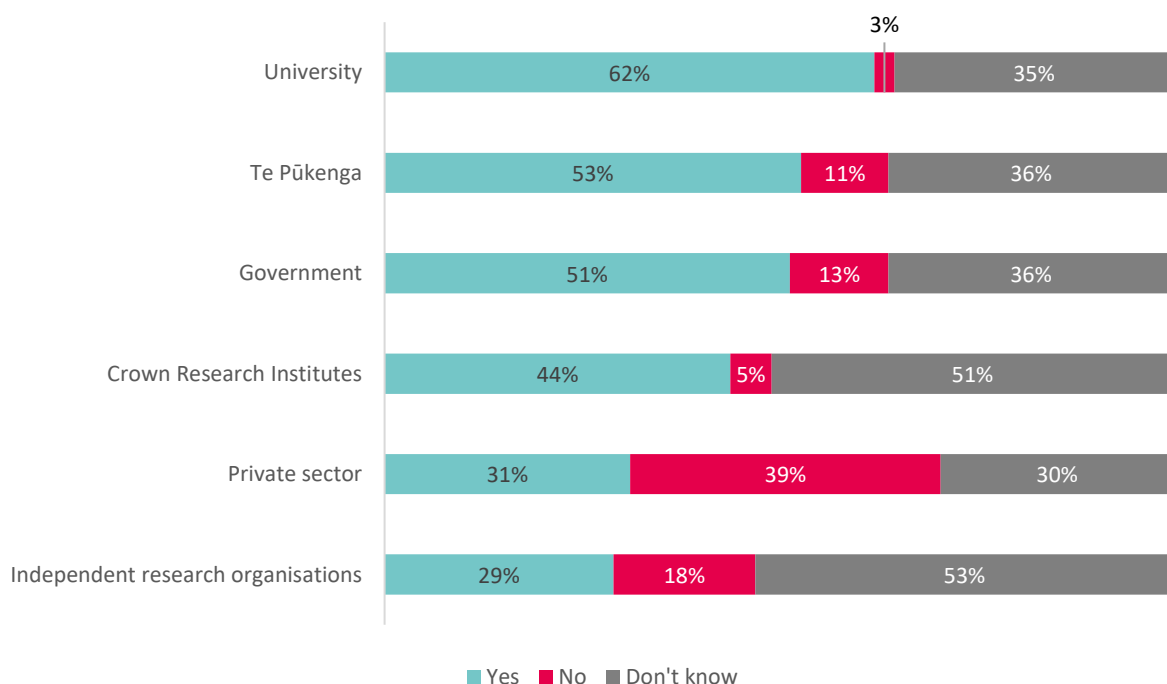


Figure 12: Does your organisation have a formal diversity and inclusion policy?

Respondents were asked a series of statements regarding diversity and inclusion practices in their organisation related to gender diversity, ethnic diversity, and disability.



The key area for improvement is in leadership and management, which **46%** (n=659) of respondents do not feel reflects the diversity of staff within their organisation.

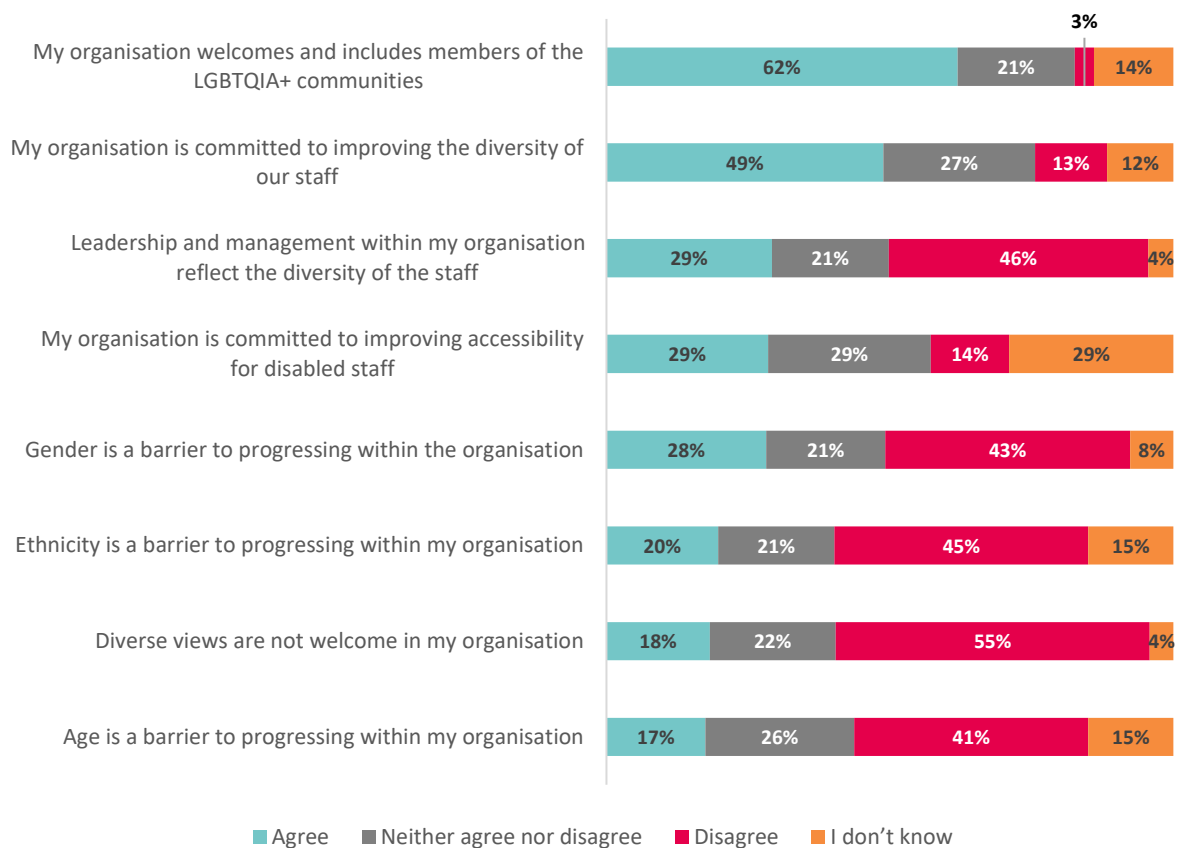


Figure 13: How strongly do you agree or disagree with the following statements on diversity and inclusion?

In terms of the diversity and inclusion statements above, there were clear differences in views across different respondent demographics.

- **17%** (n=22) of LGBTQIA+ respondents disagree that their organisation is welcoming and inclusive of their communities, compared with **3%** (n=49) of total respondents.
- **57%** (n=39) of Māori respondents agree that their organisation is committed to improving staff diversity, compared to **49%** (n=702) of total respondents.
- **37%** (n=265) of female respondents agree that gender is a barrier to progression, compared to **19%** (n=127) of male respondents.
- **20%** (n=282) of total respondents agree that ethnicity is a barrier to progression



- **39%** (n=7) of Pacific respondents agree ethnicity is a barrier to progression
- **37%** (n=41) of Asian respondents agree
- **25%** (n=17) of Māori respondents agree
- **21%** (n=29) of 'other' ethnicities agree

Supporting and promoting specific groups in the sector

Respondents were asked to give advice on how the sector could better support and promote diversity and inclusion for three specific groups in the workforce: Māori, Pacific Peoples, and women. There were a number of common themes across each group. These questions were asked of all respondents, not only the specific groups of interest.

Support for Māori in the RSI sector

The main way in which respondents thought diversity and inclusion could be improved for Māori was to increase the effort in the sector to recruit Māori researchers (n=31). This included targeted recruitment strategies for Māori researchers, promoting RSI as a career path for Māori learners in schools, and scholarships for Māori learners to study RSI subjects at university.

“Employing more staff identifying as Māori and employing them in leadership roles. Outreach programmes with Wānanga and universities in order to attract more Māori candidates and ensure they are given leadership opportunities.”

– Male / Tāne, 35-44 years, Crown Research Institute, New Zealand European

Respondents would like to see the sector doing more to support and encourage Māori into leadership roles (n=19). Respondents are eager to see organisations encourage potential Māori leaders to develop, and to apply for positions they may not otherwise think to apply for. There was also the view shared that Māori need to be in a range of leadership roles and not only those best suited to Māori (for example, Head of Māori Studies).

“More Māori employed at a higher level within the organisation. Māori with a range of backgrounds hired both in expertise and whakapapa.”

– Female / Wāhine, under 25 years, Crown Research Institute, New Zealand European & Māori

The need to do more to engage with iwi and Māori communities was seen as vital by a number of respondents (n=18). This included more formal outreach and relationships with iwi, engaging with Māori learners who may be interested in a career in science, and doing more to bring mātauranga Māori into the sector.

“We need closer engagement with local iwi and greater use of te reo Māori in the sector.”

– Male / Tāne, 55-64 years, Government agency, New Zealand European

Respondents would like to see increased cultural training for non-Māori members of the RSI workforce. Additional training and general awareness and appreciation for te ao Māori, including tikanga, mātauranga Māori, and correct pronunciation of te reo, were seen as important.

“Hiring Māori researchers and then supporting them with research money/time to establish their careers. Providing specific resources to upskill other non-Māori staff so they don't look to Māori researchers to be their cultural educators. Have an expectation on non-Māori staff to educate and upskill themselves for cultural competency.”



– Female / Wāhine, 35-44 years, Crown Research Institute, New Zealand European & Māori

Less-frequent responses for supporting and promoting Māori diversity and inclusion included targeting funding to Māori researchers, cultural inclusion policies (including anti-racism policies), and more mentoring support for Māori researchers.

Support for Pacific Peoples in the RSI sector

As with Māori in the RSI workforce, the key area identified for supporting Pacific Peoples in the sector was to have an increased focus on recruiting Pacific Peoples into the sector (n=29).

“We need more Pacific Peoples employed, especially within Pacific-based projects. Internship for Pacific Peoples within teams working on Pacific projects.”

– Female / Wāhine, under 25 years, Crown Research Institute, New Zealand European & Māori

The need to support and encourage Pacific Peoples into leadership roles was a key way in which respondents felt this group could be better supported (n=18).

“If you look at the stats of all major universities in Aotearoa, the number of PhDs issued compared to promotions to senior levels (i.e. Professor) are lowest for Pacific and Māori, particularly Māori and Pacific women compared to all other groups.”

– Female / Wāhine, 35-44 years, Crown Research Institute, New Zealand European, Māori & Samoan

Respondents felt there was a need to do more to promote RSI as a career to Pacific learners (n=15). Respondents did not believe there was enough encouragement for, or access to, science and technology-related subjects in lower-decile schools, which are attended by many Pacific learners.

“Outreach into schools, particularly primary schools, to encourage people into the science track & STEM careers – by high school, most people are set on a particular track and by university that track is usually cemented in.”

– Non-binary, 45-54 years, Crown Research Institute, New Zealand European

Similarly to Māori in the workforce, respondents felt there was a need to increase engagement with Pacific communities in Aotearoa New Zealand, as well as across the Pacific region. This was both to attract new researchers to the sector, and to share cultural research knowledge (n=13).

“The research sector currently doesn't support the aspirations that Pasifika researchers have and they are disadvantaged by the types of research that they are passionate about.”

– Female / Wāhine, 25-34 years, Crown Research Institute, New Zealand European & Tongan

Less-frequent responses for supporting and promoting diversity and inclusion for Pacific Peoples included cultural inclusion policies (including anti-racism policies), targeted funding for Pacific researchers, and better career development support for Pacific Peoples in RSI.

Support for women in the RSI sector

The main way in which respondents thought the sector could help women in the workforce is to support women to progress into senior roles (n=57). There was a strong feeling from respondents about the need for organisations to provide leadership and development training, increased mentoring for potential female



leaders, and undertake deliberate promotions of women to senior roles, to increase gender equity in leadership positions across the sector.

“Having more women in leadership positions within the organisation would improve the perception that women are welcome and can advance their career in the organisation. More needs to be done to recognise and value the types of contributions women are more likely to make.”

– Female / Wāhine, 35-44 years, Crown Research Institute, other European ethnicity

Respondents would like to see organisations in the RSI sector provide better support for parents, and in particular primary caregivers (n=53). In addition to more support in general, respondents would like to see increased parental leave and greater flexibility for parents to take time off to support their children. More flexible working arrangements, including remote working from home and working after standard business hours, were highlighted as key ways of supporting parents, and in particular, women. Respondents also want to see increased support and guidance for parents returning to work after extended parental leave.

“Greater retention of women during early career and when having children. Then opportunities to re-join the workforce. Science is a treadmill and once you get off it is hard to get back on. This is not gender specific, but historically women tended to take more time out.”

– Female / Wāhine, 35-44 years, University, New Zealand European

Respondents emphasised a need for gender equity and inclusion policies within organisations (n=41). Respondents would like to see increased activities to promote gender equity, raise awareness of gender disparities across organisations through gender audits, and policies to address sexism. Respondents would also like to see more unconscious bias training in the sector.

“Gender and diversity policy is needed that is promoted across the organisation and training provided for management.”

– Male / Tāne, 45-54 years, Crown Research Institute, other European ethnicity

Pay equity was identified as a means of promoting and supporting women in the RSI sector (n=34). Respondents would like to see organisations within the sector undertake regular pay gap analysis and formally commit to equal pay for both men and women. Respondents would also like to see organisations be more transparent in their remuneration and salary bands, to help improve pay equity.

“Take away the pay gap. Audit pay so people can start being paid fairly. Secrecy of salaries allows inequity to happen.”

– Female / Wāhine, 25-34 years, University, New Zealand European

Less-frequent responses for supporting and promoting diversity and inclusion for women include hiring more women and promotion of RSI as a career in school, specifically for girls.

Additional support needs in the workforce

Respondents were asked to indicate whether they had trouble in undertaking certain standard daily tasks¹⁹:

¹⁹ These questions were taken from the Washington Group on Disability Statistics survey: https://www.washingtongroup-disability.com/fileadmin/uploads/wg/Documents/Questions/Washington_Group_Questionnaire_1_-_WG_Short_Set_on_Functioning.pdf



- Seeing
- Hearing
- Walking
- Remembering / concentrating
- Washing / dressing
- Communicating

The majority of respondents (**82% to 99%**) do not experience difficulty in performing any of these tasks. The largest proportion having trouble are those who have trouble with their vision (**18%**, n=252), followed by those who have difficulty hearing (**10%**, n=134)

Table 6: Difficulties experienced by respondents

Difficulty experienced	No difficulty		Some difficulty		A lot of difficulty		I cannot do at all	
	n	%	n	%	n	%	n	%
Seeing, even if wearing glasses?	1,170	82%	236	17%	16	1%	0	0%
Hearing, even if using hearing aids?	1,301	91%	124	9%	10	1%	0	0%
Walking, or climbing steps?	1,356	95%	70	5%	5	0%	1	0%
Remembering or concentrating?	1,195	84%	202	14%	26	2%	1	0%
Washing all over or dressing?	1,416	99%	12	1%	2	0%	0	0%
Communicating (understanding or being understood) using your usual language?	1,355	95%	71	5%	4	0%	0	0%

Those respondents who experience a degree of difficulty performing these tasks were asked what support they receive from their organisation to assist them, and what support the organisation could offer to assist.

The following section sets out the suggestions from members of the workforce who responded to the question.

Respondents who experience a degree of difficulty seeing

What the organisation **does** to provide support:

- Provide access and funding for supportive aids (including financial contributions towards glasses) (n=28)
- Employer contributes to relevant healthcare costs and support services (n=11)
- Colleagues are supportive and understanding of diverse needs (including producing material in larger fonts) (n=7)



11 respondents stated that their employer currently offers no support.

What the organisation **could do** to provide support:

- Employer should contribute to costs for glasses (n=43)
- Employer should contribute to relevant healthcare costs and support services (n=14)
- Employer should consider office design and layout (such as lighting) (n=9)
- Greater employee training and awareness of neurodiversity (n=5)

Respondents who experience a degree of difficulty hearing

What the organisation **does** to provide support:

- Provide access and funding for supportive aids (including financial contributions towards hearing aids) (n=5)
- Employer contributes to relevant healthcare costs and support services (n=5)
- Colleagues are supportive and understanding of diverse needs (n=3)

What the organisation **could do** to provide support:

- Employer should contribute to costs for hearing aids (n=6)
- Greater employee training and awareness of neurodiversity (n=6)
- Employer should contribute to relevant healthcare costs and support services (n=5)

Respondents who experience a degree of difficulty walking

What the organisation **does** to provide support:

- Employer considers office design and layout to support accessibility (n=6)

What the organisation **could do** to provide support:

- Employer should do more to consider office accessibility (n=4)
- Employer should provide access and funding for supportive aids (n=5)
- Better support for remote working (n=3)

Respondents who experience a degree of difficulty remembering

What the organisation **does** to provide support:

- Colleagues are supportive and understanding of diverse needs (n=5)
- Provide access and funding for supportive aids (n=3)
- Employer contributes to relevant healthcare costs (n=3)

10 respondents stated that their employer currently offers no support.

What the organisation **could do** to provide support:

- Employer should consider office design and layout (including less open plan office space) (n=15)
- More should be done to manage employee workload (n=13)
- Better support for remote working (n=7)



- Greater employee training and awareness of neurodiversity (n=6)

Respondents who experience a degree of difficulty dressing

What the organisation **does** to provide support:

- No responses received

What the organisation **could do** to provide support:

- More accessible bathrooms at the office (n=1)

Respondents who experience a degree of difficulty communicating

What the organisation **does** to provide support:

- Colleagues are supportive and understanding of diverse needs (n=1)

What the organisation **could do** to provide support:

- Employer should contribute to relevant healthcare costs and support services (n=15)

Mātauranga Māori, tikanga, and te reo Māori

Respondents were asked to give their views on a range of statements related to te ao Māori in the context of the RSI sector, including mātauranga Māori, tikanga, and whether organisations seek to work in partnership with Māori organisations and communities.

An analysis of the level of agreement, separated by Māori and non-Māori respondents, shows varying levels of agreement.

On 7 of the 8 statement areas, Māori had notably lower levels of agreement than non-Māori:

- Only **38%** (n=26) of Māori respondents agree that staff in their workplace understand and use tikanga Māori, compared to **50%** (n=676) of non-Māori
- **26%** (n=18) of Māori respondents disagree that their workplace gives effect to Te Tiriti o Waitangi, compared to **8%** (n=111) of non-Māori
- **54%** (n=37) of Māori agree that mātauranga Māori is valued and incorporated in the workplace, compared to **62%** (n=834) of non-Māori

The only dimension in which Māori respondents had a higher level of agreement was regarding working in partnership with Māori organisations and communities, which **77%** (n=53) of Māori respondents agree is promoted by their workplace (compared to **75%** (n=1,028) of non-Māori).

Table 7: Views on te ao Māori (by Māori and non-Māori respondents)

	Agree		Disagree	
	Māori	Non-Māori	Māori	Non-Māori
Working in partnership with Māori organisations / communities is promoted in my workplace	77% (n=53)	75% (n=1,028)	13% (n=9)	6% (n=88)



	Agree		Disagree	
The organisation encourages the use of te reo Māori by staff and in the workplace (e.g. there are signs in both te reo Māori and English)	62% (n=43)	73% (n=993)	16% (n=11)	9% (n=119)
Mātauranga Māori is valued and incorporated in my workplace	54% (n=37)	62% (n=834)	28% (n=19)	12% (n=157)
Mātauranga projects from my organisation receive good support (e.g. funding, respect) in line with other research projects	49% (n=34)	51% (n=691)	20% (n=14)	8% (n=113)
My workplace gives effect to Te Tiriti o Waitangi (Treaty of Waitangi)	45% (n=31)	50% (n=684)	26% (n=18)	8% (n=111)
Our organisation takes steps to ensure that Māori interests are appropriately considered and included in decision-making	45% (n=31)	58% (n=794)	29% (n=20)	11% (n=145)
The staff in our workplace understand and use tikanga Māori, such as karakia before shared meals, pōwhiri to welcome new people	38% (n=26)	50% (n=676)	30% (n=21)	23% (n=314)
There is sufficient support available for staff who want to build their Māori cultural competency	35% (n=24)	56% (n=758)	41% (n=28)	21% (n=280)



CHALLENGES FACING THE RSI SECTOR

Key challenges

Respondents were asked to give their views on the key challenges facing the Aotearoa New Zealand RSI sector, and the RSI workforce in particular²⁰.

The top five challenges facing the sector are:

1. A lack of government support for research, science, and innovation, with **82%** (n=1,177) of respondents agreeing.
2. Underrepresentation of Māori and Pacific researchers in the sector (**74%**, n=1,063)
3. Lack of private sector investment (**69%**, n=984)
4. A lack of ethnic diversity in senior positions (**66%**, n=946)
5. Underrepresentation of women in senior positions (**56%**, n=811)

²⁰ Respondents could select up to three options



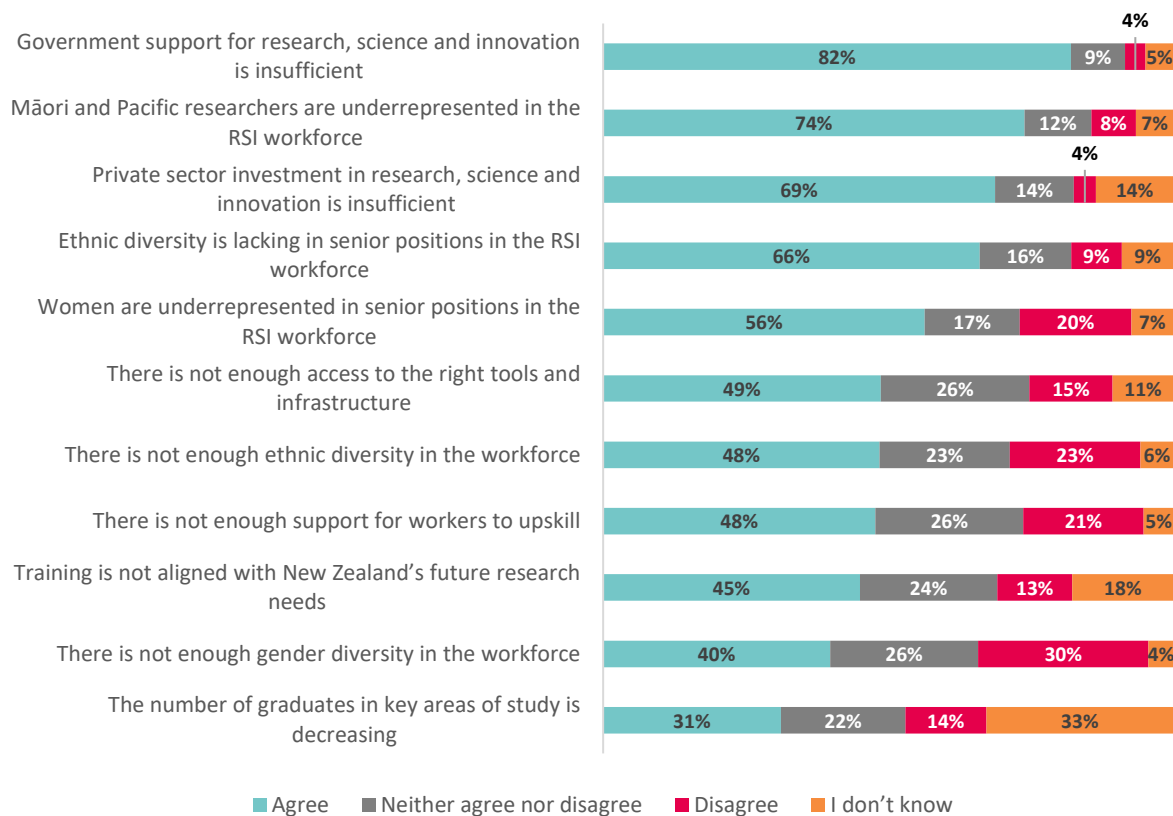


Figure 14: To what extent do you agree or disagree that the following areas are challenges facing the RSI sector?

There were varying levels of agreement with these challenges across ethnicities and genders.

- Māori and Pacific respondents agree more strongly that they are underrepresented in the RSI workforce. **84%** (n=58) of Māori and **94%** (n=17) of Pacific respondents agree that they were underrepresented.
- **68%** (n=496) of female respondents agree that women are underrepresented in senior positions. **44%** (n=296) of males agree that female representation is lacking.
- **74%** (n=51) of Māori respondents, **88%** (n=15) of Pacific respondents, and **76%** (n=551) of women agree that ethnic diversity is lacking in senior positions. This compares with **56%** (n=373) of males who feel ethnic diversity at senior levels is lacking. **63%** (n=174) of non-European respondents agree with this statement, compared with **66%** (n=946) of total respondents.
- **48%** (n=350) of female respondents agree there is a lack of gender diversity in the workforce, compared to **31%** (n=206) of males. **63%** (n=10) of respondents who identified as another gender agree there is a lack of gender diversity.



How could the RSI workforce be strengthened?

Respondents were asked for their ideas on the best ways to strengthen the RSI sector, specifically the workforce. Responses gave a diverse range of ideas for strengthening the RSI workforce in Aotearoa New Zealand. These suggestions are broadly captured under the following headings:

1. Funding (n=263)
2. Career development (n=162)
3. Diversity and Inclusion (n=162)
4. RSI sector (n=100)
5. RSI education (n=90)
6. Salaries (n=81)
7. Training and professional development (n=87)
8. Pastoral care and support (n=74)

Funding for the RSI sector

The main way in which respondents felt the RSI workforce could be strengthened was through increased funding. Increased funding in general was the main feedback; however, further funding-related feedback included:

- Longer-term research funding
- Less competition for funding
- Wider distribution of funding (to more projects and organisations)
- Increased funding for early career researchers

“It is very simple. We need more funding. As a sector we were already struggling - current changes to funding priorities have resulted in drastic under-funding of biomedical research.”

– Female / Wāhine, 35-44 years, University, New Zealand European

“Increase the number and value of research grants available. Strong proposals and capable researchers are being lost, as they are unable to attract competitive funding, and leave research for more stable career options.”

– Male / Tāne, 25-34 years, University, New Zealand European

Career development

Improved career development was indicated a key way to strengthen the RSI workforce. The main suggestion was to improve job security in the sector by offering longer-term or permanent contracts, and fewer short-term or fixed-term contracts. Additional feedback related to career development included:

- Clearer pathways for career progression
- More diverse career pathways (greater awareness in the workforce about the range of potential job opportunities and areas of research)
- More research opportunities for early career researchers
- Create more positions for post-doctoral researchers



“Provide balanced career development opportunities from education through to an actual career e.g. don't train 50 PhDs for 3 lecturing and 3 CRI scientist jobs.”

– Male / Tāne, 55-64 years, Private sector, other European ethnicity

“Provide clear opportunities and consistency in career development.”

– Male / Tāne, 55-64 years, Crown Research Institute, New Zealand European

Diversity and Inclusion

Respondents would like to see an increased focus on diversity and inclusion across the RSI sector. The need for an overall increase in diversity was the main feedback received; however, specific areas of focus were:

- The need to increase the ethnic diversity of the workforce
- The need to increase gender diversity in the sector
- Increase gender diversity at senior and leadership levels
- Organisations to provide diversity and inclusion training and policies

“Strengthen inclusivity, not just as discrete equity groups but considering the combined impact of being part of multiple equity groups, e.g. Māori women, disabled members of the LGBTQIA+ community etc. This can be done by not just ticking a box on applications for different equity groups but actually providing a platform for people to share their experiences and belonging to multiple marginalised communities.”

– Gender diverse, 25-34 years, University, New Zealand European

“Gender diversity isn't a single angle of representation. Disabled women, Māori women, migrant women, trans women, and people who have multiple marginalised experiences all are underrepresented in this work force.”

– Agender, 35-44 years, University, other European ethnicity

The sector

Respondents gave a range of feedback relating to the RSI sector in general. The main feedback was the need to increase collaboration between organisations working in RSI. Additional feedback included:

- Reducing bureaucracy and administration requirements to allow researchers to focus on research
- Increased succession planning (for when long-serving staff leave)
- Better communication across the sector
- Increased collaboration with international organisations
- The need to establish a common vision for the RSI sector

“Build engagement between RSI workforce and education to better demonstrate and inform future career choices.”

– Male / Tāne, 55-64 years, Crown Research Institute, New Zealand European & Māori

“Value [the workforce], invest in [the workforce], listen to [the workforce].”

– Female / Wāhine, 35-44 years, Government organisation, other European ethnicity



RSI education

The need to improve Aotearoa New Zealand's RSI education was highlighted by respondents. Key to this is the need to increase the focus on RSI-related subjects in schools, to train more students for careers in the sector. Additional feedback related to RSI education included:

- The need to target training and education on key skill gaps
- More funding for schools to teach RSI-related subjects
- Educate and train more Māori researchers
- Educate and train more Pacific researchers
- Identify clearer pathways from school to careers within the RSI sector

"Support STEM as well as arts and humanities. So many projects have excellent technical, science and research skills, but lack the proper humanities or arts training to communicate the outcomes."

– Male / Tāne, 45-54 years, Crown Research Institute, New Zealand European

"Start early - teach more RSI themes and skills right from year 1 in schools. Expose kids to the trains of scientific thought and process as much as possible. Learning agility and critical thinking are the most important skills for the RSI workforce to have."

– Female / Wāhine, 25-34 years, Crown Research Institute, New Zealand European

Salaries

Increased salaries were identified as a main way to strengthen the RSI workforce. Respondents linked increased salaries with retaining critical skills and staff within the Aotearoa New Zealand RSI sector. Additional feedback related to salaries included:

- Increase funding for, or give salaries to, PhD students working in the sector
- Remuneration to be performance-based
- Make salaries internationally competitive

"Increase salaries to be more competitive in international market and make it a more desirable career."

– Female / Wāhine, 35-44 years, Crown Research Institute, New Zealand European

"Better salaries, to recruit the best and keep the best researchers in NZ."

– Male / Tāne, 55-64 years, University, New Zealand European

Training and professional development

The need for increased training and professional development opportunities were emphasised by respondents. There were suggestions for the need to increase training and development in general; however, specific areas of focus included:

- Training in Te Tiriti, tikanga and mātauranga Māori
- Increased funding and support for secondments and sabbaticals



- Leadership and management training for researchers

“We need formal career training / mentoring available for early career researchers.”

– Female / Wāhine, 65-74 years, University, New Zealand European & Chinese

“Learning on the job, like the old National Certificate in Science would allow many current staff to be able to prove their skill set and abilities at set levels, allowing for more transparency in peoples actual abilities within the science sector. You need a basic knowledge of science (BSc) but not a Master’s to become a researcher.”

– Female / Wāhine, 35-44 years, Crown Research Institute, New Zealand European

Pastoral care and support

Respondents would like to see increased focus and provision of pastoral care and support for the workforce. Specifically this was focused on:

- More development and career support for PhDs and early career researchers
- Increased mentoring within the sector
- More support for flexible and remote working
- More support for parents, including leave
- Increased support for Māori researchers

“Fund and support early career researchers to have more career stability. Fund and support gender and ethnic diversity. Fund and support longer term infrastructure projects both in terms of actual infrastructure and staffing.”

– Female / Wāhine, 25-34 years, Crown Research Institute, New Zealand European

“Education, investment and support for ongoing development and mentoring.”

– Male / Tāne, 45-54 years, Independent research organisation, New Zealand European



APPENDIX 1: RSI SURVEY QUESTIONS

Section 1: Mōu | About you

1. How old are you?

- ☐ Under 25 years
- ☐ 25 to 34 years
- ☐ 35 to 44 years
- ☐ 45 to 54 years
- ☐ 55 to 64 years
- ☐ 65 to 74 years
- ☐ 75 years or over
- ☐ Prefer not to answer

2. What is your gender(s)?

- ☐ Male / Tāne
- ☐ Female / Wahine
- ☐ Another gender (please specify):
- ☐ Prefer not to answer

3. Which ethnic group(s) do you belong to?

- ☐ New Zealand European
- ☐ Other European
- ☐ Māori
- ☐ Samoan
- ☐ Cook Islands Māori
- ☐ Tongan
- ☐ Niuean
- ☐ Tokelauan
- ☐ Fijian
- ☐ Other Pacific Peoples
- ☐ Southeast Asian



- ☐ Chinese
- ☐ Indian
- ☐ Other Asian
- ☐ Middle Eastern
- ☐ Latin American
- ☐ African
- ☐ Other ethnicity, please specify:
- ☐ Don't know
- ☐ Prefer not to answer

4. Are you descended from a Māori ancestor or ancestors (that is, did you have a Māori birth parent, grandparent or great-grandparent, etc)?

- ☐ Yes
- ☐ No
- ☐ I don't know
- ☐ Prefer not to answer

5. Do you know the name(s) of your iwi (tribe or tribes)?

- ☐ Yes
- ☐ No

6. Please give the name(s) and region(s) of your iwi (tribe or tribe

Iwi:

Region:

Iwi:

Region:

Iwi:

Region:

Iwi:

Region:

Iwi:

Region:



7. Do you identify as a member of the LGBTQIA+ community?

- ☐ Yes
- ☐ No
- ☐ Prefer not to answer

8. Which region(s) do you work from?

- ☐ Te Tai Tokerau / Northland
- ☐ Tāmaki Makaurau / Auckland
- ☐ Waikato
- ☐ Te Moana-a-Toi / Bay of Plenty
- ☐ Tūrangānui-a-Kiwa / Gisborne
- ☐ Te Matau-a-Māui / Hawke's Bay
- ☐ Taranaki
- ☐ Manawatū-Wanganui
- ☐ Te Whanganui-a-Tara / Wellington
- ☐ Te Tai-o-Aorere / Tasman
- ☐ Whakatū / Nelson
- ☐ Wairau / Marlborough
- ☐ Te Tai Poutini / West Coast
- ☐ Waitaha / Canterbury
- ☐ Ōtākou / Otago
- ☐ Murihiku / Southland
- ☐ Ahitereiria / Australia
- ☐ Ngā Moutere o te Moananui-a-Kiwa / Pacific Islands
- ☐ I tāwāhi (hāunga a Ahitereiria me ngā Moutere o te Moananui-a-Kiwa) / Outside of New Zealand (not Australia or Pacific Islands)



Section 2: Tō tūnga | Your role

9. Are you:

- ☐ A full-time employee
- ☐ A part-time employee (working less than 30 hours per week)
- ☐ Full-time self-employed
- ☐ Part-time self-employed (working less than 30 hours per week)
- ☐ Masters research student
- ☐ PhD research student
- ☐ Other / prefer not to answer:

10. Are you on a:

- ☐ Permanent contract
- ☐ Fixed-term contract
- ☐ Casual contract
- ☐ Other (please specify):
- ☐ Prefer not to answer

11. How long have you been employed in fixed-term employment in your career?

- ☐ Less than 2 years
- ☐ 2 to 4 years
- ☐ More than 4 years

12. How satisfied are you about the fixed-term nature of your current employment?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Dissatisfied
- ☐ Very dissatisfied



13. Do you work remotely (e.g. from home)?

- ☐ Yes – all of the time
- ☐ Yes – most of the time
- ☐ Yes – some of the time
- ☐ No

14. Which type of organisation best describes the place(s) you work for?

- ☐ Crown Research Institutes
- ☐ Government
- ☐ Independent research organisations
- ☐ Private sector
- ☐ Te Pūkenga (formerly known as Institutes of Technology and Polytechnics)
- ☐ University
- ☐ Wānanga
- ☐ Other (please specify):

15. Is the organisation you work for:

- ☐ A Māori firm
- ☐ A Pasifika firm
- ☐ None of the above
- ☐ I don't know / prefer not to answer

16. Which of the following best describe your role?

- ☐ Senior leadership / management
- ☐ Research staff
- ☐ Research student
- ☐ Academic staff
- ☐ Technical staff
- ☐ Commercialisation staff
- ☐ Support staff
- ☐ Other (please specify):



Section 3: Ō pūmanawa, wheako hoki | Your skills & experience

17. Which category (or categories) best describe the field of research your work relates to?

- ☐ Agricultural, veterinary and food sciences
- ☐ Biological sciences
- ☐ Biomedical and clinical sciences
- ☐ Built environment and design
- ☐ Chemical sciences
- ☐ Commerce, management, tourism and services
- ☐ Creative arts and writing
- ☐ Earth sciences
- ☐ Economics
- ☐ Education
- ☐ Engineering
- ☐ Environmental sciences
- ☐ Health sciences
- ☐ History, heritage and archaeology
- ☐ Human society
- ☐ Indigenous studies (including mātauranga Māori)
- ☐ Information and computing sciences
- ☐ Language, communication and culture
- ☐ Law and legal studies
- ☐ Mathematical sciences
- ☐ Philosophy and religious studies
- ☐ Physical sciences
- ☐ Psychology
- ☐ Other (please specify):



18. Which category (or categories) best describe your area of work?

- ☐ Administrative Services
- ☐ Asset & Facilities Management
- ☐ Business Management & Support
- ☐ Analysis & Impact Evaluation
- ☐ Editorial & Design
- ☐ Finance & Accounting
- ☐ Human Resources
- ☐ Learning & Development
- ☐ Knowledge & Information Systems & Technology
- ☐ Legal
- ☐ Procurement & Logistics
- ☐ Management, PR & Communications
- ☐ Payroll
- ☐ Project Management
- ☐ Quality Assurance
- ☐ Sales
- ☐ Seafaring
- ☐ Other (please specify):

19. What is your highest qualification?

- ☐ PhD
- ☐ Master's Degree
- ☐ Bachelor's degree with Honours
- ☐ Postgraduate certificate/Diploma
- ☐ Bachelor's degree (or equivalent)
- ☐ Tertiary certificate/diploma
- ☐ Secondary/High school qualification
- ☐ No formal qualifications
- ☐ Other (please specify):
- ☐ Prefer not to answer



20. Where did you undertake your highest tertiary study or training?

- ☐ In New Zealand
- ☐ Overseas
- ☐ Both in New Zealand and overseas

21. Approximately how long have you been working in the Research, Science and Innovation sector?

- ☐ Less than 2 years
- ☐ 2 to less than 5 years
- ☐ 5 to less than 10 years
- ☐ 10 to less than 20 years
- ☐ More than 20 years

22. Have you worked in the Research, Science and Innovation sector overseas / outside of New Zealand?

- ☐ Yes
- ☐ No

23. Approximately how long have you worked in the Research, Science and Innovation sector overseas?

- ☐ Less than 2 years
- ☐ 2 to less than 5 years
- ☐ 5 to less than 10 years
- ☐ 10 to less than 20 years
- ☐ More than 20 years

24. How many organisations have you worked for in the Research, Science and Innovation sector in New Zealand?

- ☐ 1
- ☐ 2



- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8+

25. What types of organisations have you worked for in the sector?

- ☐ Crown Research Institutes
- ☐ Government
- ☐ Independent research organisations
- ☐ Private sector
- ☐ Te Pūkenga (formerly known as the Institutes of Technology and Polytechnics)
- ☐ Universities
- ☐ Wānanga
- ☐ Other (please specify):

Section 4: Ako me te whanaketanga | Learning & development

26. Does the organisation you mainly work have formal learning and development opportunities?

- ☐ Yes
- ☐ No
- ☐ I don't know

27. What support would be valuable for those at an early stage in their careers in the RSI sector?

28. To what extent do you agree or disagree with the following statements about learning and development in the organisation you mainly work for?



	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know
I am given formal opportunities by my organisation to develop and upskill	()	()	()	()	()	()
I am given informal opportunities by my organisation to develop and upskill	()	()	()	()	()	()
The organisation I work for is supportive and encouraging of my learning and development	()	()	()	()	()	()
I am given the opportunity to apply new skills	()	()	()	()	()	()
I have opportunities to train and	()	()	()	()	()	()



work in new fields of research						
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29. What opportunities are you given to upskill and develop?

Please select all that apply

- ☐ Coaching and mentoring programmes
- ☐ Internal seminars and short courses
- ☐ Leadership development courses / training
- ☐ Learning from my colleagues on shared projects
- ☐ Secondments
- ☐ Study / sabbatical leave
- ☐ Support to attend conferences
- ☐ Support to study towards qualifications (e.g. financial or time off)
- ☐ None
- ☐ Other (please specify): _____

30. What more could be done (by your organisation, or by the sector) to support your career?

Section 5: Mahi tahi | Collaboration

31. How strongly do you agree or disagree with the following statements about collaboration in the RSI sector:



	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know
The New Zealand RSI sector and government agencies collaborate effectively	()	()	()	()	()	()
The New Zealand RSI sector and industry collaborate effectively	()	()	()	()	()	()
Overall, organisations within the New Zealand RSI sector collaborate effectively	()	()	()	()	()	()
There is good collaboration between the New Zealand RSI sector and international organisations	()	()	()	()	()	()

32. What other types of organisations do you collaborate with?



Select all that apply

☐ Crown Research Institutes

☐ Government agencies

☐ Independent research organisations

☐ Overseas organisations

☐ Private sector

☐ Te Pūkenga

☐ Universities in New Zealand

☐ Wānanga

☐ Other (please specify): _____

☐ Don't know / prefer not to answer: _____

33. What more could be done to better promote and support collaboration for the RSI sector – with government, within the New Zealand sector, or internationally?

Section 6: Tauritenga me te ngata | Balance and job satisfaction

34. How strongly do you agree or disagree with the following statements about balance, wellbeing and satisfaction:



	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know
The organisation looks after the wellbeing of employees	()	()	()	()	()	()
I feel secure in my job	()	()	()	()	()	()
Working conditions / arrangements in my organisation are flexible	()	()	()	()	()	()
There are clear criteria for promotion / progression within my organisation	()	()	()	()	()	()
Parents are supported in my organisation to return to work following parental leave	()	()	()	()	()	()



The organisation supports staff who need to take care of family members	()	()	()	()	()	()
I feel satisfied with my work-life balance	()	()	()	()	()	()
I feel valued by my organisation	()	()	()	()	()	()
Overall, I am satisfied with my job	()	()	()	()	()	()

35. What support did you receive from your organisation in response to the COVID-19 pandemic?

Section 7: Kanorautanga me te whakauruuru | Diversity & inclusion

36. Does your organisation have a formal diversity and inclusion policy?

() Yes



☐ No

☐ I don't know

37. How strongly do you agree or disagree with the following statements:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know
Leadership and management within my organisation reflect the diversity of the staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gender is a barrier to progressing within the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My organisation is committed to improving the diversity of our staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diverse views are not welcome in my organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



My organisation welcomes and includes members of the LGBTQIA+ communities	()	()	()	()	()	()
Age is a barrier to progressing within my organisation	()	()	()	()	()	()
My organisation is committed to improving accessibility for disabled staff	()	()	()	()	()	()
Ethnicity is a barrier to progressing within my organisation	()	()	()	()	()	()

38. What more could be done (by your organisation, or by the sector) to support and promote diversity and inclusion:

- for Māori?
- for Pacific Peoples?
- for women?

39. This question is about difficulties you may have doing certain activities because of a health condition. Do you have difficulty:



	No difficulty	Some difficulty	A lot of difficulty	I cannot do at all
Seeing, even if wearing glasses?	()	()	()	()
Hearing, even if using hearing aids?	()	()	()	()
Walking, or climbing steps?	()	()	()	()
Remembering or concentrating?	()	()	()	()
Washing all over or dressing?	()	()	()	()
Communicating (understanding or being understood) using your usual language?	()	()	()	()

40. What does your organisation do to support you? What more could they do?

41. To what extent do you agree or disagree with the following statements about the organisation you mainly work for:



	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know
The organisation encourages the use of te reo Māori by staff and in the workplace (e.g. there are signs in both te reo Māori and English)	()	()	()	()	()	()
There is sufficient support available for staff who want to build their Māori cultural competency	()	()	()	()	()	()
Mātauranga Māori is valued and incorporated in my workplace	()	()	()	()	()	()
The staff in our workplace understand	()	()	()	()	()	()



and use tikanga Māori, such as karakia before shared meals, pōwhiri to welcome new people, etc						
Working in partnership with Māori organisations / communities is promoted in my workplace	()	()	()	()	()	()
Our organisation takes steps to ensure that Māori interests are appropriately considered and included in decision-making	()	()	()	()	()	()
My workplace gives effect to Te Tiriti o Waitangi (Treaty of Waitangi)	()	()	()	()	()	()



Mātauranga projects from my organisation receive good support (e.g. funding, respect), in line with other research projects	()	()	()	()	()	()
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Section 8: Ngā wero kei mua i te rāngai | Challenges facing the sector

42. To what extent do you agree or disagree that the following areas are challenges facing the RSI sector:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know
There is not enough gender diversity in the workforce	()	()	()	()	()	()
There is not enough support for workers to upskill	()	()	()	()	()	()
Māori and Pacific researchers are underrepresented in the RSI workforce	()	()	()	()	()	()



The number of graduates in key areas of study is decreasing	()	()	()	()	()	()
Women are underrepresented in senior positions in the RSI workforce	()	()	()	()	()	()
There is not enough access to the right tools and infrastructure	()	()	()	()	()	()
Training is not aligned with New Zealand's future research needs	()	()	()	()	()	()
There is not enough ethnic diversity in the workforce	()	()	()	()	()	()
Government support for research, science and innovation is insufficient	()	()	()	()	()	()
Private sector investment in research, science and innovation is insufficient	()	()	()	()	()	()



Ethnic diversity is lacking in senior positions in the RSI workforce	()	()	()	()	()	()
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43. What are the three best ways to strengthen the RSI workforce?

44. What are the three best ways to strengthen the RSI system?

