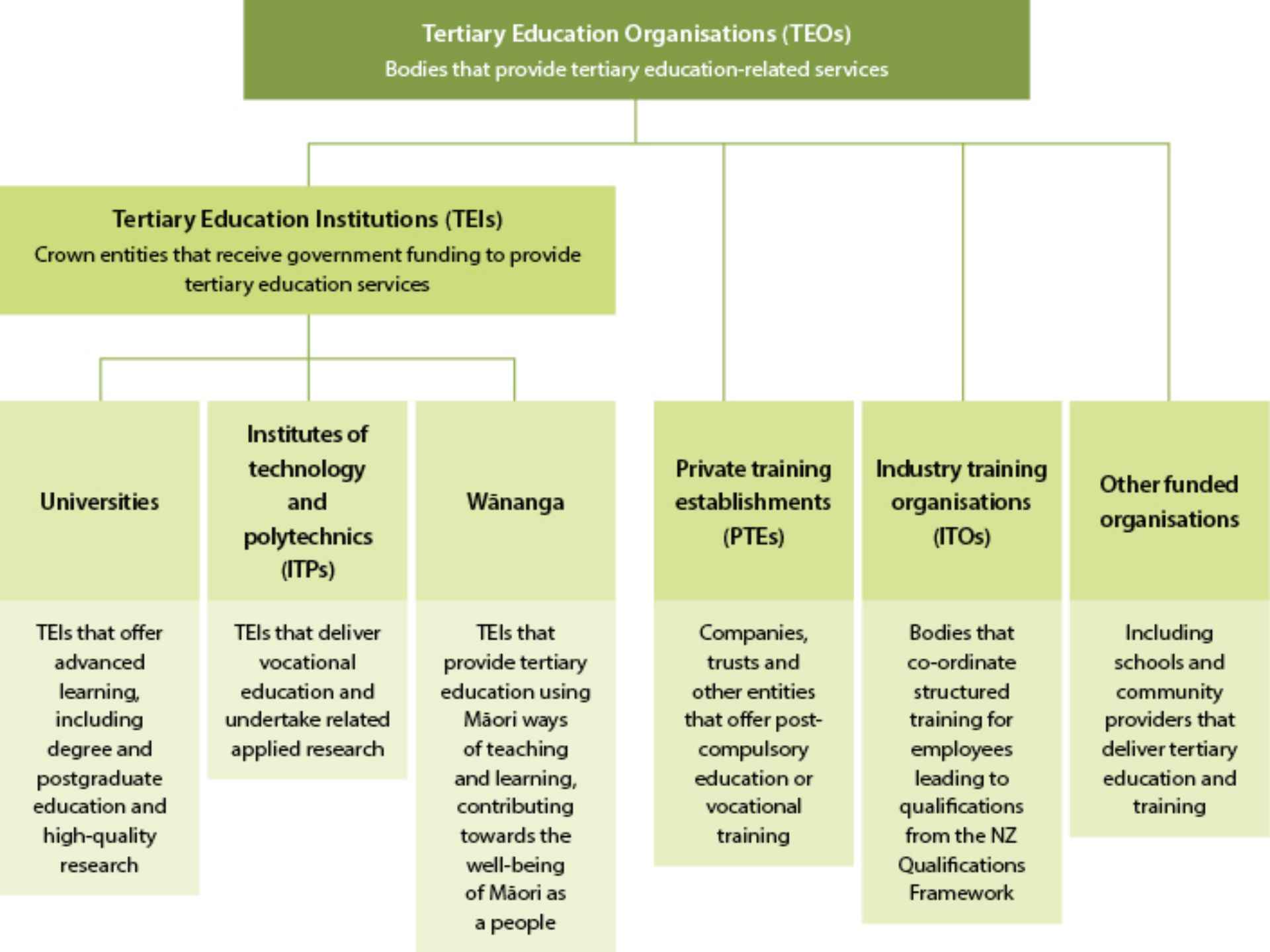
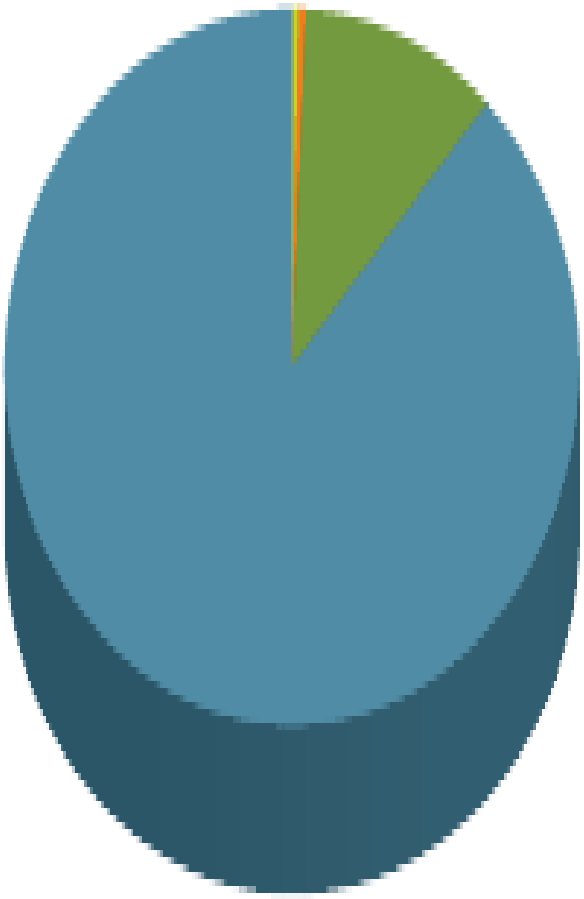
New Zealand


Tertiary Education Organisations (TEOs)
Bodies that provide tertiary education-related services
Tertiary Education Institutions (TEIs)
Crown entities that receive government funding to provide tertiary education services
Universities
TEIs that offer advanced learning, including degree and postgraduate education and high-quality research
Institutes of technology and polytechnics (ITPs)
TEIs that deliver vocational education and undertake related applied research
Wānanga
TEIs that provide tertiary education using Māori ways of teaching and learning, contributing towards the well-being of Māori as a people
Private training establishments (PTEs)
Companies, trusts and other entities that offer post-compulsory education or vocational training
Industry training organisations (ITOs)
Bodies that co-ordinate structured training for employees leading to qualifications from the NZ Qualifications Framework
Other funded organisations
Including schools and community providers that deliver tertiary education and training

NZ tertiary funding



Capability
$10.5 million (<1%)

Scholarships and Learners
$11.3 million (<1%)

Research
$306.8 million (11%)

Teaching and Learning
$2.4 billion (88%)

New Zealand Education Act

A Polytechnic is characterised by a –

wide diversity of continuing education, including vocational training, that contributes to the maintenance, advancement, and dissemination of knowledge and expertise and promotes community learning, and by research, particularly applied and technological research, that aids development.

New Zealand Education Act

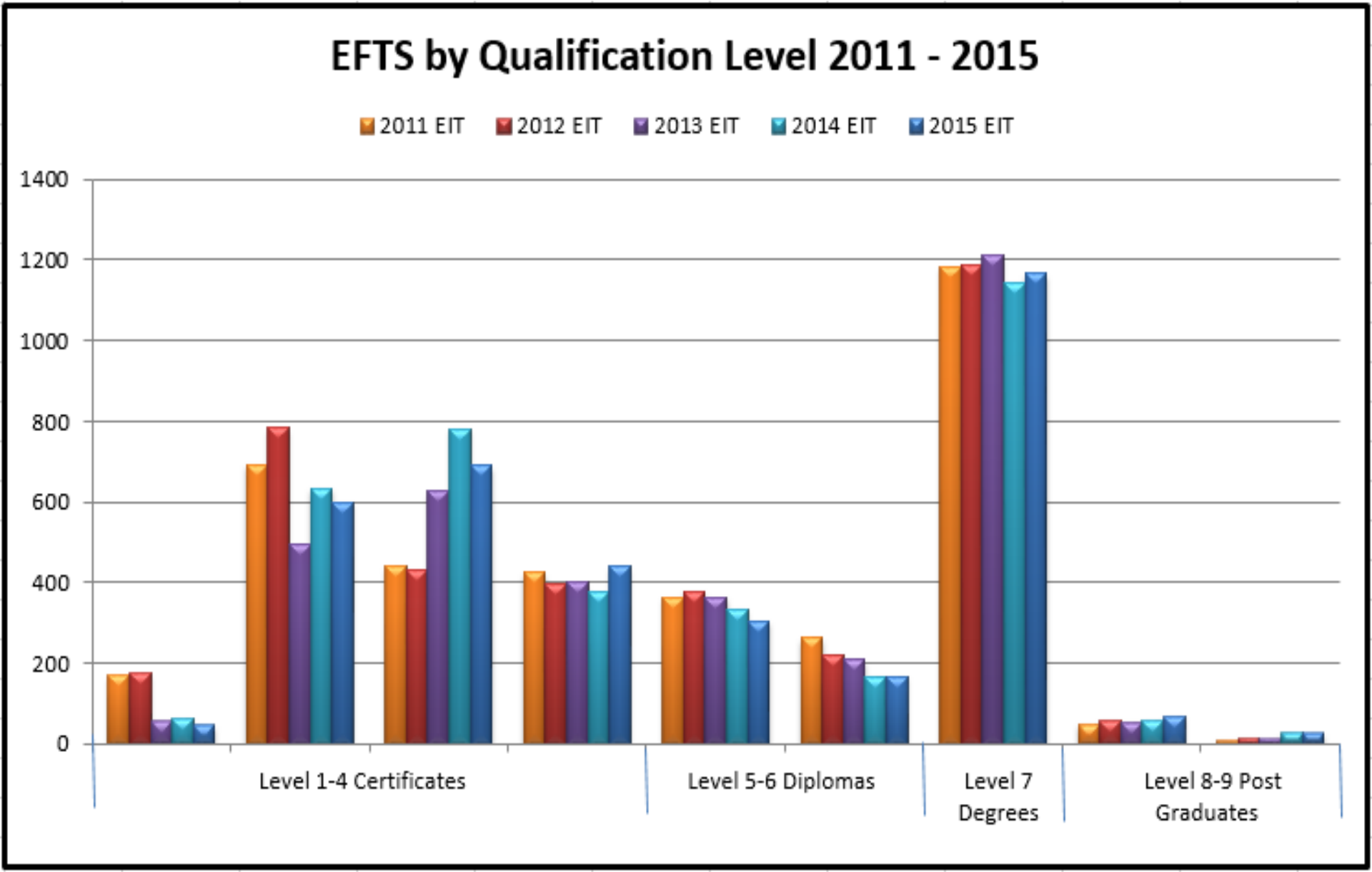
A ‘degree’ is a qualification

- of advanced learning
- taught mainly by people engaged in research

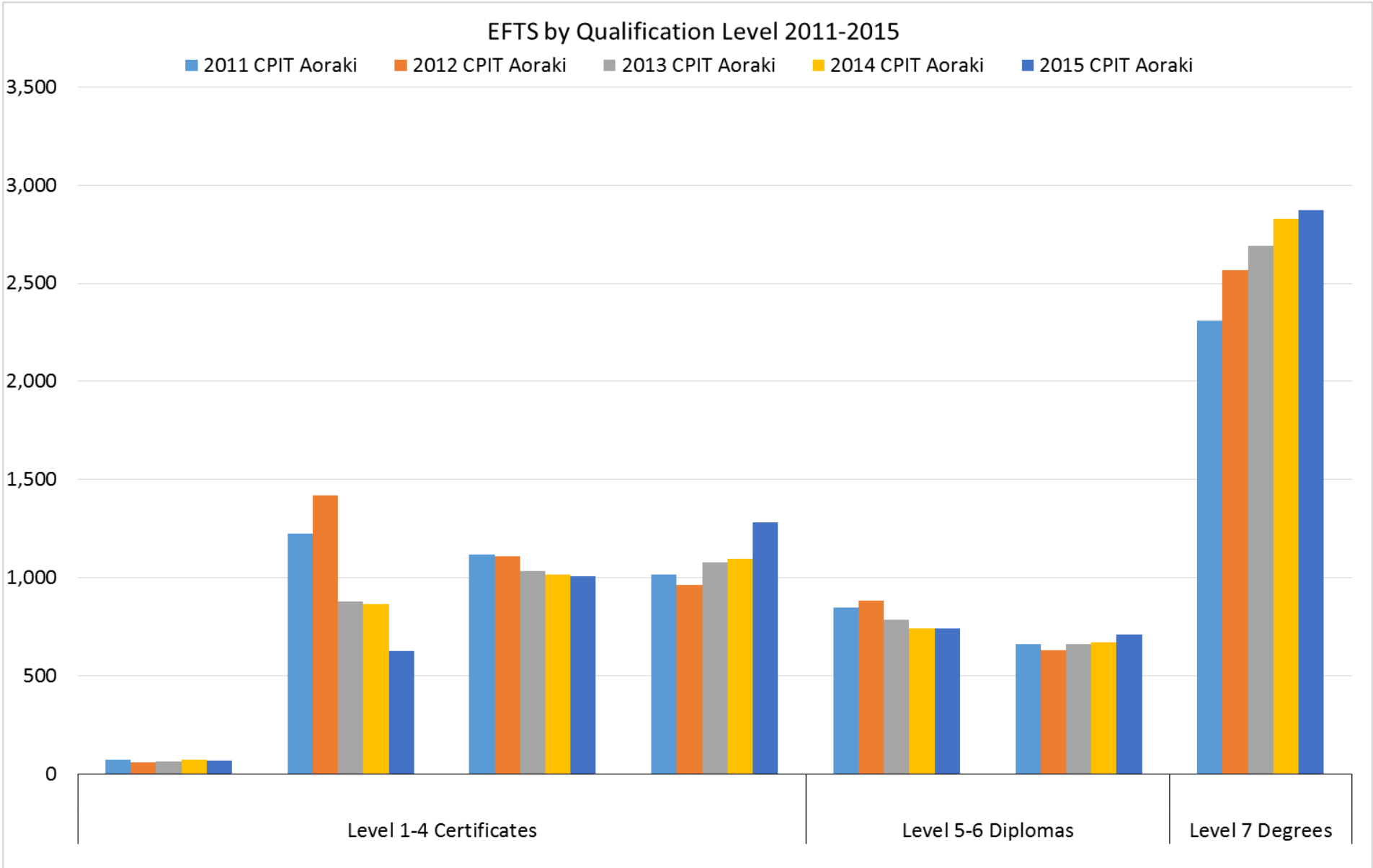
NZ Tertiary Education Commission

- proposed amending legislation around degrees to being:
  - *taught by people who have a comprehensive and current knowledge of their discipline and the skills to communicate that knowledge*
- strong opposition resulted!

EIT qualification provision



CPIT Aoraki qualification provision



Performance Based Research Funding introduced

Performance-Based Research Fund (PBRF)

- to ensure that excellent research is encouraged and rewarded
- to assess the research performance of TEOs
- to fund TEOs based on performance

Performance-Based Research Fund (PBRF)

- Three elements:
  - *Quality Evaluation (60%)*
  - *Research Degree Completion (25%)*
  - *External Research Income (15%)*

Performance-Based Research Fund (PBRF)

- 2003 first round
  - *very few ITPs or PTEs participated*
  - *applied research areas did very poorly overall*
  - *EIT did not participate*
- 2006
  - *About half ITP sector participated*
  - *EIT - 10 PBRF ranked staff (B & C ranks achieved)*
- 2012
  - *Some ITPs dropped out*
  - *EIT - 34 PBRF ranked staff (A, B & C ranks achieved)*

Research in ITPs

- majority of activity is applied/professional/teaching/industry relevant/related research
- not necessarily peer reviewed quality outputs (i.e. not PBRF ranked)
- More focus on relevance to industry & professions at local and national level

PBRF 2017

- Stronger focus to be on
  - *external research income generation and commercially focused research activity*

Voucher Scheme

Need a problem solved, a question answered or an idea developed?

The Metro Group's research offices would love to have a conversation with you. We have the capability and services to match your requirements with an appropriate solution. We manage the whole process to save you time and deliver quality results.

The Metro Group offers a service where you can outsource your research requirements to help solve practical problems or develop ideas into solutions that will increase productivity. One of the ways that you can engage the Metro Group is via the metro research voucher scheme. Vouchers are 'research credits' making funding available to industry within New Zealand.

Unitec Institute of Technology
TE WHARE WĀNANGA O WAIRAKA

MANUKAU INSTITUTE OF TECHNOLOGY
Te Whare Takiura o Manukau

WelTec
Wellington Institute of Technology
Te Whare Wānanga o te Awakairangi

Wintec
WAIKATO INSTITUTE OF TECHNOLOGY
Te Kuratini o Waikato

CPIT
AORAKI POLYTECHNIC

OTAGO POLYTECHNIC
Te Kura Matatini ki Otago

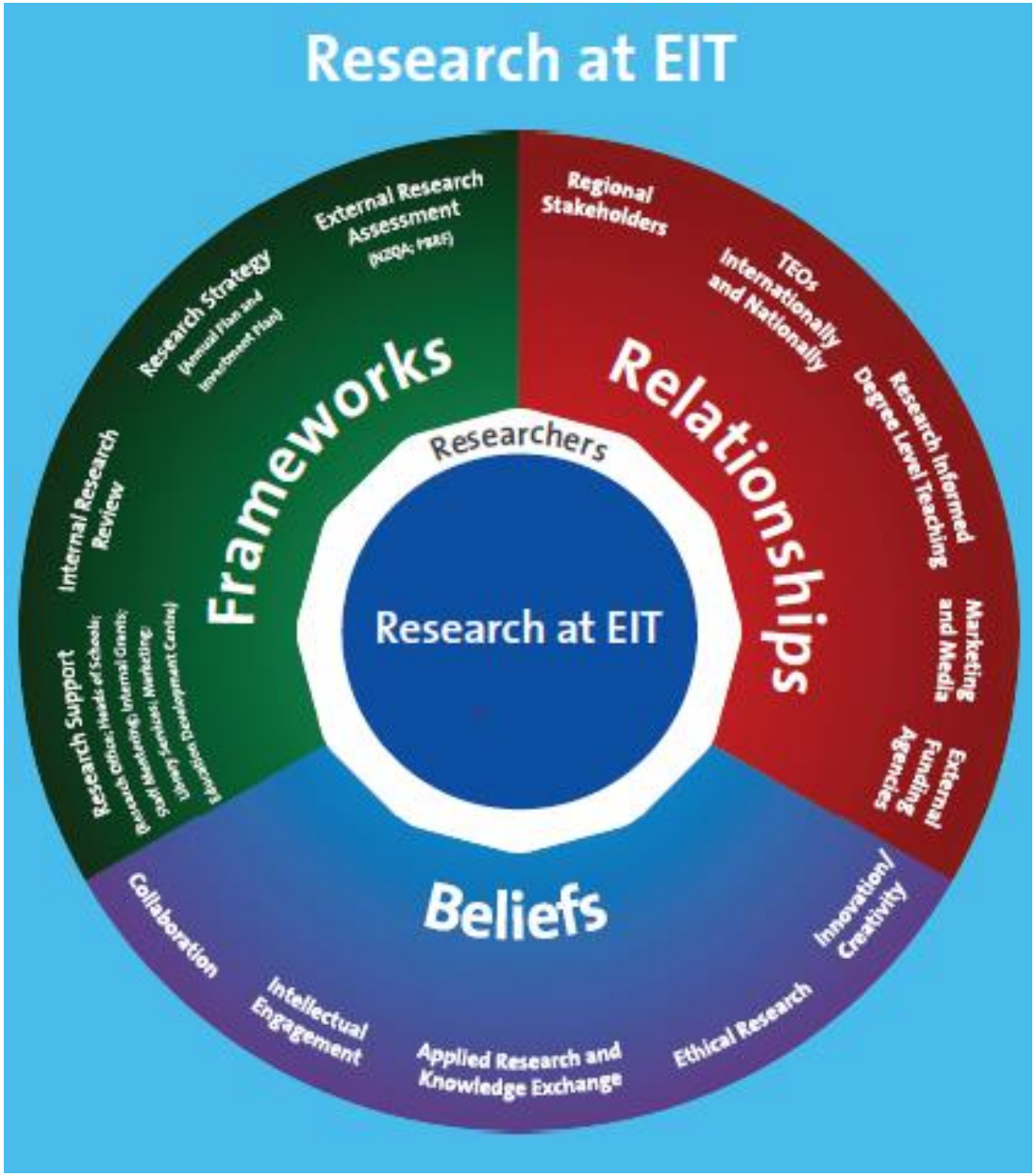
Support in the form of a demand-led research project around a well defined question or problem, such as:

- Design or modification of design
- Experimental Testing / Measuring
- Efficiency audit, process change
- New product / process development
- New or improved production process
- New service development
- New/review of service delivery and customer interface
- Preliminary research / Literature research
- New business model development
- Innovation or Technology audit
- Supply chain management and logistics
- Development of workplace Information Communication Technology

$500 – $5000

Building a research culture and support structures

- Appointing Research Professors and Assoc Profs
- Creating Strategic Research Plan
- Research support structures
  - Strategic Applied Research Committee
  - Research Ethics and Approvals Committee
  - PBRF Committee
  - Research Office
  - Research Hub
- Developing an EIT Model of Research



THE EXPERIENCE YOU NEED
& THE SUPPORT TO SUCCEED

Building research culture @ EIT

- Research Grants Fund
  - Investing in research active staff
  - Investment in strategic research projects
- Sliding scale of research time allocation
  - Targeted time allocation and reallocation
- Research mentors
- Writing workshops/review
- PBRF portfolio preparation workshops and support
- Research show-case
  - Department seminars
  - Public symposiums
  - Research profile publications
- Recruitment strategies

Building a Research Culture at CPIT Aoraki

- Research Manager supporting staff and student research
- Research and Knowledge Transfer Committee of Academic Board with an independent chair
- Ethics approval
- Research Plans required from Departmental Boards of Studies in Departments with degree level programmes
- Themed research e.g. sustainability in refitted construction
- Research Week

CPIT
Applying Innovation
Presenting staff and student research expertise relevant to industry, community and education.
Research Week
- Staff presentations
- The Great Debate
- Student pitch a project
17-21 August
cpit.ac.nz/research-

the research – teaching nexus

a challenge to finish on

is it rhetoric or reality?

are they inextricably linked?

- we regard them as two academic ‘products’
- like wool and mutton,
- delivered in harmonious joint supply (Halsey, 1992)

inextricably linked?

the quintessential academic is a Nobel Prize winner who can enthral an undergraduate class

(Baker, 1986)

but what's really happening?
- research indications -

Hattie & Marsh (1996, 2002, 2004) meta analyses

- the overall conclusion of a zero relation was found across:
  - disciplines
  - departments
  - various measures of research output
  - various measures of teaching quality
  - different categories of university

Hattie and Marsh (2002)

‘Based on this review we concluded that the common belief that research and teaching are inextricably entwined is an enduring myth. At best, research and teaching are very loosely coupled.

It is important not to perpetuate the myth that there is a positive and reciprocal relation between teaching and research.’

Hattie & Marsh research investigation in a leading NZ University (2004)

mission statement included

‘retaining a core commitment to research-based teaching and enhancing scholarship through clearly linking research, professional practice and teaching.’

what they found

- difficult to find that executed in any policy statements
  - no reference in
    - processes of appointment
    - continuation
    - promotion
    - performance review
    - application for study leave
    - (excepting for promotion to Senior Lecturer)
  - no reference to the nexus
    - in proposals for new courses
    - student evaluation forms
    - reviews of Departments
    - internal grants

Hattie & Marsh (2004)

We suggest that if such a case study was conducted in most universities, there would be a similar pattern of rewarding the parts separately, but rarely the nexus.

… not surprising that the context in which academics work is part of the explanation as to why there is a zero relationship between teaching and research.

Institutional level

- there is little or no attention
  - to research in learning & teaching strategies
  - of teaching in research strategies
  - to potential conflicts or synergies between research and teaching strategies
  - to mechanisms to exploit nexus

the nexus is an aspiration with no plan
(Gibbs, 2001)

the linkage is not automatic

both are acts of learning
and we can build the linkage
through a learning focus

If serious *about* the nexus?

- need to be more strategic about building it
- linkage must be built systematically and strategically:
  - the student learning experience
    - curriculum, course design & evaluations
  - departmental planning
  - institutional strategies
  - national strategies and planning

we need to be

more careful thought about conflicts & synergies between research & teaching strategies