New Zealand Performance-Based Research Fund and its Relevance to Management

Delwyn Clark, Waikato Management School
## NZ Performance-Based Research Fund and its Relevance to Management

<table>
<thead>
<tr>
<th>In the beginning... 2003</th>
<th>2006</th>
<th>2012</th>
<th>What’s up now? 2015 - 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve research quality – to underpin high quality 3\textsuperscript{o} education system</td>
<td></td>
<td></td>
<td>Investment in research that has impact – science system</td>
</tr>
<tr>
<td><strong>Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Ministry of Education “top ups” for postgraduate teaching – mostly for salaries</td>
<td></td>
<td>$185M</td>
<td>MBIE NSSI Investigator-led Institutional funds from Vote TEC $300M (2016)</td>
</tr>
<tr>
<td><strong>Fund allocation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60% Research Quality 25% Research Degree Completions 15% External Research Income</td>
<td></td>
<td></td>
<td>55% Research Quality 25% Research Degree Completions 20% External Research Income</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Unit of Analysis / Eligibility</td>
<td>Individual staff teaching &gt;25% of 1 course on 0.2FTE contract 12 months+ Census</td>
<td></td>
<td>Partial</td>
<td>New Rules Late Δ</td>
</tr>
<tr>
<td>Evidence Portfolio</td>
<td>4 best outputs + platform ≤ 30 OROs 70% PE ≤ 30 items:9 types 15% CRE ≤ 30 items:9 types 15%</td>
<td></td>
<td></td>
<td>4 best outputs + Platform ≤ 12 OROs 70% RC ≤ 15 items: 12 types 30%</td>
</tr>
<tr>
<td>Units for Reporting</td>
<td>BEC Panel/4 Subjects Academic Units Tertiary Institutions</td>
<td></td>
<td></td>
<td>BEC Panels/4 Subjects Academic Units Tertiary Institutions</td>
</tr>
<tr>
<td>Metrics</td>
<td>Average Quality Score (AQS)</td>
<td>AQS</td>
<td>AQS* ***</td>
<td>AQS(N)</td>
</tr>
</tbody>
</table>
PBRF and Relevance to Management?

• PBRF system and priorities keep changing
• Research performance matters and the expectations for quality outputs are increasing
  • Business and Economics panel subjects focus on quality refereed journal articles
• VCs are interested in the money and rankings
  • Mandate moch-PBRF rounds to check on progress
  • Expect all academic staff to be B or above (or NE)
• Business School Deans/HOSs/CODs are also focussed on international accreditations and subject accreditations
  • Focus on research excellence, hire research performers, manage non-performance
  • Focus on impact, engagement and innovation
Business and Economics (BEC) Panel Issues

• BEC Panel – third largest number of funded EPs in 2012 (688.55)
• Panel moderation process – yet panels have very different % of As; BEC scores lowest in 2012 (8.45% As) – see graph
• Consistency in expectations across 4 subject areas – perception easier to get an A or B in some BEC subjects
• Mis-use of ABDC rankings – as proxy for quality
• Recognition of Impact and Outreach
Business and Economics (BEC) Panel Comparison

PBRF Panel Results 2012, Percentage Grade Distributions

- A
- B
- C
- C(NE)

BEC    NZ-Mean   NZ-Highest
## BEC Subjects 2012, Comparison

<table>
<thead>
<tr>
<th>Subject</th>
<th>AQS</th>
<th>Rank</th>
<th>A or B %</th>
<th>A%</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>4.68</td>
<td>22</td>
<td>54.45</td>
<td>12.63</td>
<td>132</td>
</tr>
<tr>
<td>Marketing &amp; Tourism</td>
<td>4.20</td>
<td>31</td>
<td>46.3</td>
<td>8.7</td>
<td>144</td>
</tr>
<tr>
<td>Accounting &amp; Finance</td>
<td>4.04</td>
<td>38</td>
<td>40.54</td>
<td>10.45</td>
<td>162</td>
</tr>
<tr>
<td>Management</td>
<td>4.01</td>
<td>39</td>
<td>45.32</td>
<td>4.81</td>
<td>250</td>
</tr>
<tr>
<td>NZ Mean</td>
<td>4.66</td>
<td>42</td>
<td>53.33</td>
<td>13.22</td>
<td>6311</td>
</tr>
</tbody>
</table>
Managing Research Performance: Principles

• Strategic focus on research
• Recruit excellent researchers and research leaders
• Develop comprehensive policies incl. specific guidelines for research quality and quantity
• Provide resources and incentives
• Facilitate strong research culture
• Routinise research and writing
• Monitor research performance systematically and follow up on non-performance
Managing Research Performance: Pitfalls/Challenges

- Research as “residual” activity
- Quality of leadership
- Effective implementation of policies, processes and practices
- Alignment of interests with strategic focus
- Taking actions for non-performance
Performance-Based Research Fund, PBRF Objectives

The primary objectives of the PBRF are to:

• increase the quality of basic and applied research at New Zealand's degree-granting TEOs;
• support world-leading teaching and learning at degree and postgraduate levels;
• assist New Zealand's TEOs to maintain and lift their competitive rankings relative to their international peers; and
• provide robust public information to stakeholders about research performance within and across TEOs.

In doing so, the PBRF will also:

• support the development of postgraduate student researchers and new and emerging researchers;
• support research activities that provide economic, social, cultural, and environmental benefits to New Zealand, including the advancement of mātauranga māori; and
• support technology and knowledge transfer to New Zealand businesses, iwi and communities.
Research Contributions (RC)

• Research Contributions – provide staff members with an opportunity to demonstrate:
  • the esteem in which their peers, within and outside of TEOs, hold their research;
  • their role and the contributions they make, in creating a vital, high-quality research environment; and
  • any impact that their research has had outside academia.

• Research Contribution items will be indicators of a vital, high quality research environment.

• These items may also provide indicators of the social, cultural, environmental and economic benefits of the research including the advancement of Mātauranga Māori.

• Research Contribution items may be local, national and/or international in orientation and impact. esteem, recognition or acknowledgement of your research expertise by peers (up to 15 items)
Research: Intellectual Contributions

- **Standard 2:** The School produces **high-quality intellectual contributions** that are consistent with its mission, expected outcomes, and strategies and that **impact** the theory, practice and teaching of business and management.

- **Intellectual Contributions**
  - Basic or Discovery Scholarship
  - Applied or Integration/Application Scholarship
  - Teaching and Learning Scholarship

- **Impact of Intellectual Contributions** – impact is concerned with the difference made or innovations fostered by intellectual contributions – what has been changed, accomplished, or improved?

- **Impact** is defined as “an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia” (REF, 2011)

- **Impact scope** may be local, regional, national, or global