

2026 New Zealand Mana Tūānuku Research Leader Fellowship Guidelines for panellists

NGĀ ARATOHU MĀ TE RŌPŪ WHIRIWHIRI

The **Mana Tūānuku Research Leader Fellowship** is one of the Aotearoa New Zealand Tāwhia te Mana Research Fellowships. Mana Tūānuku is designed to support Aotearoa New Zealand's talented **mid-career researchers** to firmly establish themselves as experts in their research domain and as leaders within the research landscape.

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Te Kāwanatanga o Aotearoa
New Zealand Government



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

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Changes for 2026

Ngā huringa mō te tau 2026

The following changes have been made for the 2026 round:

- Added selection criteria that applicants will be assessed on alignment with Government priorities and rational for how the research proposal may contribute to, support or build capability in those priority areas.
- Added guidance on the use of generative artificial intelligence (AI) technologies in assessment of applications.

Background to the Tāwhia te Mana Research Fellowships

He whakamārama mō Tāwhia te Mana

The Aotearoa New Zealand Tāwhia te Mana Research Fellowships are administered by Royal Society Te Apārangi on behalf of the Ministry of Business, Innovation and Employment (the Ministry).

The Fellowships will support researchers at different career stages to produce excellent and impactful research and to develop into leaders in their fields, their respective host organisations and across the whole of the Aotearoa New Zealand science, innovation and technology (SI&T) system. It is expected that Fellows, throughout their careers, will contribute to positive outcomes for Aotearoa New Zealand, including (where applicable) giving effect to the Vision Mātauranga policy in their work and their community.

Receipt of an Aotearoa New Zealand Tāwhia te Mana Research Fellowship is expected to have significant value for the future career development and leadership potential of a researcher.

The Māori terms in the fellowship names reference the Ministry of Business, Innovation and Employment's values, which includes Tāwhia tō Mana (building and retaining your reputation) as part of enabling the aspiration to "Hīkina Whakatutuki - Grow Aotearoa New Zealand for all". Tāwhia te Mana Fellowships contribute to building excellence in the SI&T sector.

The Aotearoa New Zealand Tāwhia te Mana Research Fellowships consist of three schemes, targeted at early, mid- and established career researchers respectively. The three schemes are:

- New Zealand Mana Tūāpapa Future Leader Fellowship
- New Zealand Mana Tūānuku Research Leader Fellowship (discussed in these guidelines)
- New Zealand Mana Tūārangi Distinguished Researcher Fellowship.

The schemes target excellent candidates at three career stages: early-career researchers/future leaders building the foundations of their career (mana tūāpapa); mid-career researchers, further establishing themselves as research leaders (mana tūānuku); and distinguished researchers with expansive career success and a prominent international reputation (mana tūārangi).

New Zealand Mana Tūānuku Research Leader Fellowships

The panellist guidelines below provide panellists with information on the selection of the New Zealand Mana Tūānuku Research Leader Fellowship. The fellowship targets mid-career researchers, further establishing themselves as research leaders (mana tūānuku).

Objectives

Ngā whāinga

The New Zealand Mana Tūānuku Research Leader Fellowships will support mid-career researchers to firmly establish themselves as experts in their research domain and as leaders within the research landscape.

All Aotearoa New Zealand Tāwhia te Mana Research Fellowships include the overriding objective to develop the future leaders of the Aotearoa New Zealand science, innovation and technology system, and:

- improve the retention of talented future research leaders within the SI&T system, both during the fellowship and in their post-fellowship careers, through development of a strong track record
- support career development, to empower Fellows to become leaders in their fields, their organisations and across the SI&T system
- improve equity and diversity within the SI&T system, in particular by creating opportunities for Māori, Pacific peoples and women who are excellent researchers and future leaders of research
- reward and support a range of boundary-pushing research activities that build SI&T capability in areas of Government priority, including those that focus on generating economic impact from research.

Description

Whakamāramatanga

Around ten New Zealand Mana Tūānuku Research Leader Fellowships of four years in length will be awarded annually, for research in any field based in an Aotearoa New Zealand host organisation. The scheme aims to fulfil the following diversity goals where possible:

- around 20 per cent of fellowships are awarded to applicants who whakapapa Māori
- around 10 per cent of fellowships are awarded to applicants who identify as being of Pacific ethnicity
- around 50 per cent of fellowships are awarded to applicants who identify as female.

The Fellowship furthermore aspires to reach a diverse pool of talent from a wide range of organisations.

Fellowships may be awarded between a 0.4 and 0.8 Full Time Equivalent basis as requested by the applicant. The remainder of Fellows' time may be used for other research, teaching and

non-research related development opportunities. The Fellowship may also be undertaken on part-time basis subject to approval by Royal Society Te Apārangi.

The total value of the Mana Tūānuku Research Leader Fellowship is \$1,160,000 (excl. GST), of which \$115,000 p.a. support the researcher's salary, \$115,000 p.a. support organisational overheads, and \$60,000 p.a. support research-related expenses.

Eligibility

Ngā paearu āheitanga

For the purposes of the New Zealand Mana Tūānuku Research Leader Fellowships, a mid-career researcher is a researcher with 4-12 years of research experience. The eligibility window of 4-12 years of research experience is defined as the PhD being conferred more than four years and less than twelve years from the closing date for applications (PhD conferred on or after 09 July 2014 and before 09 July 2022).

Following approval by Royal Society Te Apārangi, eligibility can be extended where applicants have an allowable career interruption, including maternity/parental leave, medical leave, part-time employment because of ongoing childcare responsibilities or to account for work or service in the community or in industry, or as otherwise agreed to by Royal Society Te Apārangi. Applicants that are the primary caregiver of dependent children born since their PhD was awarded, are also able to extend the period of eligibility by two years per child, to account for career interruptions experienced due to being the primary caregiver for young children. The extension of two years per dependent child is inclusive of any periods of parental leave.

Royal Society Te Apārangi checks the eligibility of all applications prior to forwarding these to panellists. All applications forwarded for review fulfil the eligibility requirements.

Additional requirement

In accordance with the Russia Sanctions Act 2022, the applicant and their research must not benefit a Russian state institution (including but not limited to support for Russian military or security activity) or an organisation outside government that may be perceived as contributing to the war effort.

Assessment of proposals

Te aromatawai i ngā tono

Overview

The assessment of proposals is a two-stage process.

Stage one is the assessment of all proposals by a discipline-based panel. Applicants can select which of the four panels they wish to assess their proposal:

- Humanities and the Social Sciences (HSS)
- Life Sciences (LFS)
- Physical Sciences, Engineering and Mathematics (PEM)
- Indigenous Knowledge and Approaches (IKA).

The discipline-based panels make recommendations of a proportional number of applications for consideration by the Interview Panel. The discipline-based panels are advisory only, providing recommendations on the relative merits of proposals to the Interview Panel.

Stage two is in two parts: The assessment of the long-list of applicants by the interview panel; and, interviewing a shortlist of applicants and making recommendations for the successful Fellows.

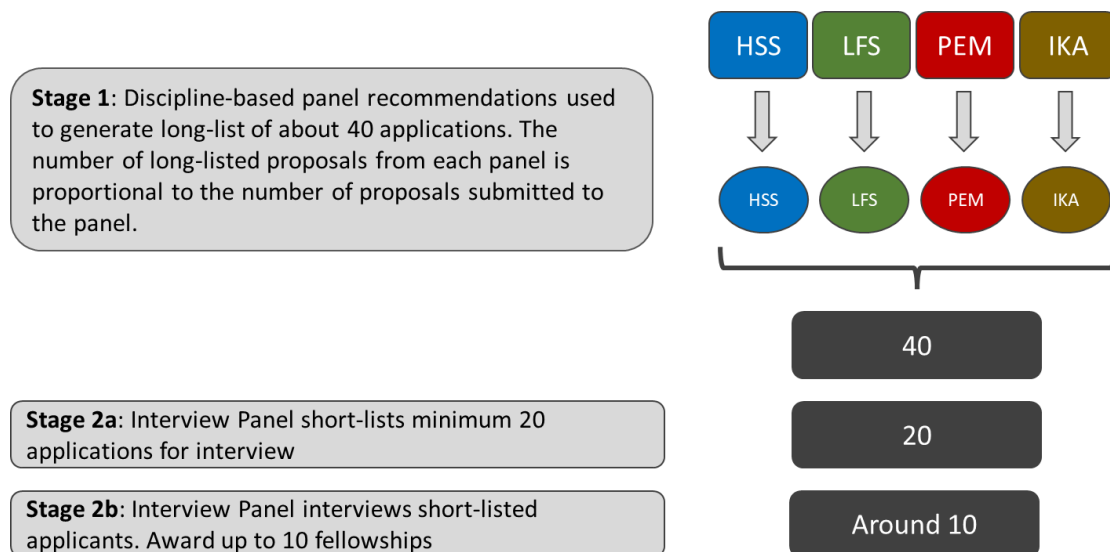


Figure 1: Process flow (panels: HSS – Humanities and the Social Sciences; LFS – Life Sciences; PEM – Physical Sciences, Engineering and Mathematics; IKA - Indigenous Knowledge and Approaches)

Criteria

Proposals are assessed on the information provided in the application, the accompanying forms and the applicant's self-nominated referee reports.

Applicants will be assessed on:

1. calibre of the applicant as a research leader (*weighted at 40%*), which may include:
 - vision for their field of work,
 - evidence of how their research can benefit New Zealand (including potential benefits in areas of future value, growth or critical need for New Zealand),
 - team leadership,
 - knowledge transfer activity,
 - entrepreneurial activity (where applicable) and,
 - Giving effect to the Vision Mātauranga policy in their research and community (where applicable).
2. applicant track record and potential to establish, re-enter or progress their career in research relative to opportunity (*weighted at 40%*)
3. the clear articulation of a research plan with high likelihood to deliver research outcomes (*weighted at 20%*)
4. alignment with Government priorities and rationale for how the research proposal may contribute to, support or build capability in those priority areas (*approved/not approved*).
5. suitability of the host's capability to support the Fellow (including cultural support and pastoral care) throughout the Fellowship (*approved/ concerns to be addressed by host /not approved*).

Considerations for assessing proposals to each criterion

When assessing proposals, the discipline-based panellist should consider the following for each criterion (note that any references to sections of the applications below is for guidance only. Information can be taken from other sections where relevant):

1. Applicant's calibre as a research leader

Research leadership can take many forms. It may include, but is not limited to, applicants' vision for their field of work, understanding of how their proposed research can benefit New Zealand (including potential benefits in areas of future value, growth or critical need for New Zealand), team leadership, knowledge transfer activity, and where applicable: entrepreneurial activity and/or how they will give effect to the Vision Mātauranga policy in their research and community.

Leadership could also include (but not limited to), project management, stakeholder relationships; mentoring activity with students or early career researchers, presence in relevant research communities, collaborator networks, and/or other ways applicants intend to create impact from their fellowship and research.

The narrative CV gives the applicant an opportunity to demonstrate various forms of previous leadership opportunities. The Visionary Statement furthermore provides opportunities for applicants to discuss future focussed leadership as relevant, address vision or leadership that has not been addressed in the CV and/or summarise their demonstration of leadership.

Additional information may be available in the referee reports and/or the proposed research template.

2. Applicant's track record and potential to establish, re-enter or progress their career in research relative to opportunity

In assessing an applicant's track record, panellists should consider:

- The applicant's contribution to the generation, revitalisation, and preservation of knowledge
- Evidence of stakeholder feedback, award, prizes, funding received, or similar that speaks to the applicant's ability to generate, revitalise, and preserve knowledge
- Inclusion of communities/stakeholders in research design and monitoring processes and/or the incorporation of Te Ao Māori perspectives into research and research planning where applicable or as chosen by the applicant to enrich their research activities
- The applicant's potential to establish, re-enter or progress their career in research.

In relation to this criterion, the Visionary Statement provides applicants with an opportunity to discuss how the fellowship will support them to establish, re-enter, or progress their career in research.

Assessment note: When assessing evidence of peer esteem etc..., panellist must hold this up against the researcher's chosen impact focus. For example, appointment to journal editorial boards may demonstrate peer esteem for a researcher with a mostly academic focus, whereas evidence of community support could be more suitable for a researcher focussing on driving community impact.

3. The clear articulation of a research plan with high likelihood to deliver research outcomes

The scheme will support a range of boundary-pushing research activities, including those that focus on generating economic impact from research. The research could significantly contribute to advances in theoretical understanding, develop new methodologies, contribute to new knowledge, lead to advancement in a field by cross-fertilisation with ideas and results from another field, or satisfy end-users expectations. The planned research plan must have high likelihood to deliver research outcomes.

Where relevant, applicants must consider the relation of the research to the themes of Vision Mātauranga and how the project will engage with Māori or, where relevant, Pacific communities. For more information, please see the Vision Mātauranga section below.

Often the design and planning of a programme of research determines its success. Good design and planning are determined by whether the overall proposal and its specific objectives have a clear focus, and the methods and experimental or sampling design are likely to produce high quality results. Expected sources of evidence include the proposed research and referee reports.

4. Alignment with Government priorities and rationale for how the research proposal may contribute to, support or build capability in those priority areas.

The panel must consider if the proposed research aligns with current government priorities.

The Government regularly publishes high-level strategies that outline its overall priorities and the outcomes it seeks to achieve. These strategies set the broad direction for how public investment and activity should be oriented. Ministerial statements, public releases, and Budget announcements further clarify areas of focus, including specific priorities or capability needs where the Government intends to direct effort and investment.

Applicants have been asked to consider, as part of their proposal, how their research has the potential to contribute to Government priorities and outline how it will build capability in these areas. Where practicable, applicants should reference the specific priorities and briefly describe how their proposed work aligns with or supports those priorities.

Only proposals aligning with government priorities can be recommended for funding.

5. Suitability of the host's capability to support the Fellow (including cultural support and pastoral care) throughout the Fellowship

The panel should consider if the host has demonstrated suitable capability to support the Fellow (including cultural support and pastoral care) throughout the Fellowship. The support could also include commitment to provide resources as necessary for the proposed research, and facilitation of translation of research to commercialisation or delivery of benefits in areas of future value, growth or critical need for Aotearoa New Zealand. Discipline panellists are welcome to comment on the host support, but this should not impact on their scoring of the proposal. Host support will form part of the Interview Panel's discussions.

Assessment in relation to years of research experience

Panel members must consider applicants' track record in relation to their years of research experience, which may differ from the number of years since PhD conferment. The years of research experience (R) is noted under "Years of experience post PhD", and excludes periods of maternity/parental leave, medical leave or other relevant career breaks outlined in the narrative CV. The number is entered by the applicant.

Vision Mātauranga

[Vision Mātauranga](#) is a policy about innovation, opportunity and the creation of knowledge that highlights the potential contribution of Māori knowledge, resources and people. There are four themes:

- **Indigenous Innovation**, which involves contributing to *economic growth* through distinctive research and development
- **Taiao**, which is concerned with achieving *environmental sustainability* through iwi and hapū relationships with land and sea
- **Hauora/Oranga**, which centres around improving *health and social wellbeing*
- **Mātauranga**, which involves exploring *indigenous knowledge*.

Alignment with Vision Mātauranga must be considered by all. If an application has been marked as 'Non Applicable' to Vision Mātauranga, the applicant is required to provide a rationale for this decision.

Applications that align with one or more of the four themes, are given up to one additional page to describe their proposed research. This gives applicants an opportunity to more easily integrate Vision Mātauranga into the conceptual framework and/or research design of the

proposed programme, for example, demonstration of consultation, linkages, outcomes or other relevant information. Alternatively, applicants may choose to gather all relevant Vision Mātauranga information under a separate relevant Vision Mātauranga heading under the Research Programme template or use any combination of information across the template.

Panellists are asked to consider the quality of the Vision Mātauranga engagement (including reasoning for why engagement is not applicable) in their assessment.

Vision Mātauranga costs

If a proposal is aligned to Vision Mātauranga, the interview panel assessment may additionally consider costs associated with Vision Mātauranga capability development and engagement in the budget.

Examples include (but are not limited to):

- Research assistant time
- Student stipend support
- Costs of engagement or consultation (direct expenses). Examples could include: donation to the organisation or marae committee as a way of recognising expertise and contribution; koha; vouchers; providing resources such as books or research findings to the communities involved
- Costs of dissemination (for example, hui) – direct expenses

For more information on Vision Mātauranga (i.e. guidance for applicants, please see [Appendix I](#)).

For a glossary of commonly used Māori concepts, words and phrases commonly seen in proposals, please see [Appendix II](#).

Consideration of referee reports

Each applicant must solicit three referee reports for their proposal, of which at least one must be from an international referee. At least two of the referees should be able to comment on their capability as a researcher. Where relevant, an applicant may choose to have one referee comment on other aspects important for their career as a researcher, e.g. working with communities, stakeholder relationships, demonstration of leadership, research service or any other aspects you see relevant. Applicants have been strongly encouraged to invite referees from different organisations.

The applicant-solicited referees are used for the assessment of proposals in conjunction with the selection criteria. Where referees disagree, the panel members must use their own judgement in determining which referee reports to emphasise and what score to assign. These deliberations should be guided by considerations such as the panel member's own level of expertise on the subject; the comments made by referees; the relative competencies of the referees; and, possible conflicts of interest. Applicants have been informed that referees should not be directly involved in the proposed programme of research or in the chain of line management of their proposed host department.

Referee reports will be treated as confidential by Royal Society Te Apārangi and are not made available to the applicants.

Consideration of Budget

Panellists are reminded that, as per the Terms of Reference for the Fellowship, a significant part of the budget must be used as a contribution to a fellow's salary and overheads.

Applicants have been informed that the budget should support the proposed project. For example, if the project is dependent on travel activities that have not been budgeted for, it may jeopardize the delivery of the project.

Note that all Fellows will dedicate 0.8 FTE to their programme of research. However, the budget may show a salary contribution for less than 0.8 FTE if part of the applicant's salary is supported by another grant. This is NOT a problem. For budget queries, please contact the Secretariat.

Discipline-based panels (Stage one)

Ngā rōpū whiriwhiri ā-peka (Wāhanga tuatahi)

The discipline-based panel comprises researchers who are experts in their field, have a broad knowledge of the research area and are experienced in assessment. Panel members are appointed by Royal Society Te Apārangi. These panels are advisory only, providing recommendations on the relative merits of proposals to the interview panel. The four research areas are:

Humanities and the Social Sciences (HSS)

Research related to the human condition or aspects of human society.

This includes, but is not limited to: English; languages; history; religion; philosophy; law; classics; linguistics; literature; cultural studies; media studies; art history; film; economics; education; psychology (cognitive, social, developmental, organisational, community and health); cognitive science; linguistics; archaeology; anthropology; sociology; social, cultural and human geography; social anthropology; architecture, urban design and environmental studies; public health; nursing; public policy; marketing; political science; and business studies.

Life Sciences (LFS)

Research related to understanding the activities that occur in cells and tissues and the interrelationships between organisms and their environment.

This includes, but is not limited to: physiology (animal or plant); pathology (animal or plant); pharmacology; molecular biology; genetics; cell biology; microbiology; neurobiology and neuropsychology (including animals as a model species for humans); animal behaviour; population genetics; functional genomics and related bioinformatics; biostatistics and modelling; animal, plant and microbial ecology; biogeography; biodiversity; phylogenetics; systematics and evolution; biophysics, chemical biology; and biochemistry.

Physical Sciences, Engineering and Mathematics (PEM)

Research related to the physical world and mathematics.

This includes, but is not limited to: physics; physical chemistry; organic chemistry; analytical chemistry; inorganic chemistry; pure and applied mathematics; statistics; logic, theoretical and engineering aspects of computer and information sciences; complexity theory; operations research; nanotechnology; software and hardware engineering; applications and robotics; materials science; engineering (including bioengineering and other cross-disciplinary research

activities); geology; geophysics; physical geography; oceanography; hydrology; meteorology; atmospheric science; earth sciences; astronomy; and astrophysics.

Indigenous knowledge and approaches (IKA)

Research related to indigenous knowledge, data, and/or methodologies

This includes, but is not limited to: Te ahurea, reo me te hītori o te Māori (Māori culture, language and history); Mātauranga Māori (Māori education); Ngā mātauranga taiao o te Māori (Māori environmental knowledges); Te hauora me te oranga o te Māori (Māori health and wellbeing); Ngā tāngata, te porihanga me ngā hāpori o te Māori (Māori peoples, society and community); Ngā pūtaiao Māori (Māori sciences); Pacific Peoples culture, language and history; Pacific Peoples education; Pacific Peoples environmental knowledges; Pacific Peoples health and wellbeing; Pacific Peoples sciences; Pacific Peoples society and community; Mātauranga Māori, Kaupapa Māori and Pacific Peoples and other indigenous models, methodological frameworks and approaches; Other Indigenous data, methodologies and global Indigenous studies.

Additional information

The panel descriptors above are advisory as many proposals are interdisciplinary in nature. Ultimately, it is up to the applicant to select the panel they think best reflects their proposal. Likewise, applicants working with indigenous knowledge and approaches can choose to submit their proposal to any panel, depending on which panel they think is the most appropriate panel for their proposal.

Discipline-based scoring and panel meetings

Discipline-based panellists are asked to participate in two online panel meetings, a briefing video conference (about 1 hour) prior to beginning the assessment process, and an online panel meeting (about 5 hours) after submission of scores. For more information see [Appendix IV: Guide for Panel Chairs and Members](#).

Panellists are asked to grade the proposals submitted to their panel on selection criteria 1-3 and indicate yes/no if the proposal aligns with government priorities (proposals that do not align with government priorities will not be able to proceed). The discipline-based panels do not need to consider criterion 4, “*Suitability of the host’s capability to support the Fellow*”, but they are invited to pass on any concerns about inadequate support for long-listed applications to the Interview Panel. For more information on the grading, see below.

Each panel member will receive the proposals submitted to their panel and an electronic form on which to record their grades and comments. Each panel member is asked to start reading applications at different points through the order of the proposals to avoid proposals from institutions or researchers first in the alphabet always being read first.

When grading proposals, panellists should take into account Vision Mātauranga across all assessment criteria where applicable. Proposals are to be assessed by panel members exclusively on the information provided in the proposal and referee reports. Panel members also need to identify proposals for which they have a conflict of interest, explaining the nature of the conflict (please refer to conflicts of interest section).

The discipline-based panellists must complete, and return to Royal Society Te Apārangi, the scoresheet by the agreed completion date listed in Table 3 ([Timetable](#)).

Royal Society Te Apārangī will collate a list of submitted scores for each panel, which will form the starting point for further discussion at panel meetings. The meetings provide an opportunity for the panels to seek feedback from other panellists, and for the panels to finalise their ranking.

The discipline-based panels **must consider the schemes diversity goals** as best as possible (see “[Description](#)” above) when making their longlist recommendations.

For information, discipline panellists will receive the overall panel scores and Long List following stage 2a of the process.

Grades and distribution

There are six scores available; 1 (**Most outstanding**) to 6 (**Least convincing**). Each criterion should be assigned one of the six scores. Each panel member should use the following target distribution for the proposals that they assess.

Score	1 (MOST OUTSTANDING application)	2	3	4	5	6 (LEAST CONVINCING application)
% of proposals	10-20	15-25	20-30	15-25	10-20	0-10
Example (60 proposals)	6-12	9-15	12-18	9-15	6-12	0-6

Table 1. Target distribution.

In the example above where 60 proposals are assessed, between 6 and 12 proposals should be assigned a score of 1 (the very best), between 9 and 15 proposals should be assigned a score of 2, between 12 and 18 proposals should be assigned a score of 3, and so on. Additional help to achieve the target distribution is provided in the score sheet. Note that scoring a proposal a 6 does not necessarily mean that it is a terrible proposal – it just happens to be among the least convincing of the submitted proposals.

Interview panel (Stage two)

Rōpū uiui (Wāhanga tuarua)

The Chair and members of the Interview Panel will conduct the interviews. For more information see [Appendix IV](#): Guide for Panel Chairs and Members. This is a two-part process:

Approval of long-list

From the discipline-panel recommendations, Royal Society Te Apārangī will collate a list of the top 40 long-listed applications to be approved by the Interview Panel. The number of long-listed applicants from each panel must be proportional to the total number of applications submitted to the panel. When considering the long-list, the Interview Panel may choose to add additional proposals to be able to better fulfil the Fellowships diversity aims.

Short-list for interviews

The Interview Panel will read and assess all long-listed proposals. From the long-list, the Interview Panel will finalise a short-list of minimum 20 applicants for interviews. In doing so, the panel must ensure, as best as possible, the [diversity targets](#) of the Fellowship can be met,

and that the background and objectives of the New Zealand Mana Tūānuku Research Leader Fellowship in particular, and the Aotearoa New Zealand Tāwhia te Mana Research Fellowships in general, are adhered to. The Interview Panel should be cognisant of ensuring equal opportunities across different fields of research. However, the interviewees and awarded Fellows do not need to reflect the number of proposals in a particular discipline.

Conducting interviews

The Interview Panel will meet in person to conduct the interview, but the interviews will be conducted by video link. The interviews will enable the Interview Panel to select Fellows that fulfil the background and objectives of the New Zealand Mana Tūānuku Research Leader Fellowship in particular, and the Aotearoa New Zealand Tāwhia te Mana Research Fellowships in general. The Interview Panel is also charged with ensuring the Fellowship's [diversity targets](#) are being met as best as possible.

The Chair of the interview panel is responsible for the effective conduct of the assessment process. This post will be filled by the President of Royal Society Te Apārangi or their nominee.

The recommendations of the interview panel for successful applicants are ratified by Royal Society Te Apārangi.

Sensitive issues

Ngā take tapu

Unconscious bias

Unconscious bias refers to a bias which we are unaware of, and which happens outside of our control. Royal Society Te Apārangi wants to ensure that this bias has minimal influence on funding recommendations being made by Society-appointed reviewers. The literature suggests that awareness of unconscious bias can limit the impact of this bias. We therefore encourage panellists to watch the short (3 minutes) introduction video below from the Royal Society London to familiarise/reacquaint yourself with the topic.

[Royal Society London – Understanding unconscious bias](#)

Some recommendations to blunt the impact of unconscious bias are to:

- Be prepared to **recognise** the impact of unconscious bias
- Deliberately **slow down** decision making
- **Reconsider** reasons for decisions
- **Question** cultural stereotypes.

The [Declaration on Research Assessment \(DORA\)](#) recognises the need to improve the ways in which researchers and the outputs of scholarly research are evaluated. Therefore we encourage panellists to read the Rethinking Research Assessment - Unintended Cognitive and System Biases resource which is amended to these guidelines in [Appendix III](#).

Please also feel free explore some of the additional resources below:

- <https://implicit.harvard.edu/implicit/takeatest.html>

Link to Harvard University implicit association tests (IAT) on unconscious bias in relation to Gender and Science, and Gender and Career.

- <https://www.microsoft.com/en-us/inclusion-journey/learn>
Short Microsoft eLesson course designed to help participants understand what unconscious bias is, how it works, and strategies to counter it in the workplace.
- <https://offices.depaul.edu/academic-affairs/academic-diversity/Documents/State%20of%20Science%20Implicit%20Bias%20Review.pdf>
“State of the Science: Implicit Bias Review” from Ohio State University’s Kirwan Institute for the Study of Race and Ethnicity – this publication covers a wide range of issues relating to implicit or unconscious bias and general mitigation strategies.
- <https://www.youtube.com/watch?v=Colryqt2WcU&feature=youtu.be>
Unconscious bias training prepared by the Tertiary Education Commission in 2018 for the Performance-Based Research Fund (PBRF) assessment panels.

Privacy

Royal Society Te Apārangī has obligations under the Privacy Act to keep confidential certain information provided by individuals. Moreover, the records of deliberations by panels are regarded as strictly confidential; as are the contents of applications.

- Panel members should ensure the safe keeping of all applications and related confidential documents (for example, applications, referee reports, scoring spreadsheets or summaries).
- At the conclusion of the grading, panel meetings and the interviews, members should leave documentation with Royal Society Te Apārangī staff and destroy any documentation remaining elsewhere.
- Panel members should not enter into correspondence or discussion of the contents of the applications with referees, third parties, or the applicants. Any necessary correspondence shall be addressed by the Secretariat of the Tāwhia te Mana Fellowship using the email address tawhia@royalsociety.org.nz.
- The intellectual property of the ideas and hypotheses put forward in the applications should be treated in strict confidence.

Conflicts of interest

Royal Society Te Apārangī takes the issue of conflicts of interest very seriously. A rigorous position is taken in order to maintain the credibility of the allocation process and to ensure that applications are subjected to fair and reasonable appraisal.

Royal Society Te Apārangī wants to ensure that the panel members are active researchers with an excellent background in research. As these researchers will invariably have connections with some applicants, conflicts of interest will arise. Where these occur for panel members, the following rules will apply:

- All conflicts of interest must be declared in writing to Royal Society Te Apārangī. Society staff will minute all conflicts of interest and actions taken
- Where a panel member is a family member or close friend of any applicant(s), that person will not assess the proposal or interview the candidate and take no part in the

consideration of that proposal. They will hear about the outcome of that proposal when official letters are sent to all applicants

- If a panel member has an interest in an application, such as collaborating with an applicant or an applicant's group, or is conflicted with the applicant* then that member shall not assess the proposal or interview the candidate
- A panel member cannot be a referee for any applicant in the current funding round
- If the interview panel Chair has a conflict of interest then the duties of chairing the interview shall be passed to another panel member.

**A panel member is generally deemed to be conflicted if:*

- *They work in the same department as the applicant(s). Where the department is large and contact between the panel member and applicant(s) is minimal, the Chair may deem there to be no conflict*
- *They work at the same CRI AND are in the same team as the applicant(s) (the level of conflict will depend on the size of the organisation)*
- *They work at the same company as the applicant(s). The level of conflict will depend on the size of the company*
- *They have co-authored publications with the applicant(s) in the last 5 years*
- *They have a low level of comfort assessing the application due to their relationship with the applicant(s).*

For the interview panel, when all conflicts of interest are taken into account, the interview panel Chair may decide that the remaining panellists' expertise is not sufficient for assessment of a particular proposal. In this case, an additional opinion from an external independent person may be sought if possible. Alternatively, a panellist who has previously left the room may be asked to return to answer technical questions only.

Guidance around the use of generative AI technologies in assessment

There is growing concern around the use of generative AI tools (large language models, e.g. Chat GPT) in the writing or assessment of grant proposals, as they could lead to confidentiality breaches and may generate fabricated content and citations.

Panellists and external reviewers must not use large language models (LLMs) or other generative artificial intelligence (AI) technologies for assessing proposals. This is due to confidentiality concerns. Inputting substantial, detailed information into a generative AI tool forfeits control of where that data may be sent, saved, viewed, or used in the future.

Additional Information

Ngā mōhiohio tāpiri

Feedback to applicants

Applicants will receive feedback in the form of quartiles for the three graded criteria at the conclusion of the funding round. A general statement about the funding round will also be

prepared and given to all applicants. Additional feedback will be available for unsuccessful interviewees.

Applicants will also be notified:

- if the applicant was successful in making the long-list

Disposal of applicant proposal matter

Panellists are asked to return only the completed scoresheet. Please destroy all proposal material once the review has been completed.

Role of Royal Society Te Apārangi staff

It is not the role of Society staff to make funding decisions. Rather, their role is one of facilitation of and “guardianship” over the assessment process, ensuring that the process is credible and defensible. To achieve this, staff will:

- organise all logistical aspects of the process
- assist the discipline-based and interview panellists in determining realistic timetables for meetings
- provide a framework for assessment
- record funding decisions and collate generic feedback for applicants
- record any conflicts of interest and identify problem areas
- convey funding decisions to applicants and their host organisations - all discussions related to a decision should occur through Society staff
- negotiate contract details with host institutions.

Timetable

Wātaka

Date	Activity
Any time	Registration of prospective hosts to the On-Line web-based application system (portal) opens
Fri 01 May 2026	Latest day for Proposals On-Line web-based application system (portal) opening for applicants
Thu 09 July 2026	Proposals On-Line portal closes, 2pm New Zealand Standard Time (NZST)
Wed 15 July 2026	Latest date for Royal Society Te Apārangi to send out invitations to applicant-solicited referees
Thu 06 August 2026	Deadline for receipt of applicant-solicited referee reports by the Secretariat of the Tāwhia te Mana Research Fellowships, 2pm NZST
Fri 14 August 2026	Latest date for Royal Society Te Apārangi to send out applications to panels
Fri 11 September 2026	Deadline for panellist scores
Fri 25 September 2026	Last day for Discipline Panel meetings to be completed
Mon 26 October 2026	Deadline for Mana Tūānuku Interview Panel scores
Mon 02 November 2026	Last day for Mana Tūānuku Interview Panel shortlisting meeting
Mid-Late November 2026	Mana Tūānuku Interviews
Mid-December 2026	Announce Mana Tūānuku awardees

Contact us

Whakapā mai

If you require further information about the Tāwhia te Mana Fellowships, please email us at tawhia@royalsociety.org.nz or phone: + 64 4 472 7421.

Additional information is available on the [Tāwhia te Mana Research Fellowships website](#).

Appendix I: Vision Mātauranga information for applicants

Āpitianga I: Ngā kōrero mō Wawata Māori mā ngā kaitono

[Vision Mātauranga](#) is a policy about innovation, opportunity and the creation of knowledge that highlights the potential contribution of Māori knowledge, resources and people.

Applicants **must** identify which, if any, of the four Vision Mātauranga themes below are associated with the proposed research. If this is not applicable to your proposed research, you must tick N/A AND provide a brief rationale for this decision.

The four themes are:

- **Indigenous Innovation**, which involves contributing to *economic growth* through distinctive research and development
- **Taiao**, which is concerned with achieving *environmental sustainability* through iwi and hapū relationships with land and sea
- **Hauora/Oranga**, which centres around improving *health and social wellbeing*
- **Mātauranga**, which involves exploring *indigenous knowledge*.

Collection of the % contribution of each Vision Mātauranga theme to the proposed research will form part of our reporting obligations for NZRIS. If you have ticked one or more Vision Mātauranga themes, please consider each theme one at a time. Indicate the proportion of the proposed research that aligns with that theme. It is possible for the combined total to be over 100% (for example, if the proposed research is entirely Mātauranga and also has a Hauora/Oranga theme, the contributions could be 100% and 10% respectively).

If one or more themes apply to your proposed research programme, **up to one additional page** will be available for the “Proposed research” section of the application. This gives applicants an opportunity to more easily integrate Vision Mātauranga into the conceptual framework and/or research design of the proposed programme, for example, demonstration of consultation, linkages, outcomes or other relevant information. Alternatively, applicants may choose to gather all relevant Vision Mātauranga information under a separate heading, or use any combination of information across the “Proposed research” section. Aspects of Vision Mātauranga relating to relevant experience can be included in the “Narrative CV”. Where Vision Mātauranga is appropriate to a proposal, it can contribute to the assessment of its overall excellence.

How do I decide whether my proposal aligns with Vision Mātauranga?

A Vision Mātauranga statement must be included for all research that has relevance for Māori. The research category descriptions outlined in the next section may help you decide if this applies to your project. Please note, however, that those categories are fluid, there may well be overlap between them, and not every point in each category need apply. It is important to explain your choices.

Categories of Research

The five categories identified below have been adapted from those on the National Science Challenge, Biological Heritage website <https://bioheritage.nz/about-us/visionmatauranga/> hosted by Manaaki Whenua Landcare Research. Please note that there may well be overlap between categories as in categories 2 and 3 in terms of the nature and degree of relevance to Māori.

The original categories were set out by MBIE in information for the Endeavour Fund 2015.

Research with no specific Māori component

- This category includes research projects where: No mātauranga Māori (Māori knowledge) is used.
- Māori are not associated with the research process (for example: there are no Māori involved in relation to any research management / advisory / governance panels; the proposal does not involve or relate to Māori land or institutions; Te Ao Māori or Māori communities are not part of any component of the research).
- Work is not likely to be of direct relevance to Māori.
- It is critical that the researchers involved carefully consider the possibility whether the proposed research has direct (and possibly indirect) implications or benefits for Māori. For example, if a research project is developing a virtual reality programme that seeks to simulate a societal context, the panel should reasonably expect that it would have a Vision Mātauranga dimension.
- There are occasions where researchers have consulted with their organisation's appropriate advisor, who may have indicated the researchers that Vision Mātauranga is not applicable. It is best to explain why this was deemed to be the case (for example, the applicant may be new to New Zealand)

Research specifically relevant to Māori

This category includes research projects where:

- There is specific relevance to Māori.
- Mātauranga Māori may be used in a minor way to guide the work and its relevance to Māori. It includes work that contributes to Māori aspirations and outcomes.

Research involving Māori

This category includes research projects where:

- Mātauranga Māori may be incorporated in the project, but is not central to the project.
- Research is specifically and directly relevant to Māori and Māori are involved in the design and/or undertaking of the research.
- The work typically contributes to Māori (for example: iwi, hapū, organisations) aspirations and outcomes.

Māori-centred research

This category includes research projects where:

- The project is Māori-led, and where mātauranga Māori is used alongside other knowledges (for example: through frameworks, models, methods, tools, etc.).
- Kaupapa Māori research is a key focus of the project.
- Research is typically collaborative or consultative, with direct input from Māori groups, commonly including Māori researchers or a collaboration with Māori researchers or researchers under the guidance/mentoring of Māori. There is alignment with and contribution to Māori (for example: iwi, hapū, organisations) aspirations.

Kaupapa Māori research

This category includes research projects where:

- Mātauranga Māori is incorporated, used and understood, as a central focus of project and its findings.
- Research is grounded in te ao Māori and connected to Māori philosophies and principles.
- Research typically uses kaupapa Māori research methodologies.
- Te reo Māori may be a central feature to this kaupapa or research activity, and key researchers have medium to high cultural fluency or knowledge of tikanga and reo.
- The research is generally led by a Māori researcher; non-Indigenous researchers may carry out research under the guidance/mentoring of a Māori researcher.
- Māori participation (iwi, hapū, mara, individual) is high.
- The work contributes strongly to Māori (for example: iwi, hapū, organisations) aspirations and outcomes and is mana enhancing.

Māori Research Workforce Development

One of the purposes of the Vision Mātauranga policy is capability development. This is to build the capability of Māori individuals, businesses, incorporations, rūnanga, trusts, iwi, hapū, and marae to engage with research, science and technology. All applicants are asked to consider opportunities in addition to the categories of research above, for building the capacity of Māori researchers or students in their discipline.

Developing a Vision Mātauranga statement

It is important to keep in mind that there is no single approach or prescription for Vision Mātauranga: one size does not fit all and there are many possible ways of addressing Vision Mātauranga. Vision Mātauranga should not, however, be seen as an add-on, nor should it be treated as separate from the research, methods or people involved in the project. A holistic approach that considers reciprocity and relationships is therefore desirable.

Vision Mātauranga does not begin and end with your Vision Mātauranga statement. You should document how you have considered Vision Mātauranga and demonstrate applicable actions and relationships throughout the research proposal and in relation to the various stages of the research that is proposed.

If you have indicated that the research is relevant to Māori, involves Māori, is Māori-centred or is a kaupapa Māori proposal, you need to demonstrate how you have considered Māori

throughout all parts of the research, and how it underpins different dimensions of the research including the problem identification or design, research team composition, community partners, methods, analysis and intended impact.

The following questions may be useful to consider when conceptualising and writing your project:

- Have you co-created the research topic/issue with an iwi or Māori organisation?
- What does working in partnership with iwi mean to you as researchers?
- To what extent have you discussed the research with Māori partners and agreed on the methodology you will use?
- Was there full disclosure and informed consent to the proposed research with Māori partners? How has that agreement/informed consent been agreed to?
- Has the budget been disclosed and agreed to with Māori partners? Is there provision in that budget for Māori involvement, capability development and consultation?
- Is there appropriate Māori researcher involvement in the project, both in terms of PI/Als and capability development?
- What provisions have you made to ensure there is advice from appropriate Māori organisations throughout the life of the research project? If there are concerns or disagreements with Māori partners, how are these to be resolved?
- What provisions have you made to ensure there is appropriate technology transfer to Māori partners as the research proceeds and as findings become available towards the end of the project?
- Are there benefits to Māori? What are they? And how have these been agreed with Māori partners?
- Have all people named in the proposal given their support or endorsement to the proposed research or to be involved?
- How is the project an opportunity to build the capacity of Māori researchers or students in your discipline, both now and for the future?
- How are you and your team working to increase understanding of te ao Māori and iwi aspirations in your area of research?
- How might this research build new, or enhance existing, relationships with Māori?
- How will you share the research outcomes with Māori?
- Has there been agreement about the intellectual property ownership of research findings with Māori partners? What is the nature of that agreement?
- Is there a need for members of the research team to be proficient in te reo? How has this aspect been addressed?
- Is there a Tiriti o Waitangi component or requirement in your research?

Vision Mātauranga resources

Below you will find a non-exhaustive list of published resources that describe, discuss, and talk about how researchers have engaged with Vision Mātauranga and kaupapa Māori research. These range from early conceptions of Vision Mātauranga to more recent frameworks. The resources underscore the diverse ways Vision Mātauranga may be approached across disciplines and methodologies.

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Kana, F. and Tamatea, K. (2006). Sharing, listening, learning and developing understandings of Kaupapa Māori research by engaging with two Māori communities involved in education. *Waikato Journal of Education*, 12, 9-20.
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Macfarlane, S., Macfarlane, A. and Gillon, G. (2015) Sharing the food baskets of knowledge: Creating space for a blending of streams. In A. Macfarlane, S. Macfarlane, M. Webber, (eds.), *Sociocultural realities: Exploring new horizons*. Christchurch: Canterbury University Press, 52-67.

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Pihama, L., Tiakiwai, S.-J., and Southey, K. (eds.). (2015). *Kaupapa rangahau: A reader. A collection of readings from the Kaupapa Rangahau workshops series*. (2nd ed.). Hamilton, New Zealand: Te Kotahi Research Institute.
https://researchcommons.waikato.ac.nz/bitstream/handle/10289/11738/Kaupapa%20Rangahau%20-%20A%20Reader_2nd%20Edition.pdf?sequence=7&isAllowed=y

Smith, L. T., Maxwell, T. K., Puke, H., and Temara, P. (2016). Indigenous knowledge, methodology and mayhem: What is the role of methodology in producing indigenous insights? A discussion from Mātauranga Māori. *Knowledge Cultures*, 4(3), 131–156.

Vision Mātauranga resources from the Marsden Fund, including a video resource, is available at: <https://www.royalsociety.org.nz/what-we-do/funds-and-opportunities/marsden/marsden-fund-application-process/submitting-a-proposal/vision-matauranga>

He Āpiti Supplement: Ngā Ahua o te Ao Hurihuri - Rethinking our shared futures (2019). *Journal of the Royal Society of New Zealand*, Volume 49, Issue sup1
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New Zealand Science Review (2019). Mātauranga and Science – Part 1.
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Rauika Māngai (2020). A Guide to Vision Mātauranga: Lessons from Māori Voices in the New Zealand Science Sector. Wellington, NZ: Rauika Māngai.
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ANZCCART (2024). New animal ethics resources include Māori knowledge (link to further resources): <https://www.royalsociety.org.nz/news/new-animal-ethics-resources-include-maori-knowledge/>

Appendix II: Glossary of te reo Māori terms

Āpitianga II: Papakupu o ngā kupu reo Māori

Definitions taken from maoridictionary.co.nz

Ka mihi ki a Ahorangi Angus Macfarlane, Te Whare Wānanga o Waitaha, mō tēnei. With thanks to Professor Angus Macfarlane, University of Canterbury, for his input.

Aotearoa	the Māori name for New Zealand
Aroha	affection, sympathy, charity, compassion, love, empathy
Atua	ancestor with continuing influence, god, demon, supernatural being, deity, ghost, object of superstitious regard, strange being - although often translated as “god” and now also used for the Christian God
Hapū	kinship group, clan, tribe, subtribe - section of a large kinship group and the primary political unit in traditional Māori society. It consisted of a number of whānau sharing descent from a common ancestor, usually being named after the ancestor, but sometimes from an important event in the group’s history. A number of related hapū usually shared adjacent territories forming a looser tribal federation (iwi)
Hau kāinga	home, true home, local people of a marae, home people
Hauora	health, wellbeing
Hui	gathering, meeting, assembly
Iwi	extended kinship group, tribe, nation, people, nationality, race - often refers to a large group of people descended from a common ancestor and associated with a distinct territory
Kāinga	home, address, residence, village, settlement, habitation, habitat, dwelling
Kaitiaki	trustee, minder, guard, custodian, guardian, caregiver, keeper, steward
Kaitiakitanga	guardianship, stewardship, trusteeship
Kaumātua	adult, elder, elderly man, elderly woman, senior person - a person of status within the whānau or iwi
Kaupapa	philosophy, topic, policy, matter for discussion, plan, purpose, scheme, proposal, agenda, subject, programme, theme, issue, initiative

Kaupapa Māori	Māori approach, Māori topic, Māori customary practice, Māori institution, Māori agenda, Māori principles, Māori ideology - a philosophical doctrine, incorporating the knowledge, skills, attitudes and values of Māori society
Koha	gift, present, offering, donation, contribution - especially one maintaining social relationships and has connotations of reciprocity
Kōiwi tangata	human bones or remains
Kōrero	to tell, say, speak, read, talk, address; speech, narrative, story, news, account, discussion, conversation, discourse, statement, information
Mamae	be painful, sore, hurt
Mana	prestige, authority, control, power, influence, status, spiritual power, charisma - mana is a supernatural force in a person, place or object. Mana goes hand in hand with tapu, one affecting the other. The more prestigious the event, person or object, the more it is surrounded by tapu and mana. Mana is the enduring, indestructible power of the atua and is inherited at birth, the more senior the descent, the greater the mana. The authority of mana and tapu is inherited and delegated through the senior line from the atua as their human agent to act on revealed will. Since authority is a spiritual gift delegated by the atua, man remains the agent, never the source of mana. This divine choice is confirmed by the elders, initiated by the tohunga under traditional consecratory rites (tohi). Mana gives a person the authority to lead, organise and regulate communal expeditions and activities, to make decisions regarding social and political matters. A person or tribe's mana can increase from successful ventures or decrease through the lack of success
Manaakitanga	hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others
Māori	Māori, Indigenous New Zealander, Indigenous person of Aotearoa/New Zealand - a new use of the word resulting from Pākehā contact in order to distinguish between people of Māori descent and the colonisers
Marae	courtyard - the open area in front of the whareniui (meeting house), where formal greetings and discussions take place. Often also used to include the complex of buildings around the marae
Mātauranga	knowledge, wisdom, understanding, skill - sometimes used in the plural; education - an extension of the original meaning and commonly used in modern Māori with this meaning

Mauri	life principle, life force, vital essence, special nature, a material symbol of a life principle, source of emotions - the essential quality and vitality of a being or entity. Also used for a physical object, individual, ecosystem or social group in which this essence is located
Moana	sea, ocean, large lake
Te Moana-nui-a-Kiwa	the Pacific Ocean
Pākehā	English, foreign, European, exotic - introduced from or originating in a foreign country; New Zealander of European descent - probably originally applied to English-speaking Europeans living in Aotearoa/ New Zealand
Pepeha	tribal saying, tribal motto, proverb (especially about a tribe), set form of words, formulaic expression, saying of the ancestors, figure of speech, motto, slogan - set sayings known for their economy of words and metaphor and encapsulating many Māori values and human characteristics
Pūrākau	myth, ancient legend, story
Rangatahi	younger generation, youth
Rangatira	chief (male or female), chieftain, chieftainess, master, mistress, boss, supervisor, employer, landlord, owner, proprietor - qualities of a leader is a concern for the integrity and prosperity of the people, the land, the language and other cultural treasures (for example, oratory and song poetry), and an aggressive and sustained response to outside forces that may threaten these
Rangatiratanga	chieftainship, right to exercise authority, chiefly autonomy, chiefly authority, ownership, leadership of a social group, domain of the rangatira, noble birth, attributes of a chief
Rohe	boundary, district, region, territory, area, border (of land)
Rūnanga	council, tribal council, assembly, board, boardroom, iwi authority - assemblies called to discuss issues of concern to iwi or the community
Tamariki	children - normally used only in the plural
Tāne	husband, male, man
Tāngata whenua	local people, hosts, Indigenous people - people born of the whenua, i.e. of the placenta and of the land where the people's ancestors have lived and where their placenta are buried

Taonga	treasure, anything prized - applied to anything considered to be of value including socially or culturally valuable objects, resources, phenomenon, ideas and techniques
Tapu	be sacred, prohibited, restricted, set apart, forbidden, under atua protection; restriction, prohibition - a supernatural condition. A person, place or thing is dedicated to an atua and is thus removed from the sphere of the profane and put into the sphere of the sacred. It is untouchable, no longer to be put to common use
Te reo Māori	Māori language
Te Tiriti o Waitangi	The Treaty of Waitangi
Tikanga	correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context
Tino rangatiratanga	self-determination, sovereignty, autonomy, self-government, domination, rule, control, power
Tipuna	ancestor, grandparent, grandfather, grandmother - singular form of tīpuna and the eastern dialect variation of tupuna
Tohunga	skilled person, chosen expert, priest, healer - a person chosen by the agent of an atua and the tribe as a leader in a particular field because of signs indicating talent for a particular vocation
Tupuna	ancestor, grandparent – singular form of tūpuna and the western dialect variation of tipuna
Tūrangawaewae	domicile, standing, place where one has the right to stand - place where one has rights of residence and belonging through kinship and whakapapa
Wairua	spirit, soul - spirit of a person which exists beyond death. It is the non-physical spirit, distinct from the body and the mauri
Wahine/wāhine	wahine - woman, female, lady, wife; wāhine - women, females, ladies, wives – plural form of wahine; female, women, feminine
Wairuatanga	spirituality
Wānanga	seminar, conference, forum, educational seminar; tribal knowledge, lore, learning - important traditional cultural, religious, historical, genealogical and philosophical knowledge; tertiary institution that caters for Māori learning needs - established under the Education Act 1990

Whaikōrero	oratory, oration, formal speech-making, address, speech - formal speeches usually made by men during a pōhiri/pōwhiri and other gatherings
Whakapapa	genealogy, genealogical table, lineage, descent - reciting whakapapa was, and is, an important skill and reflected the importance of genealogies in Māori society in terms of leadership, land and fishing rights, kinship and status. It is central to all Māori institutions. There are different terms for the types of whakapapa and the different ways of reciting them including: tāhū (recite a direct line of ancestry through only the senior line); whakamoe (recite a genealogy including males and their spouses); taotahi (recite genealogy in a single line of descent); hikohiko (recite genealogy in a selective way by not following a single line of descent); ure tārewa (male line of descent through the first-born male in each generation)
Whakataukī	proverb, significant saying, formulaic saying, cryptic saying, aphorism. Like whakataukī and pepeha they are essential ingredients in whaikōrero
Whānau	extended family, family group, a familiar term of address to a number of people - the primary economic unit of traditional Māori society. In the modern context the term is sometimes used to include friends who may not have any kinship ties to other members
Whānaungatanga	relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging. It develops as a result of kinship rights and obligations, which also serve to strengthen each member of the kin group. It also extends to others to whom one develops a close familial, friendship or reciprocal relationship
Whenua	land - often used in the plural; territory, domain; country, land, nation, state

Appendix III: DORA

Āpitianga III: DORA

RETHINKING RESEARCH ASSESSMENT

UNINTENDED COGNITIVE & SYSTEM BIASES



Judgment and decision-making biases that impact how we weigh options and make choices have been shown to result in inequitable review, promotion, and hiring practices. While recognizing these biases at a personal level is important, creating new structural and institutional conditions to reduce bias can be even more valuable.

People tend to dismiss evidence that doesn't fit their initial judgments or preconceptions

Example: Cherry-picking information from a CV to confirm the view one already has, or dismissing potential warning signs because a candidate has already been accepted as a good fit.

Why it's problematic: Our initial conceptions are often based on subjective experiences and limited data. Failing to gather and consider counter-evidence makes us more likely to fall into old ways of thinking.

We often take the path of least resistance unless there are strong reasons not to

Example: Continuing to use citations from academic journals as a primary indicator of impact or quality, rather than considering alternate quantitative indicators of real-world value.

Why it's problematic: People often stick with recognizably flawed processes because the effort to fix them or adopt new ones is perceived as too much effort.

Resources often flow to those who already have them

Examples: Highly cited references may be more cited in part because researchers see that they're highly cited. Researchers with a long track record of grants receive a disproportionate amount of new funding.

Why it's problematic: When people lack the time or motivation to vet results, this can make access to resources even less equitable.

Tackling these infrastructural and institutional implications of common biases can help promote and support more equitable practices:

Incumbent processes and perceptions have the advantage

Many institutions have deep legacy traditions that become normalized over time, but these organizational habits can also keep new ideas and people out.

What can institutions do?

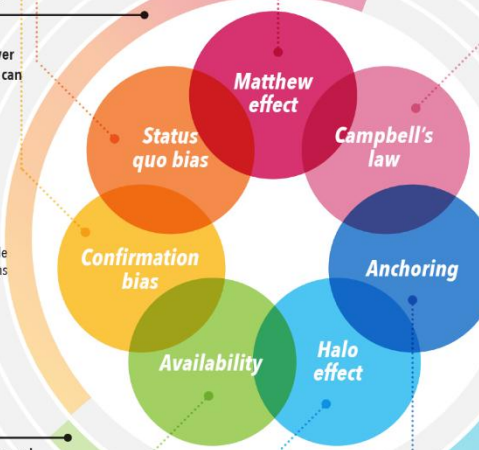
- Make the benefits of new behaviors concrete, salient, and easy to grasp
- Recognize where old assumptions may overly reward those who are more traditionally successful, at the expense of new or more diverse talent
- Set, publicize, and adhere to measurable goals that look beyond traditional norms of success when reviewing potential candidates to broaden the pool of individuals under consideration

"Objective" comparisons are not necessarily equitable

Qualities that can be measured or ranked are tempting because they feel less subjective, but can feed a false sense of precision.

What can institutions do?

- Balance the use of quantitative metrics with qualitative inputs, like narrative CVs, that capture more intangible qualities
- Select standards based on a wide set of inputs rather than a narrow or anecdotal set
- Recognize where setting specific, quantifiable goals may be reinforcing some behaviors at the expense of others



We gauge value by association

Highly rated or prominent institutions and journals (and those associated with them) often get the benefit of the doubt based on familiarity or reputation rather than reality.

What can institutions do?

- Use structured interview protocols to keep decision-makers focused on agreed-upon qualities, rather than on reputation
- Explicitly articulate and consider long-term and qualitative values, as well as short-term or easily quantifiable needs
- Have applicants highlight and articulate their most meaningful contributions to reduce reviewer reliance on journal names or quantifiable characteristics of productivity

Individual data points can accidentally distract from the whole

It's hard to weigh all information equally, which can give initial or "shiny" data points and personal reference points an advantage.

What can institutions do?

- Assemble diverse teams—across gender, seniority, cultures, and under-represented minoritized populations—to bring a range of perspectives and experiences into decisions
- Look outside your institution or discipline to broaden a sense of "normal"
- Put reputation-based indicators like education at the end of applicant materials to reduce preconceived notions

Anecdotal, top-of-mind, or easily recalled data can inadvertently skew what we prioritize

Example: Prioritizing individual or memorable anecdotes, both pro or con, like getting a well known grant.

Why it's problematic: Overweighting information that more readily comes to mind may result in failing to consider other important evidence, missing the bigger picture.

We let positive impressions of individual attributes influence our overall opinions

Example: A candidate from a prestigious institution is thought to have more potential than one from a lesser known university.

Why it's problematic: Giving preferential treatment to people based on inherited attributes may reinforce inequitable norms, which can lock out otherwise worthy candidates and fails to consider individuals equally.

The first piece of data we see or hear tends to set the bar against which we judge subsequent pieces of information

Example: Negatively comparing post-COVID-19 research productivity to pre-COVID-19, or using one's own personal life as a gauge to judge others' experiences.

Why it's problematic: Initial anchor data defines the "normal" against which all other data is compared, which can skew our reference points by emphasizing relative comparisons between options rather than their actual value.

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Appendix IV: Guide for Panel Chairs and Members

Āpitianga IV: He Aratohu mā Ngā Heamana Rōpū Whiriwhiri me Ngā Mema

Objectives

The aims for the panel meeting are to:

1. The purpose of Panel meetings is to consider and reach agreement about what recommendations the panel will make regarding the funding of Tāwhia te Mana applications. Additional information can be found within the Guidelines for Panellists for each specific fellowship scheme. The following points are intended to guide Panel members in preparing for and taking part in panel meetings.
2. Consider the diversity targets of the Tāwhia te Mana Fellowships and ensure that, where practicable, the demographics of the recommended applicants meet these targets.

Process and Role of the Panel Chair

The role of the Panel Chair is to guide and steer the discussion in a respectful manner ensuring:

- the panel process is followed according to the panellist guidelines for the specific fellowship scheme. The RSNZ Secretariat will be available to answer questions on process.
- panellists are reminded of expectations including confidentiality, meeting etiquette, and the need to keep to time.
- applications are considered based on the criteria of the specific fellowship scheme.
- discussions are restricted to information provided within the application.
- each proposal has the opportunity to be discussed.
- all panellists have the opportunity to comment on a proposal.
- any conflicts of interest are taken into account.
- following discussion, panellists are given the opportunity to change their score/grade/recommendation.
- recommendations take into account the diversity targets of the Tāwhia te Mana Scheme, where practicable:
 - around 20% of Fellowships are applicants who whakapapa Māori.
 - around 10% of Fellowships are applicants who identify as being of Pacific ethnicity.
 - around 50% of Fellowships are applicants who identify as female.

Panellists Responsibilities During Panel Meetings

All Panel members, whether present or attending remotely, are expected to:

- be familiar with and act in accordance with the policies and procedures in the Guidelines for Panellists for the specific fellowship scheme.
- disclose and take steps to avoid any conflicts of interest during the panel meeting.
- take proper account of and act in accordance with the principles of the Vision Mātauranga Policy in assessing applications.
- ensure that all comments are professional, coherent, carefully considered, and avoid personal remarks.
- confine discussion to material that is available in the room or readily accessible to all panel members; reference should not be made to earlier versions of a proposal.
- be respectful during panel meetings: listen to and respect the contributions of others during panel meetings; avoid side conversations; address all comments to the meeting.
- communicate any concerns about process to the Chair directly during the meeting or during one of the breaks so that, if necessary, action can be taken during the meeting.
- maintain confidentiality about the content of panel meetings.

Relevant Document

Royal Society Te Apārangi Code of Professional Standards and Ethics in Science, Technology, and the Humanities:

<https://www.royalsociety.org.nz/who-we-are/our-rules-and-codes/code-of-professional-standards-and-ethics/code-of-professional-standards-and-ethics-in-science-technology-and-the-humanities/>