

# 2012 HIGHLIGHTS REPORT



TE PŌKAI TARA  
UNIVERSITIES  
NEW ZEALAND



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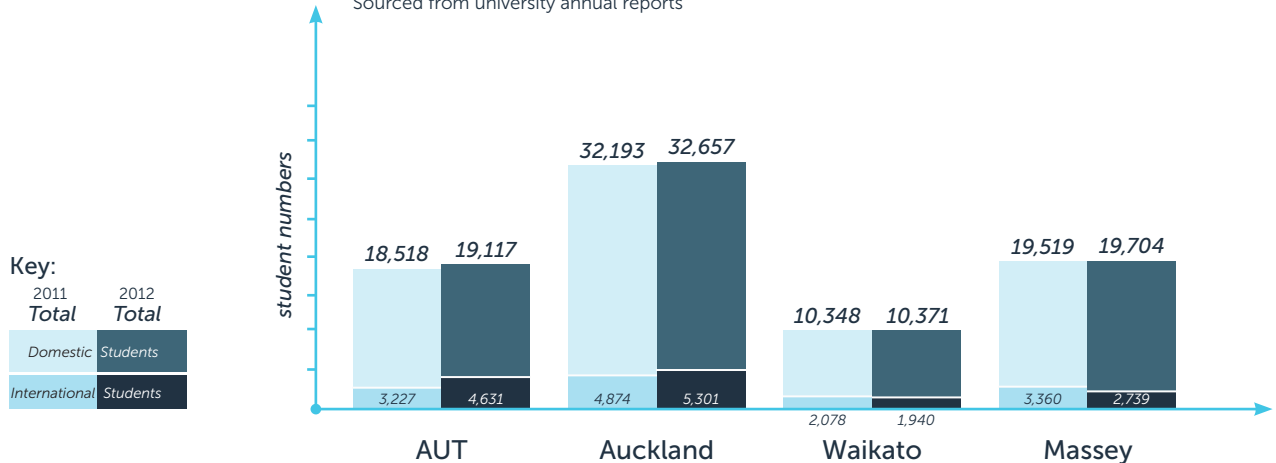
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## Key Statistics

### New Zealand university student numbers | 2011/2012

Sourced from university annual reports



## From the Chair

*New Zealand's eight universities continue to perform strongly as both academic and research institutions. They are dynamic, innovative, strongly connected to their local communities and engaging in vital international partnerships.*

«Our universities provide high quality learning and research environments that positively contribute to our country's economic and social development. A strong university system is a pillar of a robust society.

It is of great concern then that the future sustainability of New Zealand's universities is at risk. Years of inadequate public investment is taking its toll, placing major constraints on the universities' ability to enhance the quality of teaching and research so that they remain viable, internationally competitive institutions. Rather than following the lead of countries that invest

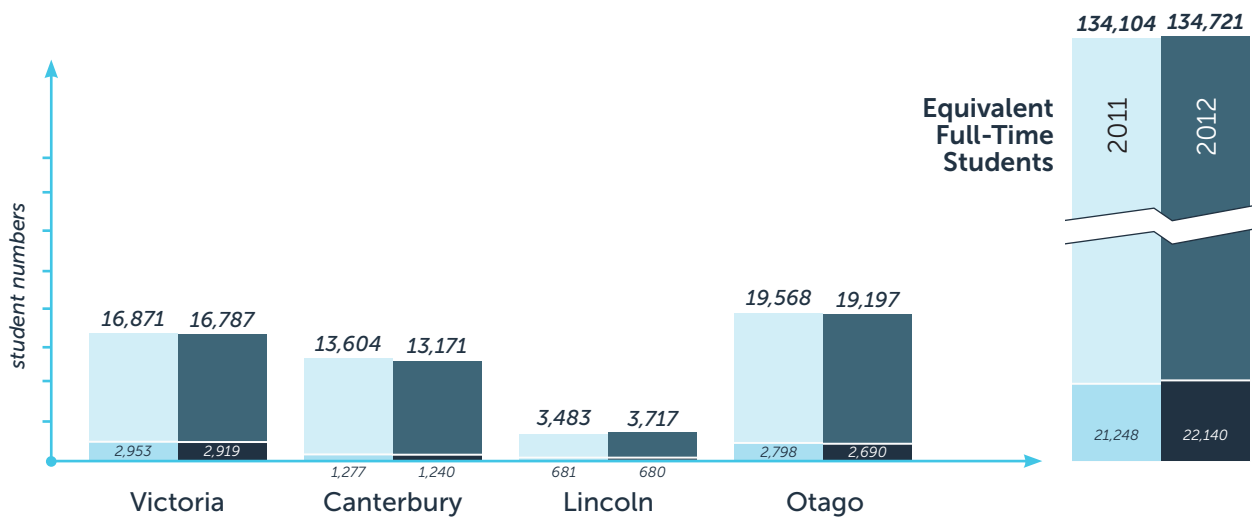
heavily in their universities and have achieved internationally recognised university systems, New Zealand disproportionately allocates its funding to student financial support. Lowering the cost of a university education is deemed the priority, rather than investing in universities to improve the quality of the education and research on offer.

In times of financial constraint governments must make smart choices about the allocation of limited resources. A government that invests in its universities invests in the infrastructure that will stimulate economic and social prosperity. Universities represent one of the best investments government can make with a high rate of public returns.

New Zealand's universities require a greater level of public investment to achieve funding on par with comparable countries, and to reach their full potential as key contributors to the nation's greater good. In a world where research-led innovation is a key driver of

economic development, and a core function of universities, it is disappointing that we have not seen changes to the funding model and the policy settings which restrict universities from generating higher revenue. The correlation between revenue and quality is irrefutable.

A robust, sustainable university system is essential to retain and enhance the value universities confer on graduates, the economy and our communities. Universities New Zealand is focussed on raising awareness of the immense contribution universities make. They are the single most important research organisations with over half the country's research staff and fundamental research capability. They produce half New Zealand's public patents and train nearly all its postgraduate students who will of course comprise the professionals and researchers of the future. Universities continue to be at the forefront of commercialising research, providing innovation to industry and society. The relationship between investment in universities



and economic growth is well documented in numerous studies.

Universities are integral to a prosperous and thriving New Zealand but they must have the ability to contribute to their full potential. Instead we have seen a reduction in revenue per domestic student, which continues to fall in real terms every year, relative to increases in costs, particularly salaries. With the global education market more competitive than ever before this places New Zealand's universities in a perilous situation in attracting both students and staff.

Despite the huge challenges our universities face, they continue to demonstrate initiative and innovation, commitment to research intensive teaching, and an unwavering determination to enhance their contribution to New Zealand's economic and social development.

Universities New Zealand works at the interface between government and universities, promoting the common interests of the universities

nationally and internationally. We make informed, evidence based contributions on policy issues and respond to developments that may impact on university autonomy, as well as New Zealand's competitiveness internationally. Universities New Zealand undertakes the majority of its work through committees and working parties, drawing on expertise within the universities to advance issues in areas such as research, international education, and the advancement of Māori.

I would like to take this opportunity to thank all those who have contributed to the organisation's work as it continues to advance university education and research – and to raise awareness of the pivotal role universities play in creating a thriving, prosperous and socially cohesive nation. »

**Professor Pat Walsh** | Chair  
April 2013

*The relationship between investment in universities and economic growth is well documented in numerous studies.*

## From the Executive Director

*It has been a busy and productive time for Universities New Zealand – Te Pōkai Tara. The organisation has continued to focus on raising awareness of the integral role of universities in advancing the national interest, from both an economic and social perspective.*

«Public funding of universities is an investment in the future of New Zealand, which delivers long-term positive returns to both individuals and the country. Our advocacy seeks to persuade government to increase its real investment in universities to ensure New Zealand's university system is able to continue to deliver internationally competitive education and research that will drive the growth that New Zealand needs.

Our highlights publication promotes three key themes in relation to our work: growing New Zealand, connecting New Zealand to the world and improving value for money in the university sector.

I would also draw your attention to our feature article which describes the resilience and fortitude demonstrated by our Canterbury-based universities in the wake of the 2010 and 2011 Christchurch earthquakes. It is a testament to the individual universities, as well as the university sector's strong sense of unity and collaboration, that has enabled the universities to make

such substantial progress in their recovery efforts.

### Growing New Zealand

The Universities New Zealand-commissioned *Graduate Longitudinal Study* investigates the life trajectory of university graduates and is a world-first in scope and duration. It focuses on long-term outcomes such as employment, income, career satisfaction and health and well-being. This information will be valuable for policy makers, funders, students and the universities to maximise the benefits of a university education. A seminar held in late 2012 to provide an overview of the study, and jointly hosted by Universities New Zealand and the Ministry of Education, had excellent attendance and there was keen interest from participants.

Universities are at the heart of Research, Science and Technology in this country, producing world-class research that has commercial application and economic benefits for New Zealand. The universities are working collaboratively with government and business to produce ground breaking research and this contribution is more important than ever, particularly in a time of global recession, to lift economic growth.

### Connecting New Zealand to the world

The teaching and research which is undertaken at our universities fosters international linkages and provides global learning

opportunities for local and overseas students and academic staff. In this publication we showcase two examples of international connectedness: the wide ranging scholarships managed by Universities New Zealand, and the highest level university delegation ever to visit Taiwan – one of our most important markets.

### Improving value for money

As public institutions, our universities recognise that they have a responsibility to operate efficiently and to deliver optimal value for expenditure. New Zealand continues to devote a disproportionate amount of its tertiary education budget to student financial support rather than to the universities themselves, which places huge pressure on the university sector to look at ways to improve the cost-effectiveness of teaching, research and other services. It of course seeks to do this without undermining the quality of these services. We highlight two initiatives in this publication that show the universities working collaboratively to improve value for money, while enhancing the quality of services. »

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Penny Fenwick | Executive Director  
April 2013

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# Growing New Zealand



## Getting the total picture – graduate study a world-first

*The Graduate Longitudinal Study New Zealand (GLSNZ) aims to chart graduate progress during the vital first 10 years after graduation. The study, launched in June 2011, is a world-first in its scope and duration.*

### Why a longitudinal study?

When student loans are taken into account, government invests around \$2 billion in our eight universities each year. Together, we produce approximately 40,000 graduates per annum. In addition to these public costs, students also incur significant personal costs in terms of fees and lost income during their course of study. Both universities and government policy makers are increasingly interested in how graduate career and life patterns change over time. There needs to be a full and comprehensive measure of how a university education influences the lives of not only individual graduates but wider society both in economic and social terms. The GLSNZ is set to deliver just that.

### Design and funding

The GLSNZ replaces the 35-year-old Graduate Destination Survey which focussed on employment outcomes within six months of graduation. The limitations arising from this very narrow focus were compounded by falling response rates. A strategic review under the auspices of Universities New Zealand resulted in the survey being terminated in 2008 and the decision to develop a new longitudinal study.

The National Centre for Lifecourse Research (NCLR) was commissioned to design the study. The NCLR, which is based at the University of Otago, and includes several other universities as partners, specialises in longitudinal study development and implementation. For this project, it has also partnered with the Dunedin Multidisciplinary Health and Development Study, the Christchurch Health and Development Study and the Centre for Research on Children and Families. All are experts in social science survey methodology, quantitative methods and demography. Professor Richie Poulton, GLSNZ Director says that this made the NCLR the ideal base to develop and implement the study.

Funding for the developmental phase of the study was provided primarily by the Tertiary Education Commission with supplementary support from the Ministry of Women's Affairs and the International Division of the Ministry of Education for 2010 and 2011. Through Universities NZ, the universities have committed funding for the full duration of the study through to 2021. The baseline survey was conducted in late 2011 and initial analysis was completed in April 2012. Three more survey waves will be conducted at two years (2013), five years (2016) and 10 years (2021).

## Focus and scope

The GLSNZ is unique in its range and depth. The study involves a randomly-selected sample of 8,719 students that is broadly representative of the 40,000 students completing programmes at all eight universities in 2011. The sample includes a wide range of disciplines and students. It is unique in so far as it covers not only mainstream undergraduate and graduate students but also part-time, extramural and international students. A broad range of ethnicities and ages are also covered. Internationally, only one other study has involved such a diverse range of students and none has tracked their progress for more than five years after graduation.

The study also interrogates its survey cohort in unprecedented depth. It examines a broad range of factors including university experiences, academic beliefs, goals and values, employment and career aspirations, personality measures, physical health and well-being and community involvement. Educational background, qualification level and type, study load, mode of study and citizenship are also included. The same core set of measures will be employed in each survey wave over the next 10 years.

## April Extended Baseline Report

With 400+ questions and an average completion time of 36.2 minutes, the survey is considerably longer than typically administered in this type of research. Even so, the baseline survey achieved an excellent 72% response rate, of whom >90% had complete data. This high level of participation was largely attributable to the careful staging of the survey's launch, the adoption of innovative marketing techniques and the individual universities' customised approach to encouraging students to participate.

The *Extended Baseline Report*, published in April 2012, has already yielded much valuable demographic data and provided new insights into graduate experiences and expectations.

Female students comprised 62% of the sample with males at 37.6%. There was also a broad range of ethnicities—Europeans account for 61%; Chinese 11.3%; Maori 7.2%; Indian 5.3% and Pasifika approximately 3.5%.

Domestic students comprised 88.3% of the sample and international students 11.5% with 68.7% coming from Asia, 9.2% from Europe and 7.9% from the Americas. For over 25% of the sample, English was not their first language.

Over 70% were under 30 years of age. A broadening of the social base was also evident with almost 37% the first members of their family to attend university. Around 42% had a mother who was a graduate and around 45% had a graduate father.

Satisfaction with university study was high with more than three quarters of the sample feeling it was worth the time, cost and effort. Almost 70% also felt their overall experience at university met their expectations. Interest in a topic and the availability of relevant courses were the dominant reasons for choosing a discipline or university with these factors rating 77.1% and 70.1% respectively. Earning potential ranked much lower at 32% and just 8.4% chose their course of study because of family expectations. The average sized student loan was NZ\$15,001 to NZ\$20,000 — 19.2% did not take out a loan. In the next two years 37.2% of graduates planned to be working overseas (including international students); within 10 years, 27.1% planned to be working overseas.

## Future Policy and planning

The GLSNZ is shaping up as the most comprehensive longitudinal life-course study of graduates in the world. It breaks new ground and will establish new international benchmarks for survey design and execution. It is already attracting international attention and will be a focus of the Second International Graduate Employment Conference to be held in Auckland in July 2013 as part of the centenary celebration of the Association of Commonwealth Universities.

The first decade after leaving university is generally accepted as a particularly salient and important career establishment period. A large amount of data has already been collected during the baseline survey and the follow-up surveys in two, five and 10 years' time will yield an even greater breadth of data. As Professor Richie Poulton, GLSNZ Director, points out, "that will provide an unparalleled opportunity to study, in detail, graduates' life-course pathways after graduation."

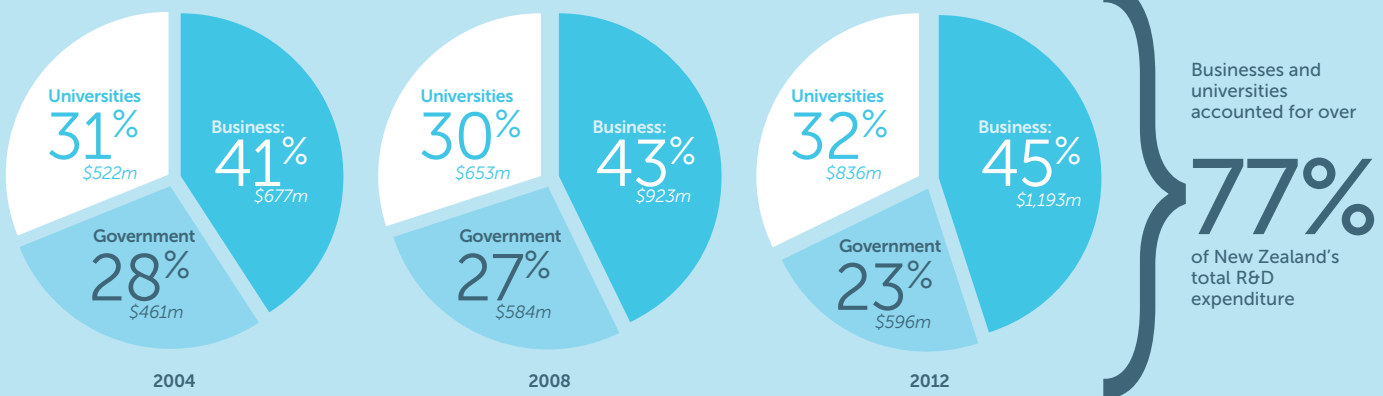
"This study will be an invaluable source of data for the future development of both government and university policy. It will provide a total picture that will enable planners to identify the significant private and public benefits that flow from a tertiary education and how these benefits contribute to the national good." >>



# Promoting the value of university research

*Research, Science and Technology is the cornerstone of innovative, ground breaking technologies that enable industries to be competitive on a global scale.*

New Zealand's total research & development expenditure  
 Statistics New Zealand "Research and Development Survey: 2012"



The research undertaken by New Zealand universities is world-leading and Universities New Zealand aims to raise awareness of the integral contribution and value of university research in assisting our nation to reach its economic and social goals. Lifting public and private investment in research is essential for universities to deliver more quality research and to ensure that the momentum of this research is enduring and sustainable.

Since 2011 Universities New Zealand has been a co-sponsor of the Royal Society's Speaker's Science

Forum, which presents cutting edge research to Members of Parliament in a non-partisan setting. The series aims to inform the issues being addressed in Parliament.

The diversity of topics illustrates the sheer breadth of research being undertaken in New Zealand by the eight universities, and other research organisations. Some of the topics presented in 2011-2012 were: carbon capture; demographics; Antarctica; obesity and diabetics; earthquake science; building materials for the rebuilding of Christchurch; pathogen incursions; future resource exploitation of

the marine environment; food innovation, and marine oil spills.

There has been keen interest in these presentations, generally held on a monthly basis, with members of all the political parties attending. Presentations are held in the early evening and MPs have the opportunity to interact with the speakers, with a question and answer session that follows the presentation.

The Speaker's Science Forum will continue in 2013, seeking to further promote to our parliamentarians the impressive array of research taking place in New Zealand. >>

Feature:

# The Christchurch Earthquake

## Resilience and fortitude in the face of adversity

*Canterbury was moving towards normality after the 4 September 2010 earthquake, but less than six months later on 22 February 2011 the city of Christchurch was hit by a second, much more devastating earthquake.*

The magnitude 6.3 quake hit approximately 13km south-east of the Christchurch city centre, killing 185 people and injuring several thousand.

There was also significant and widespread damage to buildings, and the community experienced considerable psychological trauma.

The three Canterbury based universities – Canterbury, Lincoln and Otago’s Christchurch campus – were under intense pressure to quickly assess the damage to their buildings, to estimate how long they may need to remain closed, and to find ways to support their students and staff, while keeping them engaged with their universities. They each aimed to re-open soon after the earthquake and for teaching to get back on track for students. Restarting a university’s teaching programme, with reduced

teaching space and teaching time, proved an immense challenge. It necessitated looking at providing alternative premises for teaching.

The Christchurch earthquake brought the country’s eight universities together, working collaboratively, alongside government agencies, to explore all possible avenues to ensure that students had continuity of study. In the aftermath of the earthquake, the New Zealand universities worked together to assist affected students from the Canterbury region.

The University community showed tremendous determination to maintain the excellence of the Canterbury based universities’ academic standards, learning opportunities and research.

Initiatives to assist students with their programmes of study

included exchange agreements with universities – throughout New Zealand and internationally – to help students study elsewhere if they wished. One exchange offered was for University of Canterbury (UC) students to fly to Australia to spend a semester at the University of Adelaide (while remaining enrolled at UC). A flexible approach was taken by all the universities to effectively respond to students and their changing circumstances.

Other initiatives at host universities included additional orientation programmes for transferring students and extensions of late enrolment deadlines.

Despite this immense effort the earthquakes led to a decline in international student numbers, with the greatest decrease being among Chinese students. Their visa applications for New Zealand



Students involved in the Student Volunteer Army working in the worst affected neighbourhoods.

fell by 8% in 2011, and 25% for the Christchurch area. The decline went beyond Christchurch with a fall in numbers for all South Island tertiary institutions.

### The funding of Canterbury's universities

On 21 September 2011 the Government announced that it had agreed to fund Canterbury's tertiary institutions at pre-earthquake negotiated funding levels through 2012. Universities New Zealand strongly advocated this policy to provide much needed stability of funding to the affected universities. The funding announcement also recognised that for Canterbury's long-term recovery the universities need to maintain capacity to produce the thousands of trained and qualified workers needed across a range of industries.

The earthquakes had some negative effect on student recruitment and retention and the short term funding from Government to the university sector was needed.

The global recession remains a significant factor in enrolments however and the extent to which the aftermath of the Canterbury earthquake will continue to negatively impact on enrolments

is uncertain, placing greater pressure on the universities' budgets. In October 2012, the government announced that it would continue its funding support for a further year in 2013.

### Stoicism, Fortitude & Resilience

Across the Canterbury-based universities and the region, people rose to the challenge of recovery, demonstrating courage and determination. There was a commitment to supporting others. Throughout Canterbury, we saw what defines a strong community and what can be achieved when we work collaboratively.

Stoicism, fortitude, resilience; all these attributes that the universities demonstrated in the aftermath of the earthquake, continue to be at the forefront of recovery.

### Canterbury University

For UC the earthquake occurred on the second day of its first semester for the new academic year, and as other New Zealand universities had not yet started teaching for the year, there was a real risk that students would look to enrol elsewhere. One of UC's first priorities was to minimise the impact on students'

studies by working hard to resume teaching on campus and provide opportunities for students to temporarily continue their studies at other universities.

The University sought to ensure minimal disruption to teaching and research. This proved a huge challenge in the face of such extensive damage to buildings on campus.

UC's teaching for the 2011 year was resumed just three weeks after the earthquake, with the commitment made to deliver a full academic year.

Two aftershocks occurred on 13 June 2011, which struck a week before semester 1 exams. UC was closed for one week so all buildings could be rechecked. Measures were put in place to protect the mid-semester break and to enable Semester 2 to commence on time. A decision was made to shorten the exam period, using a combination of options depending on the course and whether or not an exam was required. In some cases no final exam was held as sufficient assessment had occurred during the course to determine a final grade. Other measures that were implemented included a take-home test, and exams condensed

into a shorter time period, with the addition of an evening exam time. All students were able to apply for aegrotat applications and 4,500 were received and accepted.

A published report by UC 'Resilience Tested: A year and a half of ten thousand aftershocks' comprehensively details the many steps taken by the University on the road to recovery.

UC had to grapple with the issue of how much structural damage can be 'hidden' behind walls and underneath carpets; unable to be seen from a rapid visual assessment. A Five Step Process was initiated to provide a more rigorous approach to building assessment. Each time the campus experienced a major shake, the building assessment process needed to start all over again making it a complex and time consuming task. With so many aftershocks, UC now has a highly refined process for assessing buildings.

All the universities had to think creatively about how to create new teaching spaces on campus. UC, for example, erected 15 marquees on two of their largest campus car parks. Several departments found their own space for teaching; in church halls, conference venues,

hotels and company offices across the city. E-learning options were also offered and some lecturers began to video and pod-cast their lectures.

In UC's publication *Resilience Tested*, the authors write about the importance of strong and cohesive leadership during times of crisis. "Leadership is more than about making key decisions and charting the direction for recovery, it is also about inspiring hope and confidence that recovery is not only achievable, but will also be an opportunity for renewal." There is also recognition of the long-term process of renewal. "We need to keep reminding ourselves that recovery is a marathon and not a sprint – the process of renewal will take decades, both for the University and for Christchurch."

### University of Otago, Christchurch

The first of Canterbury's major earthquakes, in September 2010, forced the permanent closure of St Elmo's Courts which housed a handful of University departments. Many of these displaced staff had to work from their homes for up to a year because of a lack of premises, before moving to smaller or shared spaces.

“Throughout Canterbury, we saw what defines a strong community and what can be achieved when we work collaboratively.”

The February 2011 quake caused the closure of the campus' main building plus several leased premises, resulting in significant disruption. Only three small departments were either able to stay in their premises or moved premises for only a short period of time during 2011 and 2012. These departments were based in Christchurch Hospital.

Staff from all other departments had to move from their premises for months at a time, many shifting multiple times. Some staff who moved into cramped, temporary conditions after the February quake were still there at the end of 2012.

The vast majority of laboratories are located in the main building,



Christchurch School of Medicine building, University of Otago.



Memorial Hall, Lincoln University.

so were closed for almost two years. Researchers crammed into any laboratory space they could find, sharing laboratories at Lincoln and Canterbury Universities as well as private company Canterbury Scientific Ltd. The generosity of those groups was greatly appreciated.

The impact of displacement on researchers has been varied but many staff were able to maintain levels of world-class research. Achieving this success must be viewed as exceptional under the very trying conditions.

As a result of earthquakes, recruitment in every clinical research project was compromised.

Teaching happened from a multitude of locations including a leased stamp club and lecturers' homes. Despite great disruption, in 2011 and 2012 Christchurch medical students preformed on par with colleagues at Dunedin and Wellington campuses.

Postgraduate students also performed well although there has been a drop in numbers taught.

## Lincoln University

Lincoln University was able to re-open within five working days of the September earthquake. After the February earthquake, the start of the academic year was delayed by a fortnight to give staff and students the opportunity to cope with any immediate personal impacts.

The University embarked on comprehensive engineering inspections of buildings and facilities to ensure safety.

The University had to vacate its main Agricultural and Life Sciences building and to close its student union building following decisions made in December 2011 in which the building code was made more stringent. The University made the decision to err on the side of caution and vacate the buildings. Memorial Hall was closed following damage caused in the September 2010 quake, and remains under review. Creative solutions were sought for relocation to ensure continuity of teaching and research which included using teaching lab space at Lincoln High School.

Once safety was ensured and the campus was considered sound,

Lincoln University focused on identifying further opportunities to contribute to the wider earthquake recovery. The University provided support to other education providers and organisations through the provision of teaching facilities and other resources. Despite the pressure this placed on resources that were already stretched, space on campus was made available to other tertiary education organisations such as the Christchurch Polytechnic Institute of Technology, the University of Canterbury, and the University of Otago. Lincoln University also housed Environment Canterbury staff.

Lincoln has provided research and community input on numerous earthquake related topics. There have been practical 'hands-on' projects involving staff and students, such as 'Re:START' and 'Greening the Rubble', in and around the Christchurch business district. A paper, 'Science for Resilient Futures – Supporting Regeneration of Greater Christchurch,' outlined the University's and its partner organisations' unique capabilities to co-ordinate science contributions to help create a resilient future for Christchurch and Canterbury. »



Students holding a copy of post-earthquake edition of *Canta*, UC's student magazine.

# Connecting New Zealand to the World



Left: FICHET/Universities NZ Panel at Forum

Right: Dr Flora Chai-I Chang, Chair, FICHET and Professor Pat Walsh, Chair, Universities NZ signing academic co-operation agreement

## Building a nest for the phoenix — Taiwan links promising

*Universities New Zealand organised the highest level university delegation ever to visit Taiwan, in May 2012. The timing of the visit could not have been more opportune.*

### Change in the air

The day before the visit, Taiwan's President Ma Ying-jeou used his re-inauguration speech to launch a bold programme of economic liberalisation. "Only if Taiwan opens up to the world will the world open up to Taiwan. We must create a genuinely free and open economic environment."

As part of these reforms, an economic co-operation agreement with New Zealand is high on the agenda. "We must expedite negotiations on economic co-operation agreements with important trading partners like

Singapore and New Zealand," he said. Just two days earlier, it had been officially announced that New Zealand and Taiwan would begin formal negotiations on an economic co-operation agreement.

Taiwan is New Zealand's eighth largest export market and its thirteenth largest source of students. In 2011, around 1,800 Taiwanese students were studying here with 274 of them at our universities. Prior to the delegation's visit a number of links already existed between Taiwan and New Zealand universities. Six of New Zealand's universities

have academic co-operation agreements. Since 2003, the Royal Society of New Zealand has also funded 16 projects involving New Zealand and Taiwanese universities and research institutions.

The visit sought to broaden and deepen these existing links. Delegation leader Professor Pat Walsh, Chair of Universities New Zealand, said that the visit was an effective example of soft diplomacy taking place in support of the bigger bilateral relationship.

### A joint initiative

While the visit had its origins in an Education New Zealand initiative,

it was organised by Universities New Zealand in co-operation with the New Zealand Commerce and Industry Office in Taiwan, the Taipei Economic and Cultural Office in Wellington and Taiwan's Ministry of Education.

Dr Tony Lin, Director General of the Bureau of International Cultural and Educational Relations in the Ministry of Education, issued the formal invitation and co-ordinated the delegation's programme and accommodation. The Taipei Economic and Cultural Office in Wellington and the New Zealand Commerce and Industry Office in Taiwan also provided valuable support for the visit.

The six member delegation represented the collective interests of all eight New Zealand universities and included three vice-chancellors making it the highest level New Zealand university delegation to ever visit Taiwan.

### Focus on academic co-operation and research

The visit had four formal objectives:

- Establishing stronger relationships with some of

Taiwan's leading universities and charting areas of future academic co-operation

- Strengthening research links
- Establishing a formal relationship with the Foundation for International Co-operation in Higher Education of Taiwan (FICHET)
- Developing alumni links. In 2006-10, Taiwan invested NT\$100 billion (NZ\$4.5 billion) in its top 12 universities. From 2010 on, it plans to invest a further NT\$50 billion in an endeavour to place at least one university into the top 100 global university rankings. Five of the six universities visited are ranked amongst Taiwan's top 12 and four have academic agreements with New Zealand universities.

Opportunities in collaborative research were an important focus of the visit and calls were made on the National Science Council and leading research institutes and business incubators involved in the commercialisation of research. These included the Industrial Technology Research Institute (ITRI)

and Academia Sinica. Founded in 1973, ITRI played a vital part in transforming Taiwan into a high-tech economy and on average produces five patents every day.

*“Opportunities in collaborative research were an important focus of the visit.”*

It is one of the international models for New Zealand's new Callaghan Innovation. At Academia Sinica, the team met with Professor Yuan Tse Lee, a Nobel Prize winner and president of the International Council for Science (ICSU). At the invitation of the Royal Society of New Zealand, ICSU will be holding its 2014 international conference in New Zealand.

### Delegation members

- Leader: Professor Pat Walsh, Chair Universities New Zealand, Vice-Chancellor, Victoria University of Wellington
- Derek McCormack, Deputy Chair Universities NZ, Vice-Chancellor, Auckland University of Technology
- Professor Roy Crawford, Vice-Chancellor, University of Waikato
- Professor Sarah Todd, Pro Vice-Chancellor International, University of Otago
- Dr Andrew Stockley, Dean of Law, University of Auckland
- Penny Fenwick, Executive Director, Universities NZ

### Universities visited

- National Taiwan University
- National Chengchi University
- National Taiwan Normal University
- National Tsing Hua University
- National Cheng Kung University
- Kaohsiung University of Hospitality and Tourism

Full Forum members



Professor Pat Walsh, Chair, Universities NZ signing academic co-operation agreement



### Alumni relations

Strengthening ties with New Zealand university alumni was an objective of the mission. A highly successful alumni function attended by almost 200 alumni and family members was hosted by Stephen Payton, Director of the New Zealand Commerce and Industry Office. Speakers included Professor Walsh and two alumni— Jennifer Hsu, a graduate from the University of Auckland and Ting Fan a University of Otago graduate. Auckland University alumnus, Michael Peng, set up a Facebook page —“New Zealand alumni in Taiwan”— to support the event. Michael plans to continue to develop the Facebook page and local alumni are also planning other events.

### Co-operation Agreement with FICHET

On the final day of the visit a forum of Taiwanese university presidents was organised by the Foundation for International Co-operation in Higher Education of Taiwan (FICHET) which represents

118 of Taiwan’s private and public universities and colleges of technology. Hosted by the National Kaohsiung University of Hospitality and Tourism, the forum involved 80 participants including 16 university presidents.

The forum included the formal signing of an Agreement of Academic co-operation between FICHET and Universities New Zealand. Professor Pat Walsh says “this was a fitting culmination of the visit and will help to increase the breadth and depth of our universities’ international activities with Taiwan.” The agreement covers the exchange of students, academics and researchers as well as research and commercialisation partnerships, agreements and collaborations.

### The future

A number of areas for future co-operation have been identified and plans for a reciprocal visit to New Zealand by a delegation of Taiwan university presidents in 2013 are underway.

Recent developments between New Zealand and Taiwan also hold promise for the future of the universities’ relationship. Negotiations for an economic co-operation agreement with Taiwan are now advancing. With their successful conclusion New Zealand will become the first Western economy to have such an agreement. As President Ma Ying-jeou put it in his re-inaugural address, “in Chinese we speak of ‘building a nest to attract the phoenix’— in other words build and they will come.” Universities New Zealand is now well positioned to play its part in this wider process. >>



# The Claude McCarthy Fellowships

*Improving the communication skills of researchers is vital in raising public awareness of the benefits of research, and to better promote science as a career.*

The Claude McCarthy Fellowships provide graduates from New Zealand universities the opportunity to develop these communication skills by presenting research work at international conferences. Forging collaborative research with overseas researchers is another key benefit.

To be eligible for this scholarship, graduates must be registered for a doctoral degree at a New Zealand university and undertaking research or original work in literature, science or medicine.

The Claude McCarthy Fellowships are one of 40 scholarships schemes administered by Universities New Zealand. For more information about all the scholarships we offer visit: [www.universitiesnz.ac.nz/scholarships](http://www.universitiesnz.ac.nz/scholarships)

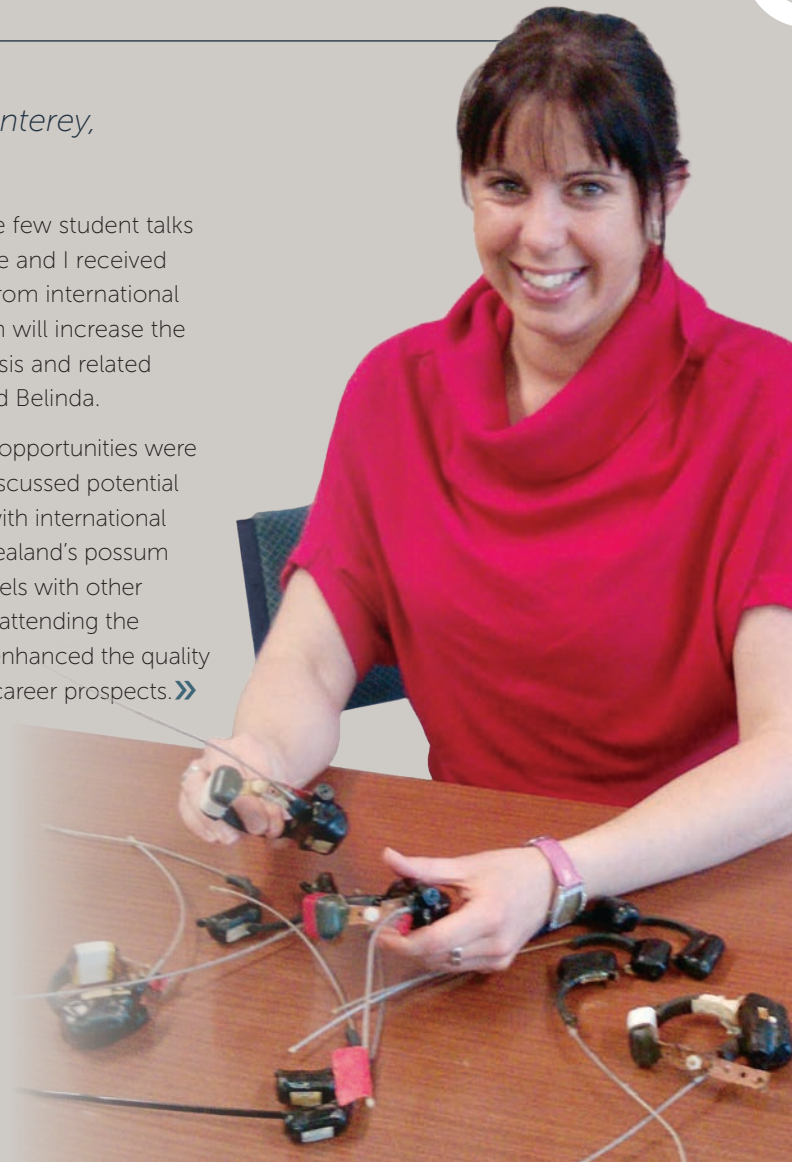
*Belinda Whyte, Lincoln University  
Attended: Vertebrate Pest Conference, Monterey,  
California, United States, 5-8 March 2012*

Belinda was in her final year of a PhD at the Centre for Wildlife Management and Conservation at Lincoln University when she attended the Vertebrate Pest Conference. The purpose of this conference is to increase the efficiency of vertebrate pest management, and foster co-operation between the public and private sectors.

Belinda's research focussed on how the movement patterns of possums change in response to control operations and the implications for conservation and bovine tuberculosis management. She presented the results of her fieldwork at the conference and discussed the management implications of this work.

"It was one of the few student talks at the conference and I received good feedback from international colleagues which will increase the quality of my thesis and related publications," said Belinda.

"The networking opportunities were excellent and I discussed potential future research with international agencies. New Zealand's possum issues have parallels with other pest species and attending the conference has enhanced the quality of my work and career prospects. »



# Improving Value for Money in the University Sector

## Quality assurance – efficiency and improved information sharing

*New Zealand's eight universities have a robust, long-established peer-based quality assurance system to ensure that academic programmes are of an internationally respected standard.*

Under the Education Act (1989) Universities New Zealand is the statutory body with primary responsibility for quality assurance in universities. It has authority in regard to approval and accreditation of qualifications and undertakes this function through its Committee on University Academic Programmes (CUAP).

CUAP evaluates proposals from universities wanting to offer new qualifications, or to make substantial changes to existing qualifications. Proposals are considered in a peer review process that takes place twice a year.

Proposals must demonstrate how the qualification meets a set of criteria, including close interdependence between teaching and research. To gain CUAP approval for a proposal the university must satisfy any concerns arising from the peer review and provide additional information as required.

Once CUAP grants approval for a university qualification, it is listed

on the New Zealand Qualifications Framework and the university becomes eligible to apply to the Tertiary Education Commission for funding. CUAP requires universities to report on formal reviews of all new programmes within three years of the first cohort of students graduating.

The Academic Quality Agency for New Zealand Universities, formerly known as New Zealand Universities Academic Audit Unit and an independent body, was established in 1993 by Universities New Zealand to carry out audits of the processes in universities which underpin academic quality.

In late 2011, the Agency conducted an audit of CUAP, commending its commitment to the peer review model and for achieving consistent quality across university programmes. It also made a number of recommendations to enhance CUAP's operations, including that the approvals process be managed online with a web browser interface "enabling electronic submission,

processing, monitoring and reporting on proposals."

The web-based system was developed and went live for the second round of CUAP programme approval in September 2012.

The system allows universities to electronically lodge all programmes for approval, and to monitor and manage queries and responses from other universities. After an initial period, the queries and responses on the proposals are available to all universities.

The benefits have been significant with faster turnaround times, better information sharing and greater efficiency. It is also envisaged that in the coming years the new system will lead to the development of a repository of knowledge, an online record of CUAP proposals, comments and decisions. »

More information about CUAP can be found on the Universities New Zealand website at [www.universitiesnz.ac.nz/aboutus/sc/cuap](http://www.universitiesnz.ac.nz/aboutus/sc/cuap)

## Universities share national journals storage

*An initiative by New Zealand's eight university libraries to free up space and save money by jointly storing a single copy of low-use print journals, will also ensure the preservation of, and access to, these important resources.*

University libraries faced numerous challenges in relation to journal storage – both the cost of storage and competing requirements for available space within libraries. In response, the university librarians, who form the Council of New Zealand University Librarians (CONZUL) looked at solutions and investigated storage options, with a preference for collaborative storage.

In 2011 Universities New Zealand approved a proposal to establish the CONZUL Store where one copy of each print journal, also available electronically, is transferred into commercial storage. This was found to be the most efficient and cost-effective solution. The ownership of the material deposited in the Store is ceded to Universities New Zealand.

This model ensures that all university libraries have access to the material in the store and that they can continue to grow their collections while making best use of their space. Once the journals are checked and deposited, this allows libraries to destroy their duplicate copies.

The off-site storage provider was selected and the contract agreed in early 2012.

By the end of 2012 16,364 boxes of material had been lodged representing approximately 8,800 metres. >>



# Financial Summary

## Statement of Comprehensive Income for the year ended 30 June 2012

	2012 \$	2011 \$
<b>Income</b>		
University Annual Grants	1,350,000	1,350,000
University GLSNZ Contributions	55,000	0
Administration Fees	67,372	55,950
Interest Income	52,668	56,816
Rent & other services income	49,454	40,097
Sundry Income	643	0
<b>Total Income</b>	<b>1,575,137</b>	<b>1,502,863</b>
<b>Expenditure</b>		
Administration & Office Expenses	559,099	572,251
GLSNZ Contributions	55,000	0
Legal & Consultancy	206,103	178,774
Salaries & ACC Levies	895,642	829,592
<b>Less Expenditure</b>	<b>1,715,844</b>	<b>1,580,617</b>
<b>Profit/(Loss)</b>	<b>-140,707</b>	<b>-77,754</b>
<b>Other Comprehensive Income for the Year</b>	<b>0</b>	<b>0</b>
<b>Total Comprehensive income for the year</b>	<b>-140,707</b>	<b>-77,754</b>

## Statement of Financial Position

as at 30 June 2012

	2012 \$	2011 \$
<b>Equity</b>		
Committee Funds	741,905	882,612
Accumulated Funds	<b>\$741,905</b>	<b>\$882,612</b>
<b>REPRESENTED BY:</b>		
<b>Current Assets</b>		
Cash and Cash Equivalents	382,476	485,519
Trade and Other Receivables	26,410	45,792
Accrued Interest	35,608	36,043
Bank Term Investments	3,500,000	3,300,000
	3,944,494	3,867,354
<b>Non-Current Assets</b>		
Property, Plant & Equipment	121,879	181,317
JMIS Investment Portfolio	1,344,889	1,178,402
	1,466,768	1,359,719
<b>Total Assets</b>	<b>5,411,262</b>	<b>5,227,073</b>
<b>Current Liabilities</b>		
Trade and Other Payables	149,810	104,546
Employee Entitlements	108,148	95,166
GST Payment/(Refund)	3,340	11,522
CONZUL	60,577	34,929
INQAAHE Conference Surplus	2,363	-828
NZ Council of Deans of Education	199,823	190,892
NZ Women in Leadership	297,941	318,504
	822,002	754,731
<b>Non-Current Liabilities</b>		
Employee Entitlements	11,249	11,264
Scholarship Commitments	3,836,106	3,578,466
	3,847,355	3,589,730
<b>Total Liabilities</b>	<b>4,669,357</b>	<b>4,344,461</b>
<b>Net Assets</b>	<b>\$741,905</b>	<b>\$882,612</b>

# Key Statistics

New Zealand university staff numbers (FTE) | 2011/2012  
Sourced from university annual reports

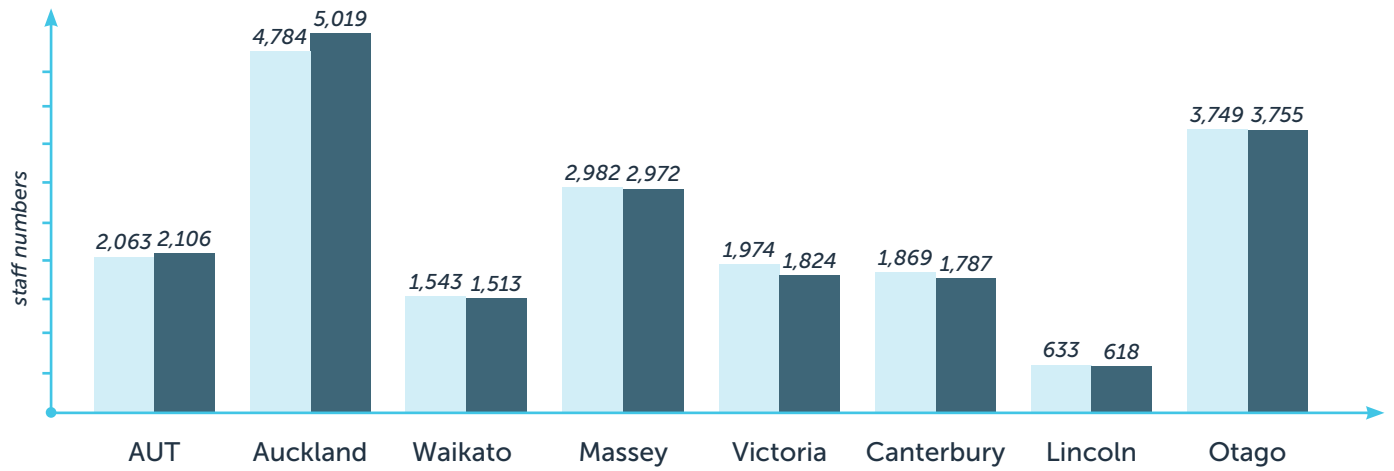
*Please note that staff figures for 2011 and 2012 are not comparable due to a change to the calculation of figures required by the Ministry of Education. The change saw casual lecturing staff (sessional assistants) eliminated from the data from 2012.*

2011
2012

19,597  
19,594

**Total**





By University



*Te Pōkai Tara represents a flock of Caspian Terns moving together, gathering and enveloping. They signify a journey upwards and a connection with the source of knowledge and a sense of the first rays of light at dawn.*

**TE PŌKAI TARA**  
**UNIVERSITIES**  
 NEW ZEALAND



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Universities New Zealand – Te Pōkai Tara  
is the name of the New Zealand Vice-Chancellors' Committee