



TE PŌKAI TARA  
UNIVERSITIES  
NEW ZEALAND

2010 ANNUAL REPORT

 *The Vice-Chancellors*



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University of Auckland



**Derek McCormack**  
Auckland University of Technology  
*2010 Chair*



**Professor Roy Crawford**  
University of Waikato



**Hon Steve Maharey**  
Massey University



**Professor Pat Walsh**  
Victoria University of Wellington



**Dr Rod Carr**  
University of Canterbury



**Professor Roger Field**  
Lincoln University  
*2010 Deputy Chair*



**Professor Sir David Skegg**  
University of Otago

UNIVERSITIES NEW ZEALAND – TE PŌKAI TARA IS RESPONSIBLE FOR THE QUALITY OF UNIVERSITY PROGRAMMES, ADMINISTERS A RANGE OF SCHOLARSHIPS AND REPRESENTS THE UNIVERSITIES IN THE PUBLIC INTEREST, BOTH NATIONALLY AND INTERNATIONALLY.

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

# 2010 ANNUAL REPORT

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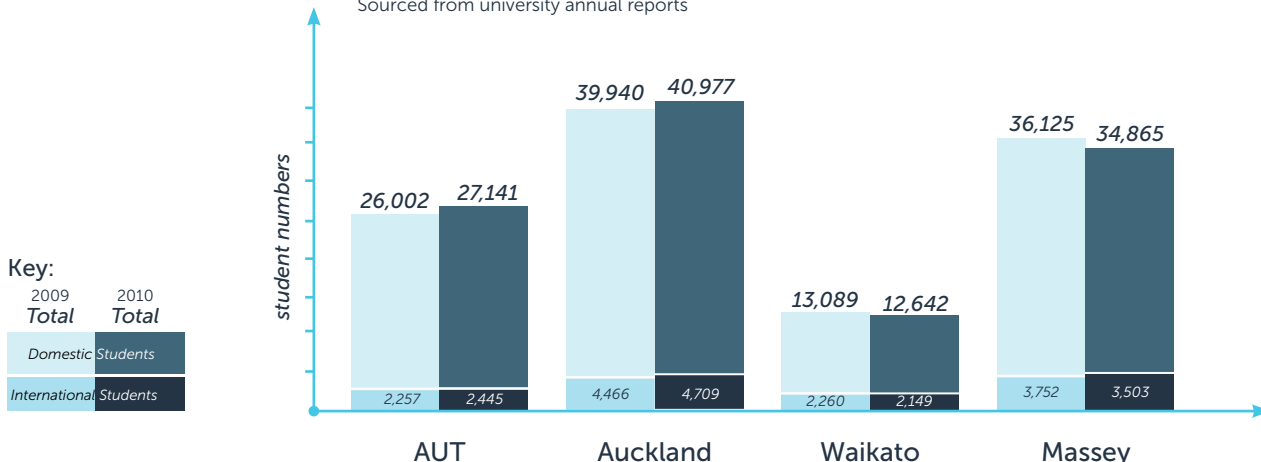
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## Key Statistics

### New Zealand university student numbers | 2009/2010

Sourced from university annual reports



## From the Chair

*2010 was another eventful and challenging year for New Zealand's universities.*

« Student demand for places remained at historically high levels, there was a record number of students enrolled in the system and universities continued to carry more domestic students than they received funding for under the government's capped funding regime.

Despite high student numbers and declining funding in real terms, the universities continued to perform at a high level. Government's introduction of published performance data for the tertiary sector showed universities leading the way in student retention and completion of courses and qualifications.

More than ever, universities need a focused organisation to represent their collective interests. In 2010, the New Zealand Vice-Chancellors' Committee rebranded in an effort to better reflect this focus.

We launched our new name, Universities New Zealand – Te Pōkai Tara, and its associated visual identity at a function at Parliament hosted by the Minister for Tertiary Education in August.

The new name follows the convention adopted by our sister organisations in other countries, like Universities Australia and Universities UK. Universities New Zealand – Te Pōkai Tara more fully represents our work, which includes our statutory roles as well as our policy, advocacy and promotional functions.

The name Universities New Zealand – Te Pōkai Tara gives us a better sense of who we are. It is inclusive and reminds us that it is not just about eight individual Vice-Chancellors around a table. Our universities can only thrive through the combined contributions of our councils, staff, and students.

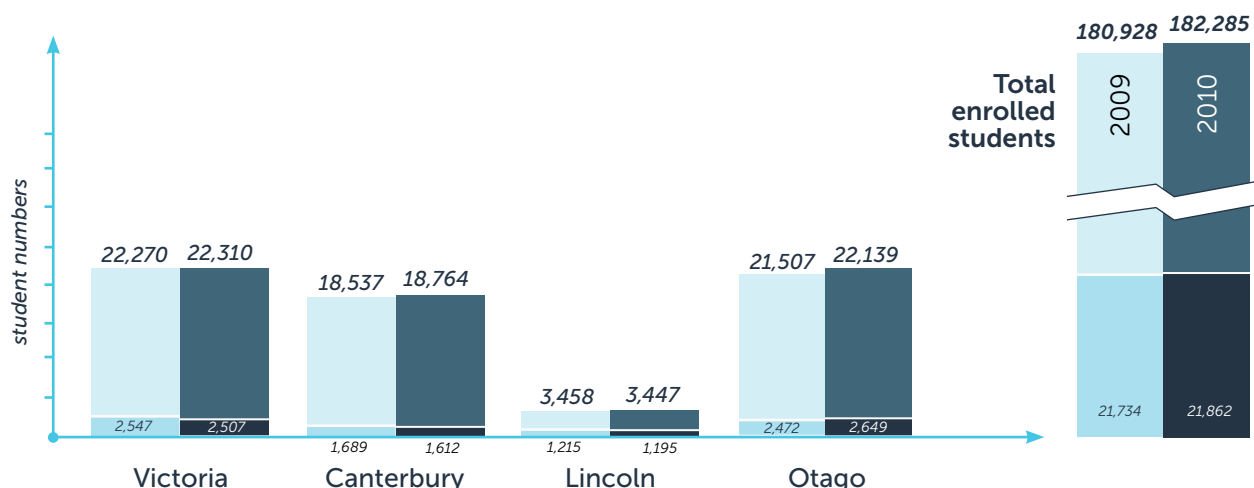
While the *Universities New Zealand* component of our name brings us in line with similar organisations overseas, the addition of the Māori component *Te Pōkai Tara*

adds a sense of what makes us unique. Rather than being a direct translation, Te Pōkai Tara describes the essence of our work. It represents a flock of Caspian Terns moving together, gathering and enveloping. It evokes a journey upwards and a connection with the source of knowledge and it carries with it a sense of the first rays of light at dawn. The visual imagery associated with our new logo is derived from Te Pōkai Tara.

Finally, "Universities NZ" rolls off the tongue more easily than "New Zealand Vice-Chancellors' Committee" did. This offers us easier name recognition as we seek to remind the public about the vital role that universities play in driving the economic, social and environmental development of New Zealand. »

**Derek McCormack** | Chair

June 2011



## From the Executive Director

*In the spirit of our new name, brand and associated visual design, the 2010 Annual Report highlights the work of Universities New Zealand – Te Pōkai Tara through three main illustrative themes: growing New Zealand, connecting New Zealand to the world and improving value for money in the university sector.*

« In addition, this report also provides summaries of two important pieces of research commissioned by Universities NZ in 2010: *Academic Workforce Planning – Towards 2020* and *The Economic Value of University Investment*.

### Growing New Zealand

These items demonstrate the value that university education and research delivers for New Zealand and New Zealanders. They show how the universities are effective

drivers of social, economic and environmental development and illustrate some of the ways that universities are working with government and businesses to deliver practical, clever and profitable innovations.

### Connecting New Zealand to the world

The ability to engage with and prosper in the global environment is critical to future success for New Zealand and New Zealanders. Universities have always thrived on international collaboration in research and student and staff exchange and it is critical for New Zealand that its universities are of high international standard. Universities also play an important part in attracting talent to New Zealand, including international students whose skills may be retained long term.

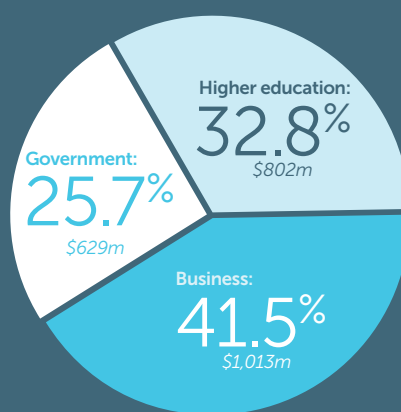
### Improving value for money

The universities recognise that as public institutions they have an obligation to operate as efficiently as possible and New Zealand

already has one of the best value for money university systems in the world. While New Zealand has a high level of public investment in tertiary education, it is unusual in that only 60% of that funding goes directly to the institutions that provide teaching and research. This presents the universities with some particular challenges. The items presented under this theme illustrate some of the ways that the universities work together through Universities NZ to continuously improve their efficiency both in procuring services and in addressing these challenges. »

**Penny Fenwick** | Executive Director  
June 2011

New Zealand's total research & development expenditure  
Statistics New Zealand "Research and Development Survey: 2010"



Businesses and universities  
accounted for nearly  
**75%**  
of New Zealand's  
total R&D expenditure

# Growing New Zealand

## Linking university research with business needs

*Universities NZ, together with Business New Zealand and the University Commercialisation Offices of New Zealand (UCONZ), with funding support from the Tertiary Education Commission, launched an initiative in 2010 designed to build university-business links and promote greater research collaboration between the sectors.*

Under this initiative a series of showcase events involving all eight New Zealand universities are being held around the country, each focusing on a specific theme such as **biotechnology, energy, food and nutrition, ICT, education, Māori business and high tech manufacturing**. Five events were held in 2010 and a further nine are taking place in 2011.

The biennial Research and Development Survey conducted by Statistics New Zealand and the Ministry of Science and Innovation shows that the combined R&D spend of businesses and universities accounted for nearly 75% of New Zealand's total R&D expenditure. Despite this, research links between the two sectors are not as strong as they need to be for the development of the economy, something this initiative aims to overcome.

The initiative is an excellent opportunity for business and universities to work together to show that university research can find practical solutions to everyday business problems. These events can help cement the relationship between researchers and business and capture the commercial value of research carried out in the universities. >>

**More information** can be found on the University-Business Partnerships website – [www.universitypartnerships.co.nz](http://www.universitypartnerships.co.nz)

# MANU AO

## Goes from strength to strength

*MANU AO, the Māori Academy for Academic and Professional Advancement, aims to enhance Māori scholarship, foster links between the universities and the professions and accelerate Māori leadership.*



It provides an essential link between Māori academic leaders and their professional counterparts.

MANU AO has continued to deliver an increasing number of inter-university initiatives to support these aims since it was launched in 2009.

In addition, there are MANU AO chapters at each university leading chapter-based programmes for the benefit of Māori academics and professionals in their regions.

Funded by the Tertiary Education Commission, MANU AO is the result of the collaborative efforts of the eight universities with Te Kāhui Amokura, a committee of Universities NZ, providing governance.

The Academy provides a national focus for linking Māori academic objectives with national goals for Māori development, which leads to distinctive scholarly outputs, increased Māori academic capability and strengthened

academic career pathways. Facilitating opportunities for Māori professional leaders to engage with academics makes for a useful contribution to Māori socio-economic and cultural development, and further enhances their leadership potential both within the tertiary sector and across sectors. »

**More information** can be found on the MANU AO website – [www.manu-ao.ac.nz](http://www.manu-ao.ac.nz)

### » MANU AO national initiatives now include:

Academic Forums

Weekly Seminar Series

Named Lectures

Leaders' Workshops

Leadership Wānanga

Monday Motivator Emails

Sponsorship of Leadership

Awards in Law & Medicine

*The Academy provides a national focus for linking Māori academic objectives with national goals for Māori development.*

**Research Report**

# Universities for a thriving New Zealand: Contributing to Economic Growth

On behalf of the New Zealand taxpayer, the Government invests just over \$1 billion a year in our universities<sup>1</sup> and a similar amount in financial support for university students. Regardless of the economic environment – whether tough economic times or more prosperous times – we are all entitled to ask, “What value does New Zealand get for its investment in universities?”

« In 2010, Universities NZ commissioned the New Zealand Institute of Economic Research (NZIER) to undertake an analysis of universities’ contribution to economic growth. NZIER’s report entitled *The Economic Value of University Investment* provides input into answering the important question above. The report demonstrates the economic pay-off from investing in universities and supports the government’s decision to identify lifting educational performance as one of the key drivers of economic growth<sup>2</sup>.

Universities’ contribution to economic growth is an important part of their role, but it is only one part. Universities NZ also recognises the contribution universities make to our cultural, social and environmental well-being and our international connectedness.

A brief summary of NZIER’s findings follows.

## Universities boost economic performance

It is already well established that education improves labour productivity by increasing skills. It also increases the size of the labour force over the long term because graduates have higher rates of labour force participation.

To assess the actual economic impact of universities, Universities NZ asked NZIER to model the effect of investing an additional \$40 million in each of the next five years in university education (\$200 million in total). Injecting a temporary ‘shock’ like this enables us to see how the effects flow through the economy, how long it takes for the effects to be felt, and how long they last.

NZIER found that for an additional \$200 million investment spread over the next five years:

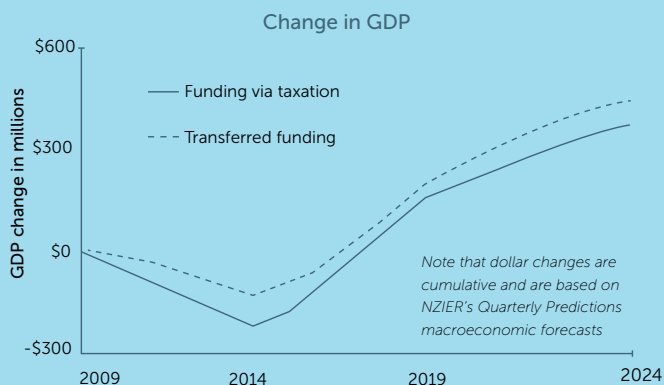
- There was a permanent increase in GDP of 0.12% (\$370 million per year every year) by 2025;
- Private consumption – the increased spending power of consumers – also increased by 0.029% (\$44 million per year) by 2025.

Within 15 years, the additional investment in universities was returning 1.85 times the value in GDP every year.

- The price of these long-term ongoing productivity improvements was a short-term contraction in the economy as people are taken out of the workforce and into university study. This short-term contraction is more pronounced in times of high employment.

## How can we fund the increased investment?

The NZIER report assessed the effectiveness of three sources of funding for the increased investment in the universities: taxation revenue, government borrowing and transferring investment from lower level (sub-degree levels 1-3) tertiary provision. The graph below shows the difference between funding the investment from taxation and transferring it from lower level provision.



*It is already well-established that education improves labour productivity by increasing skills. It also increases the size of the labour force over the long term because graduates have higher rates of labour force participation.*

**NZIER found that:**

- A revenue-neutral transfer of funding from levels 1-3 qualifications to degree level study showed a permanent boost in GDP of 0.15% (\$440 million per year) and an increase in private consumption of 0.23% (\$340 million per year) by 2025;
- Funding the investment from borrowing gives an initial benefit from the additional money circulating in the economy, but costs the country an additional \$71 million in the longer term;
- Focusing funding on increasing the numbers of people completing undergraduate degrees rather than sub-degree qualifications achieves the highest return.

**Summary of Results**

	Scenario 1	Scenario 2	Scenario 3
<b>Funding source</b>	<b>Taxation</b>	<b>Borrowing</b>	<b>Transfer from levels 1-3</b>
Cumulative changes by 2025			
% change in GDP	0.12%	0.12%	0.15%
Change in GDP	\$370 m	\$370 m	\$440 m
% change in consumption	0.029%	-0.018%	0.23%
Change in consumption	\$44 m	-\$27 m	\$340 m

Source NZIER

**Research boosts productivity**

Other studies have demonstrated that increasing skills and qualifications has a greater impact on productivity when they are combined with capital investment, research and more effective technologies<sup>3</sup>. NZIER based its findings on the assumption that

- Research generates new technologies that lead to productivity benefits across a range of industries;
- Higher research grants to universities start to show up in productivity increases across the economy by 2015.

Universities undertake the bulk of New Zealand’s fundamental research, employ half of the country’s research staff and produce 50% of public patents. It is the application just as much as the discovery that drives researchers. All of New Zealand’s universities have commercialisation arms which focus on connecting research expertise to business users. The universities are co-operating with Business New Zealand, with the support of the Tertiary Education Commission, in a nationwide series of events over 2010 and 2011 to strengthen business connections to university research (see related story *Linking university research with business needs*).»

**The report is available for download** from the Universities NZ website – [www.universitiesnz.ac.nz](http://www.universitiesnz.ac.nz)

1 Student Achievement Component (EFTS) funding 2010/2011 financial year  
 2 Hon Bill English, Minister of Finance, *Speech to the New Zealand Council for Infrastructure Development*, 11 August 2010  
 3 David Earle, *Tertiary Education, Skills and Productivity*, Tertiary education occasional paper 2010/01, Ministry of Education, January 2010

**Effect on GDP of increased investment in universities modelled by NZIER**

**\$40<sub>m</sub>**

per year additional investment in universities, for the next 5 years

2009

2014

2019

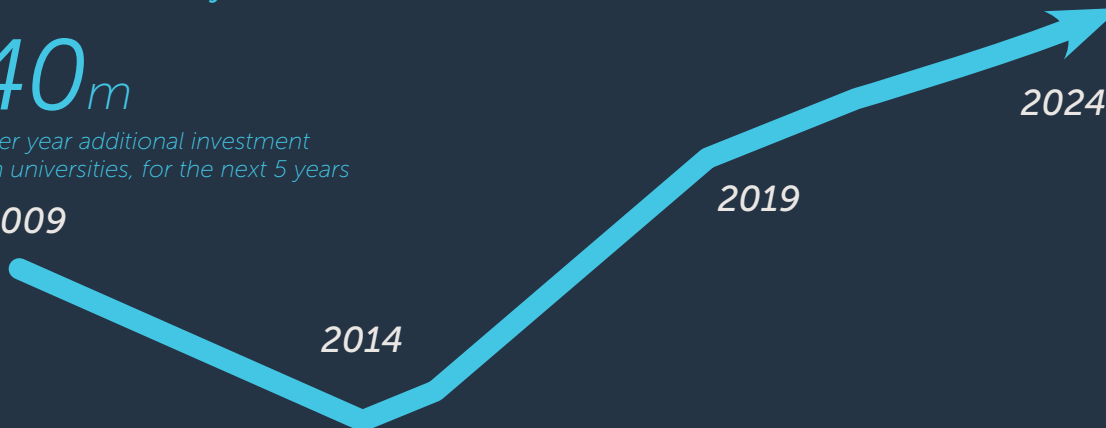
2024

permanent increase in

**GDP 0.12%**

**\$370<sub>m</sub>**

per year, every year



# Key Statistics

Government SAC funding for New Zealand universities | 2009/2010

2009	115,100 Funded EFTS / \$994,432,000 SAC funding*
2010	116,900 Funded EFTS / \$1,038,081,000 SAC funding*

**Research Report**

## Responding to an Ageing Academic Workforce

*In recent years the universities have become concerned that trends in the academic workforce could make it harder to maintain world-class university research and teaching in the future.*

« In response, in 2010 Universities NZ, with funding support from the Tertiary Education Commission, engaged Business and Economic Research Limited (BERL) to analyse the academic workforce, identify possible scenarios for the future and present the universities with options and recommendations to prepare for these changes.

**BERL found that:**

- 43% of the academic workforce is over 50 and 15% is over 60

- the number of older academic staff is growing and the inflow of younger academics is not keeping pace
- the academic workforce is ageing like other professions but is an older workforce to begin with
- an ageing academic workforce is a global trend and the academic workforce operates within a global labour market that is becoming increasingly competitive
- New Zealand academic salaries are lower than in Australia, Canada and the United States<sup>1</sup> and there are larger amounts of research funding and more extensive facilities available to academics in Europe, North America and Australia

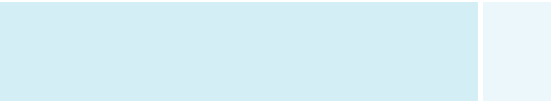


Age distribution of New Zealand's academic workforce (2008)

Business and Economic Research Limited "Academic Workforce Planning – Towards 2020"

# 3.8%

unfunded EFTS



**2009**  
 Total domestic EFTS\*\* 119,519  
 (4,419 unfunded EFTS)



**2010**  
 Total domestic EFTS\*\* 121,354  
 (4,454 unfunded EFTS)

**Key:**

- \* Tertiary Education Commission approved funding (rounded to nearest \$000)
- \*\* sourced from universities

SAC – Student Achievement Component  
 EFTS – Equivalent Full-Time Student(s)

BERL developed a number of scenarios to compare the possible academic workforce needs for the period to 2020. To ensure the scenarios were realistic they identified variables that influence the supply and demand of academic staff, such as the growth of student numbers, the mix of disciplines taught and the participation rates of different student age groups. They overlaid different Statistics New Zealand population growth projections on to the scenarios to determine future student numbers and academic staffing needs.

Based on these scenarios BERL concluded that the universities will need to attract between 560 and 920 new academic staff each year between now and 2020. This range is higher than the 500 new academic staff attracted per year in recent years.

BERL concluded that, regardless of the strategic options chosen and the recommended actions taken, the outflow will not be replaced and future academic staff requirements will not be met unless the New Zealand universities take action now to address these workforce issues.

Through Universities NZ, the universities are collaborating on ways to respond to the challenge of the ageing workforce. BERL's report, entitled *Academic Workforce Planning – Towards 2020*, is an important contribution to this wider academic workforce planning project. >>

**The report is available for download** from the Universities NZ website – [www.universitiesnz.ac.nz](http://www.universitiesnz.ac.nz)

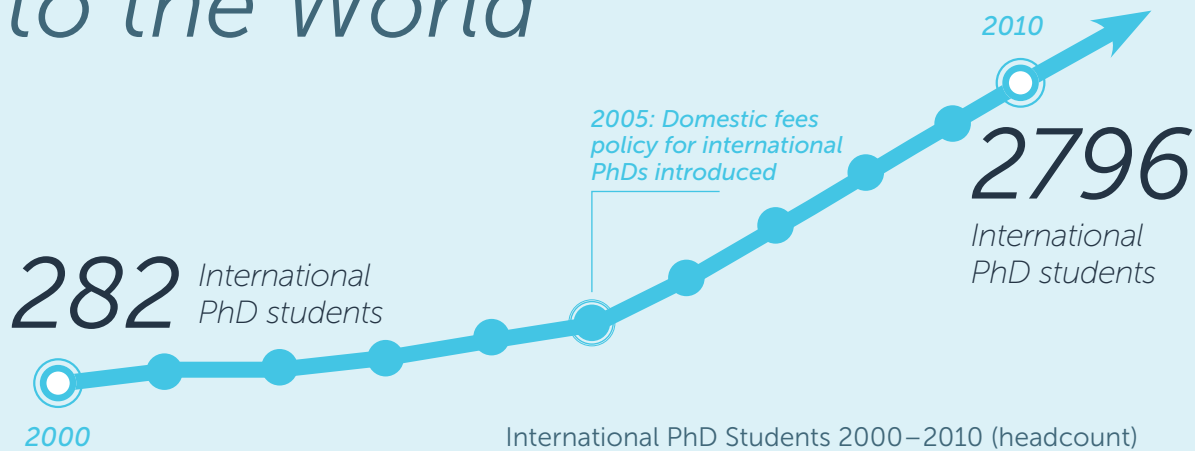
1 In US dollars adjusted for purchasing power parity (PPP)

“universities will need to attract between 560 and 920 new academic staff each year between now and 2020”

Age composition of the workforce in % (Source: 2006 census data)

	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
University lecturers	0.1	1.0	3.7	8.3	11.3	15.1	15.9	16.1	14.9	9.3	4.4
All professionals	0.8	6.2	10.7	12.8	13.1	13.8	13.7	11.6	9.1	5.1	3.1
Total NZ	6.9	9.0	8.9	10.4	11.6	12.6	12.0	10.2	8.8	5.4	4.1

# Connecting New Zealand to the World



## International PhD students vital to R&D in New Zealand

*Research and development is the cornerstone of innovation and growth, and universities are the largest research organisations in New Zealand.*

The work of PhD students, the researchers of the future, is at the heart of efforts to grow both R&D capability and activity. High quality international PhD students are important contributors to this work, bringing unique skills and international connections to university research.

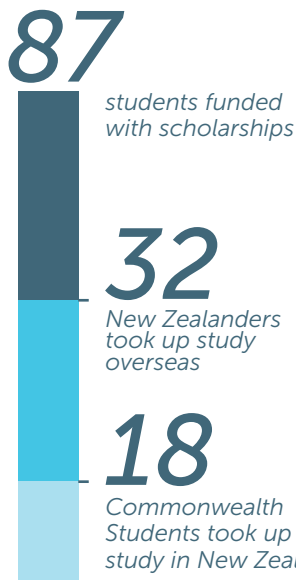
Since 2005, government has supported universities to enrol top international PhD students with a policy that allows these students to pay the same fees as domestic PhD students, as well as make it easier for their spouses and children to work and study here. The aim of this scheme is to encourage additional top international

PhD students to study in New Zealand universities and, by retaining some of the students in the country after the completion of their studies, to help build larger research groups, and so make a greater national research contribution.

The domestic fees policy continues to be a great success with universities reporting that international PhD students are making a significant contribution through their involvement in peer-reviewed publications and through post-study employment in New Zealand. Since 2005, the number of international PhD students has grown by over 300% to almost 2800 students in 2010. By 2012, international PhD students are expected to make up 38% of all PhD students. With the slow growth rate of domestic PhD students of 3-5% per annum, the faster growth rate of international PhDs has enabled universities to continue to increase R&D activity in support of economic growth and social and environmental well-being. >>

## Scholarships help connect New Zealand to the world

Rebecca Rose, a graduate of The University of Waikato and former Fairfield College student, is one of four recipients of the 2010 William Georgetti Scholarships.



2010 Universities New Zealand administered scholarships

She is studying for a master's degree in law at Cambridge University, thanks in part to the \$45,000 awarded to her by the Universities NZ-administered scholarship.

Rebecca is studying how economic analysis can be applied to law to make legal rules, policies and institutions more efficient without significantly compromising recognised justice and equality aims. Economic analysis often plays a big role in litigation in the United Kingdom and the United States, but is much less frequently relied on by New Zealand courts.

"In court you see how legislation and its underlying policy structures and relationships influence the way people behave," she says. "But whether people behave in a way that's economically efficient is another matter. If you change the incentives for people to act in particular ways, then you can potentially change social

outcomes – and perhaps that way we can move New Zealand up the OECD rankings."

The Georgetti Scholarships are one of 40 scholarship schemes administered by Universities NZ. In total, 87 students received funding through Universities NZ-administered scholarships during 2010. Of these, 32 New Zealanders took up study overseas and 18 students from Commonwealth countries took up study at New Zealand universities. >>

**More information** on the scholarships administered by Universities NZ can be found at: [www.universitiesnz.ac.nz/scholarships](http://www.universitiesnz.ac.nz/scholarships)

**Rebecca Rose**  
William Georgetti Scholar

"...is studying for a master's degree in law at Cambridge University, thanks in part to a \$45,000 ... scholarship."



# Improving Value for Money

## University libraries driving efficiencies through collaboration

*The eight university libraries currently hold more than 10 million print volumes, of which 58% are unique holdings.*

To manage these print collections, libraries have developed a number of storage solutions. However, many of the libraries have reached capacity.

Universities NZ's committee, the Council of New Zealand University Librarians (CONZUL), is working on ways the university libraries can collaborate through shared storage, to achieve savings and free up physical space, while ensuring the material that makes up the nation's research collection is preserved.

CONZUL successfully secured funding from the Tertiary Education Commission to investigate options for collaborative storage of the university libraries' low-use print research collections.

**The Collaborative Storage of Library Print Collections project aims to:**

- rationalise the retention of low-use print research collections
- release library building space
- preserve rationalised print research collections
- provide effective access to stored research collections

After extensive information gathering and research, CONZUL has recommended utilising shared storage to preserve a collection comprising a single copy of low-use print research material. It is estimated that this will require storage for 19 kilometres of serials (journals and other periodicals) and 17 kilometres of books over the next 10 years.

Sharing both storage and a single collection gives the greatest efficiencies by reducing administration, maintenance and operating costs on an ongoing basis while ensuring access for all members. It also provides a platform for further collaborative initiatives amongst the university libraries. »

over the next 10 years this will require storage for

**19 kilometres**  
of journals and other periodicals  
& **17 kilometres**  
of books

## Accessing copyright materials

*University staff need to be able to access and make available to students an extensive range of resources to ensure their research-led teaching is both relevant and meets international standards.*

Traditionally most resources have been obtained from printed books and journals but increasingly staff are using digital resources. Both print and digital resources are the subject of copyright and many rights owners require payment for the right to copy extracts from their works.

The Universities NZ copyright negotiating team and its specialist legal advisers play a key role in ensuring that university staff have adequate levels of access to teaching materials. Copyright licences allow university staff to legitimately copy extracts (and in some cases, whole works) from a vast array of resources for teaching purposes, on terms which recognise the rights of the owners and which are also efficient and effective for

the universities. The music licence alone is estimated to cover up to 15 million musical works.

In addition to licence arrangements which university libraries negotiate with database owners to cover access to materials in electronic databases, universities now have four comprehensive licensing agreements in place with rights owners covering the use of copyright materials for educational purposes:

*The music licence alone is estimated to cover up to 15 million musical works.*

**Books & journals** – the first licence with Copyright Licensing Limited was agreed in 1994. The current licence allows staff to make certain print educational materials available digitally.

**Radio & TV** – the first licence agreement with Screenrights commenced in 2001 and a new licence also giving access to certain materials available through the internet was agreed for a term commencing on 1 January 2010 and concluding on 31 December 2014.

**Newspapers** – the licence agreement with Print Management Copyright Agency for access to NZ newspapers commenced in 2009.

**Music** – the eight universities signed a licence agreement with APRA/AMCOS and PPNZ commencing on 1 December 2010 for an initial five year period but with the expectation of a continuing licence.

In addition to negotiating the copyright agreements, proposed changes to the Copyright Act are monitored for the effect they may have on the universities. »

# Financial Summary

## Statement of Comprehensive Income

for the year ended 30 June 2010

	2010 \$	2009 \$
<b>Income</b>		
University Annual Grants	1,243,500	1,080,000
Administration Fees	85,784	97,642
Interest Income	50,322	62,166
Profit on Sale of available for sale assets	22,650	0
Sundry Income	378	46,771
<b>Total Income</b>	<b>1,402,634</b>	<b>1,286,579</b>
<b>Expenditure</b>		
Administration & Office Expenses	449,530	424,602
Legal & Consultancy	214,388	187,546
Salaries & ACC Levies	842,448	763,576
Less Expenditure	<b>1,506,366</b>	<b>1,375,724</b>
<b>Profit/Loss</b>	<b>-\$103,732</b>	<b>-\$89,145</b>
<b>Other Comprehensive Income</b>		
Revaluation of Property, Plant & Equipment	0	-20,815
Increase/Decrease in Fair Value of Financial Asset classified as available for sale	-106,913	-142,457
Allocation of Fair Value change of financial assets to scholarship funds	106,913	142,457
<b>Other Comprehensive Income for the Year</b>	<b>0</b>	<b>-20,815</b>
<b>Total Comprehensive Income for the Year</b>	<b>-103,732</b>	<b>-109,960</b>

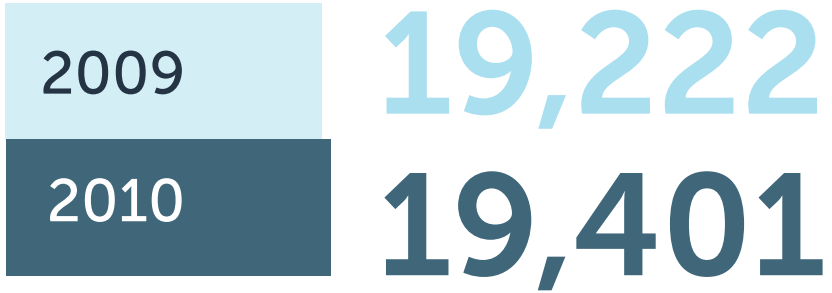
## Statement of Financial Position

as at 30 June 2010

	2010 \$	2009 \$
<b>Equity</b>		
Committee Funds	960,366	678,925
Asset Revaluation Reserve	0	385,173
Accumulated Funds	<b>\$960,366</b>	<b>\$1,064,098</b>
<b>REPRESENTED BY:</b>		
<b>Current Assets</b>		
Cash and Cash Equivalents	365,810	314,549
Trade and Other Receivables	78,138	152,715
Accrued Interest	42,013	15,079
Bank Term Investments	3,000,000	2,500,000
	3,485,961	2,982,343
<b>Non-Current Assets</b>		
Property, Plant & Equipment	180,050	651,218
JMIS Investment Portfolio	1,290,995	1,220,811
	1,471,045	1,872,029
<b>Total Assets</b>	<b>4,957,006</b>	<b>4,854,372</b>
<b>Current Liabilities</b>		
Trade and Other Payables	104,701	121,058
Employee Entitlements	91,461	128,259
GST Payment/Refund	12,296	10,179
Commercialisation of Research Fund	65	903
CONZUL	33,062	31,624
NZ Council of Deans of Education	184,634	188,445
NZ Women in Leadership	363,581	305,344
	789,800	785,812
<b>Non-Current Liabilities</b>		
Employee Entitlements	7,858	16,989
Scholarship Commitments	3,198,982	2,987,473
	3,206,840	3,004,462
Total Liabilities	<b>3,996,640</b>	<b>3,790,274</b>
<b>Net Assets</b>	<b>\$960,366</b>	<b>\$1,064,098</b>

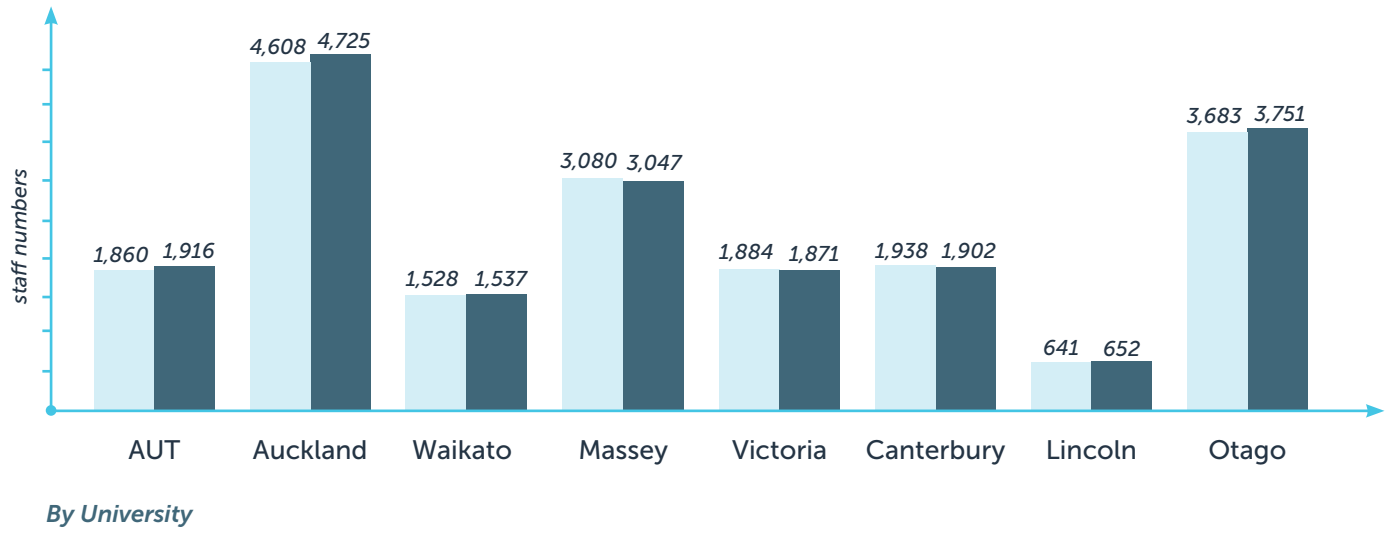
# Key Statistics

New Zealand university staff numbers (FTE) | 2009/2010  
Sourced from university annual reports



Total





*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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is the name of the New Zealand Vice-Chancellors' Committee